

their cognitive interests, excite their creative imagination. They are given the opportunity to work in their own rhythm that meets their individual goals and style of work. And, as you know, the rational organization of extracurricular activities of independent work, their integration into a single system with classroom types contributes to the formation of full knowledge and skills.

Modern organization of training is focused on communication. The practical orientation of training forced to solve many issues in a new way - the problems of selection and provision of language material on a thematic and situational basis, methods of working with it, the development of new exercises. However, the communicative orientation of training does not remove the question of the need for students to understand the systemic nature of the phenomena of the Russian language. Speech communication in real situations should be carried out in accordance with the language norms, norms of behavior and speech etiquette adopted in this community.

Thus, the use of methods of activation of oral speech contributes to the development of language skills and the achievement of successful communication in an authentic language situation.

## **PEDAGOGY OF PUPILS WITH SPECIFIC LEARNING DISABILITIES**

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Currently, the topic of education of children with special educational needs is a very current topic thanks to the inclusive era. Although according to the available literature we already know from the past that learning disorders as such have accompanied humanity since time immemorial. In his book *Specific learning disabilities* Krejčová, Bodnárová [2014] writes:

Specific learning disabilities are with a high probability as old as humanity itself". The path to understanding and perception by the public, and above all by the pedagogues of the student, SPU has undergone considerable development and is constantly evolving. Learning disabilities is a term denoting a heterogeneous group of difficulties that manifest themselves in the acquisition and use of speech, reading, writing, listening and mathematics. These difficulties have an individual character and arise on the basis of dysfunctions of the central nervous system. Although learning disabilities may appear concurrently with other handicapping conditions (e.g. sensory disabilities, mental retardation, behavioral disorders) or external influences (e.g. cultural differences, insufficient or disproportionate guidance), learning disabilities are not a direct consequence of these conditions or influences. Zelinková [2015] despite the fact that specific learning disabilities can manifest in connection with other prerequisites that are a handicap for individuals (for example, mental retardation, behavioral disorders) or external influences (for example, a different culture, unbalanced neglected management), learning disorders do not become a direct consequence of the aforementioned handicaps or influences [Matějček, 1987; Pokorná 2010].

Specific learning disabilities come to the fore in lay society mainly for the reason that, at the slightest failure of a child, his parents automatically refer to specific learning disabilities and claim that their child suffers from some kind of learning disability [Pešová, Šamalík, 2006].

Michalová [2003], in his book *Specific Learning Disabilities* states: The development of views on the issue of specific learning disabilities is now moving along with progress in neurology and related disciplines.

Even though the diagnosis of these students is very advanced, it is important to remember that even before the child is diagnosed, it is important that his own family is able to understand and accept the difference of their child. And subsequently, when a parent receives a child's diagnosis, so that they are not afraid to continue asking

experts and ask them for advice on how to work and often get along with their child [Lobotková et al., 2024].

When a child is born to parents, they do not expect that they will have a child who will be different in some way and will need special care. In the school education system of our republic, these children are called children with special educational needs. One could simply say that these are children who need not only an individual approach, but above all support. The support that the child receives in his primary group, which is the family, can be perceived as an internal attitude of a certain community. Every family, when it goes through the individual stages of accepting a child with a certain disadvantage, takes a certain attitude on how to raise its child [Hanák et al., 2021].

As part of inclusive education, parents in today's education system have the opportunity to educate their child in a regular elementary school, where individual support will be provided, so that their child can achieve maximum development and careful inclusion in the collective class, as well as in special schools. What is important to keep in mind, however, in order for the form of inclusive education for children with different needs to be successful and for the child to achieve maximum development in the normal course of basic education, is substantial multifaceted support not only from the family, but also from the school [Šimek, Lengyelfalussy, 2020]. There should be some kind of non-violent interdependence and mutual cooperation. As we already know from history, the approach to these pupils was not always as considerate as it is today. The education of pupils with special educational needs has undergone great development and is still developing. Previously, there was almost no education for these individuals and their complete segregation. Within a few decades, it reached the current inclusive education. Here there is a mutual connection between family, school and counseling facilities. I consider this connection to be absolutely essential.

