

TITLE:

Left-handedness and its acceptance in contemporary education system and families

AUTHOR:

Libuše Svobodová

DEPARTMENT:

Department of Biology and Environmental Studies

SUPERVISOR:

doc. RNDr. Václav Vančata, CSc.

ABSTRACT:

The diploma thesis entitled Left-handedness and its acceptance in contemporary education system and families follows up and complements the bachelor thesis entitled The issue of left-handedness in the development of children and youth - history, present and perspectives. The first and second chapters of the theoretical part of the diploma thesis focus more deeply on the characteristics of left-handed writing styles, advantages and disadvantages of left-handed writing, suitable writing aids, classroom order, organization of work environment and writing methodology. The third chapter is devoted to laterality tests with a focus on the upper limb, lower limb, eye and ear, test tasks, their conditions and evaluation. The last fourth chapter of the theoretical part deals with the central nervous system, more precisely the brain and its asymmetric anatomy, function, control of upper limb movements and motor development of the upper limb. The practical part of the diploma thesis consists of five researches. The first research verifies the occurrence of left-handers in primary schools and lower grades of multi-year grammar schools and then compares the values with the previous bachelor's thesis. The second study uses laterality tests to test left hand alignment in 7-year-olds writing with their left hand and the occurrence of crossed laterality of paired organs. The third research part deals with the development of left-handed writing in primary school students, hand position, font inclination, tilt of the writing surface, writing time and preferences of writing tools. The fourth section includes a questionnaire for first grade class teachers. The questionnaire focuses on teachers' familiarity with left-handed writing, attention paid to and assistance to students, and perceived interest from parents. The last fifth part of the practical section took place in the form of an interview in pedagogical-psychological counseling centers, in which the information obtained was verified, supplemented or possibly refuted.

KEYWORDS:

laterality, left-handedness, brain, learning curve, writing, school, family, development, education, help