ABSTRACT

The theoretical part of the bachelor thesis contains the knowledge gained by analyzing available literature on history, individual types and diagnostics of specific learning disorders, methods of initial reading and writing, and the impact of specific learning disorders on the personality of the child.

The practical part of the thesis is a quantitative research carried out by means of a questionnaire survey for the staff of elementary schools in which the method of Sfumato was applied. The aim of the work is evaluation of prevalence of specific learning difficulties - dyslexia in children from the first to the fourth grade at elementary school, where the Sfumato method was chosen for teaching the initial reading. Within the regions of the Czech Republic, the highest incidence of dyslexia is 11.9% in the Moravian-Silesian Region, whereas Prague has the lowest incidence, 3.4%. The lowest incidence of dyslexia was found in pupils in first years, highest in third years. Cross-sectional learning disabilities (SPU 3) were most frequently diagnosed across all years. The research shows that the Sfumato method greatly eliminates the occurrence of severe learning disabilities, up to 0.4%. The overall incidence of dyslexia in the Sfumato method was 6%. Compared with the analytical-synthetic method, both methods were comparable with the prevention of dyslexia. Compared to the genetic method, Sfumato appeared to be less risky in relation to the development of dyslexia.

Since it is not yet scientifically based on which of the first reading exercises is best suited to children, I believe that this work can help school leadership in choosing the appropriate method of initial reading instruction. The work could also serve as a basis for further investigation. It would be beneficial to continue the investigation so that we can monitor changes in dyslexia in the next years.

KEYWORDS

dyslexia, initial reading, Sfumato method of initial reading, specific learning difficulties