

## **ABSTRACT**

The thesis is related to my bachelor's thesis and focuses on forms of collaboration in an inclusive heterogeneous classroom in art classes aimed at the development of social interaction, cognition and the creation of visual imagery. It aims to explore the possibilities of the collaborative process of creating visual statements as a tool for mutual cognition and communication of different forms of relating to and grasping the world around us.

The theoretical part of the thesis is devoted to the background of inclusive art education and the social paradigm of pupils with special educational needs. A chapter on the art of collaboration is included as a context of visual art culture related to mutual knowledge and cooperation. Furthermore, the thesis elaborates the theme of creation as a distinctive way of cognition, which at the same time offers possibilities of participation in the creation of the contents of collaborative art education in specific art education classes.

The second part of the thesis is devoted to qualitative research carried out in a private inclusive school. The case study focused on exploring situations in art education lessons in grades 7 and 9. A cartographic method was used as a parallel to the case study design. The core of the research investigation was to observe the process of art collaboration between students with Asperger's syndrome and the classroom team and the teacher, especially during participatory art making. The authentic themes of the pupils with Asperger's syndrome became the starting point for exploring possible mutual understanding and cognition through the participatory art making process.

## **KEYWORDS**

inclusive art education, cooperation, social interaction, heterogeneous classroom, pupil with autism spectrum disorder, art teacher