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

- Analysis 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 process of pupils with impaired communication ability