

## **ABSTRACT**

This thesis focuses on supporting the development of communication skills in pupils with developmental dysphasia at primary school level 1. The theoretical part of the thesis deals with the definition of developmental dysphasia, its symptoms, diagnosis and possibilities of intervention. The aim of the research was to observe the individual progress of three boys with dysphasia in the areas of coherently spoken text, involvement in collective activities, emotional expression, fine and gross motor skills, concentration, memory and the ability to discriminate auditory and visual stimuli. The research was conducted using qualitative case studies, document analysis, teacher interviews and observations of pupils in real school settings. The results suggest that individual work and a differentiated approach to teaching can positively influence the development of communication skills in pupils with dysphasia. The knowledge gained is relevant for teachers and experts in the field of special education when working with pupils with communication disorders and when creating an inclusive environment in schools. This work provides important insights for effectively supporting students with developmental dysphasia in mainstream school settings and can serve as inspiration for further research in the field of special education and inclusive education. Positive results have been reported in research monitoring the progress of pupils with developmental dysphasia in the areas of auditory analysis, synthesis, visual discrimination and communication skills. Pupils showed gradual progress in all areas studied, indicating the effectiveness of the interventions and pedagogical approaches chosen. In particular, improvements were found in the ability to discriminate auditory and visual stimuli, which is of key importance for the communication skills of pupils with dysphasia. These results confirm that an individual approach and differentiated teaching methods can effectively support the development of communication skills in pupils with developmental dysphasia.

## **KEYWORDS**

Communication and communication skills, dysphasia, verbal and non-verbal communication, supporting arrangements, methods and forms of education, younger school age, assistant of a teacher