Specific learning disabilities (SLDs) are a diverse group of disorders that manifest themselves in difficulties in acquiring and using skills such as speech,

reading, writing, and arithmetic. These difficulties are not caused by insufficient intelligence, sensory impairment, or inappropriate education, but are related to dysfunctions of the central nervous system [Harčáriková, 2008].

The most common types of specific learning disabilities:

**Dyslexia:** A reading disorder that manifests itself in problems with recognizing letters, syllables, and words, slow reading, poor comprehension of text, and writing errors.

**Dysgraphia:** A writing disorder that affects the graphic aspect of written expression. It manifests itself in illegible writing, problems with memorizing letter shapes and their reproduction [CCCCAP.sk, 2024].

**Dysorthography:** A spelling disorder that manifests itself in the inability to apply grammatical rules, frequent spelling errors, and problems with punctuation.

**Dyscalculia:** A mathematical ability disorder that manifests itself in difficulties with counting, understanding mathematical concepts, and solving mathematical problems.

These disorders may also be accompanied by other difficulties, such as speech disorders, concentration problems, impulsive behavior, or motor disorders. Early recognition and diagnosis of SPU is important in order to provide adequate support and intervention to improve educational outcomes and the overall quality of life of the individual. The causes of SPU are multifactorial and include genetic predispositions, neurological factors, and environmental influences. Diagnosis is performed by professionals such as special educators or psychologists using standardized tests[].

Support and intervention options. Effective support includes an individual approach, special educational methods, and the use of compensatory aids (e.g., audiobooks, speech recognition software). Collaboration between school, parents, and professionals is key. Psychological support also plays an important role in strengthening the child's self-confidence and motivation [Šimek, 2022]. With

appropriate strategies, individuals with SPU can achieve a full education and social inclusion.

Special educational needs of pupils. Nowadays, under the term special educational needs, we can imagine primarily the needs of a certain group of pupils who have a certain disadvantage and need additional help in certain weakened areas of their certain disadvantage. The term itself began to be used in the short past. However, it was used much earlier outside the borders of our country. The term penetrated to us through English, where the term special educational needs was used in pedagogical publications as early as the 1960s. However, both abroad and in the Czech environment, this term referred exclusively to individuals with some kind of disability, e.g. to children who are mentally retarded or with visual or hearing defects, etc [Pedagogika, časopis pro vědy a vzdělávání a výchově, 2022].

In specific learning disorders, we can therefore include a whole group of disorders and dysfunctions that are the cause of a child's learning difficulties at school. Professionally, they are called dyslexia, dysortography, dysgraphia, dyscalculia. It is estimated that there are 4-5% of individuals in the population suffering from one of these disorders, the higher percentage of occurrence is in boys. Manifestations of SPU most often appear only at a certain stage of the child's development, usually after entering the 1st year of elementary school.

The very specification of pupils with specific learning disabilities is defined in the Education Act [Act No. 561/2004 Coll. on preschool, primary, secondary, higher professional and other education] § 16, which also deals with the education of children, pupils and students with special educational needs (to which children with SPU certainly belong), three categories of persons who require a special educational approach are precisely defined:

- Children with disabilities (physical, visual, auditory, mental, autism, speech defects, simultaneous disability with multiple disabilities, developmental learning or behavior disorders),

- Children with a medical disadvantage (weakened health, long-term illness and minor health disorders leading to learning and behavior disorders),
- Children with a social disadvantage (from a family environment with a low socio-cultural status, at risk of socio-pathological phenomena, with ordered institutional education or imposed protective education and students in the status of asylum seekers and participants in the asylum procedure) [<https://www.zakonyprolidi.cz/cs/2004-561>].

Regardless of which of these three definitions in the school environment, we call these children children with special educational needs.

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## **SPECIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

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He gives the definition of pupils with special educational needs, for example, in his book *How to deal with school problems*. [Kendíková, Vosmik, 2016, p. 8] "Pupils with special educational needs are pupils who need to be given extra care, due to failure or on the contrary due to extraordinary talent, the education of which requires the application of support measures."

It is therefore quite obvious that the common feature of children with special educational needs is their difference from other children. For some, the difference is more noticeable, for others less. Nevertheless, it is very important to support this entire group of children, so that their maxillary development takes place and they are supported [Buzalová, S., Ludvigh Cintulová, L., Pavlovičová, 2024].