

## SUMMARY IN ENGLISH

The aim of the thesis is to recognise the characteristics of communication between a teacher and a student with special needs in early education classes. According to Jerzy Zieliński, “A teacher, conveying knowledge to students, is the encoder of the information, students in turn are decoders”. It is the teacher who interacts with a student during the English lesson, fulfilling didactic, educational and social goals. The dialogue between them constitutes a valid communicative message that may be disrupted because of disruptions or disorders of the students with special educational needs. The ability to use a language effectively depends on a few dimensions, which were mentioned in the dissertation: the context of the communicative situation, sociolinguistic competence, linguistic systemic competence, paralinguistic dimension and teacher’s and student’s linguistic behaviours, which constitute the determinants of the conversation analysis.

The disorders in child’s development may be various. They may appear as developmental deficits in the field of individual receptors, for example, the sense of seeing or hearing. They might refer to dysfunctions or the retardation of psychomotor development, which may result in the disorders of active speech or disorders of developmental dyslexia. They may also lead to more global disorders which limit the possibilities of right social functioning of a child such as: ADHD, autism or Asperger’s syndrome. The disorders and disruptions, which make communication during the English lesson difficult, were presented in subsections 1.0 - 1.4 in a detailed way. Teaching a student with special educational needs is challenging. Both a student on the autism spectrum and with selective mutism or dyslectic and aphasiac need individual teaching and using methods and therapy techniques to obtain successful results.

In chapter two the description of an English language as a school subject with an emphasis on aims, content, procedures of gaining scheduled goals, verifying student’s achievements, teaching techniques of linguistic skills, were presented. The role of the teacher of English in the early education forms and the lesson of English in early education have been mentioned as well. Teaching English in early education aims not only at the development of the students’ linguistic competence, but also supports their comprehensive and harmonic development.

In subsections 3.1-3.3 notions and communication models which refer to significant studies of children’s experience in the conversation with an adult have been presented, such as: directness, relations, the exchange of meanings, interaction, the use of language and the role of interlocutors.

In chapter four the study problem with detailed questions with reference to the qualitative research method of the conversation analysis and techniques have been provided. The characteristics of the survey group have been given as well.

The matrixes of the representations of the conversations between a teacher and a student with special needs at home and school education were provided in chapter five. One may distinguish the analysis categories of the conversational structures such as: communicative context, linguistic and paralinguistic aspects, social linguistic competence and information transfer. The indicators whose representations were the interlocutors' utterances, were applied to each category.

Conclusions and results from the studies were presented in chapter six, taking linguistic and didactic aspects into account. Seven students participated in the studies. The conversations lasted 456 minutes and 30 seconds altogether. On the basis of the analysis the communication of teaching English is varied, dependent on the study dimension: oriented on the student, concentrated on the communicative situation where the dialogue takes place. It also refers to mutual understanding and the exchange of information despite disruptions, lapsuses, linguistic mistakes and the moments of silence or imbalance.