

ABSTRACT

This thesis deals with the concept of inclusive education in primary schools. The aim of this thesis is to find out what positives and negatives teachers see in inclusive concept of basic education, and what recommendations could help the functioning of the inclusive education process. The work is divided into a theoretical and a practical part. The theoretical part focuses on the process of inclusion and inclusive education, including a description of concepts, principles and manifestations. In the theoretical part, an inclusive school environment, including actors of an inclusive process is also approached. The basis for the practical part is the survey, which aims at finding the attitudes, opinions and suggestions of primary school teachers on the issue.

The results of the research show that the current concept of inclusive education is misunderstood by most teachers and, unfortunately, most of them disagree with this concept. They see the risk of burden not only for children and teachers, but ultimately also for the entire school system, which may lose its quality.

In spite of this, they find certain benefits in inclusive education, mostly in the fact that children can learn mutual motivation, cooperation, necessary social skills, and try to perceive and respect differences, which will help them to acquire the necessary qualities for future social life.