

The educational process of pupil with impaired communication ability in primary school

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My course description

- **University, faculty:**

**Masaryk University,
Faculty of education**

Doctoral degree programme:
Special Pedagogy

- **Field of study**

Special Pedagogy - Education of impaired communication ability

field of **speech therapy** and **communication disorders**

Theoretical background

- integration of pupils with special educational needs into mainstream
- integration of pupils with impaired communication ability on 1 degree
- inclusive environment in the 1st level of primary schools

Methodology

- Research methods
 - qualitative research
 - Interview
 - quantitative research
 - Questionnaire

The **practical part** focuses on the **quantitative research**. Which will be realized by means of the **questionnaire**. We will inquire into primary schools with integrated pupils with impaired communication ability.

Methodology

- Thesis structure
 - Theoretical Part
 - The problems definition
 - Formulation of the hypotheses
 - Research tasks
 - Current situation
 - Empirical part
 - Pre-research
 - Research
 - Processing of the results
 - Interpretation of the results

Objectives of research survey

- Analyze the number of integrated pupils with impaired communication ability in mainstream
- Alysis of the education process of pupils with special educational needs/impaired communication ability

Aims

- to **approximate** problems of education of pupils with special educational needs (impaired communication ability)
- **learning pupils with impaired communication abilities** at an **early school age**
- specifics of **teaching pupils with impaired communication abilities at primary schools** in accordance to the Framework Educational Programme

- the **aim** of the **theoretical part** is to find out as much **informations as is possible**
- about problematics of **learning** pupils with **developmental dysphasia**

Thesis outcome

- to verify the influence of learning process of pupils impaired communication ability/pupils with developmental dysphasia
- it should also clarify the teaching methods in learning proces of pupils with impaired communication ability