

ABSTRACT

The topic of the bachelor thesis is Playing and socialization of pre-school age children with mental disability and combined disability compared to peers. The theoretical basis of the thesis are the findings of developmental and social psychology of pre-school child, special pedagogy especially psychopedics and game theory. These research methods are used in the thesis: Observation of selected groups of children and questionnaires for teachers and parents of these children. The supplementary method is also an interview with parents, children and educators. Thesis takes into account the individual anamnesis of the persons (children) undergoing research. The aim of the thesis is to compare the influence of the play on the social development of a sample of pre-school age children with mental and combined disabilities with intact children of the same age in order to find out how the playing influences the social development of these children and which differences in the socialization of these two groups occur.

Research environments were two kindergartens for children with disabilities and one kindergarten with integration. The research sample consists of six children (two girls, four boys) with mental disabilities or combined disabilities. Research results are recorded in the comparative tables. Based on the findings of the research, I present several suitable games for the development of social skills for children with mental and combined disabilities. Conclusions of the research point to the need for support and stimulating environment in children with mental and combined disabilities.