

## **Abstract**

The research work describes the realization of special educational support for pupils with visual impairment (VI) in English language teaching in primary mainstream schools and describe the most common problems that occurs during the lessons. The reserch explores the use of didactic and technical assistive devices teachers and students, enrichment and analyzes the most frequently selected pedagogical approaches and methods of work. The students and teachers evaluate each language area under the expected outputs FEP (Valid for the school year 2012/2013).

The target group are students with VI basic mainstream schools and their teachers. Recent studies exp. of special education centers describe and propose how to educate pupils with SEN, specifies the methods, procedures, forms and work with the pupils. To achieve the research objectives, the following procedures : a critical analysis of literature, questionnaires for teachers and pupils, comparing the outputs of the survey group of teachers – students. The research included 50 students with VI integrated in primary schools in the Czech and 47 teachers. Research only partially confirmed the hypothesis that students with VI harder to cope with the English language than students intact. The main principles of work with VI student are not fully observed.

## **Key words**

The pupil with visual disabilities, inclusion, integration, FEP, he specifics of students with visual impairments, the specifics of how to teach students with visual impairments, the workload for each category of visual impairment, the legislative framework of education, curriculum outcomes, learning languages and language communication, language, vocational training of the visually impaired, compensation and teaching aids for students with visual impairments, visual work, work environment, and self-evaluation, learning by doing.