

ABSTRACT

The diploma thesis deals with the topic of Deaf culture in the teaching of art education, with the aim of developing the cultural identity of students with hearing impairment. Although the teaching is mainly aimed at pupils with hearing impairment, it has the potential to develop the personal, social and cultural competences of all pupils.

The theoretical part of the work clarifies the basic terms associated with the Deaf community, including their language and cultural activities. In art, it focuses on the visual art of the Deaf and is mainly based on the direction of De'VIA. The following chapters describe the education of pupils with hearing impairment and its history in our country.

The didactic part examines, through questionnaires and semi-structured interviews, how the topic of Deaf culture is integrated into art education at elementary schools specializing in the education of students with hearing impairments. Based on these findings and own pedagogical approach, a project for teaching about Deaf culture is proposed.

The work focuses on five key questions regarding the inclusion of Deaf culture in art education. The final part of the thesis summarizes the answers to these questions and provides recommendations for pedagogical practice.

The work is inspired by Pavla Novotná's approach, which emphasizes the support of the cultural-artistic identity of the Deaf without its adoration or criticism. The results of the work bring new information and inspiration not only for teachers, but also for the wider public interested in Deaf culture.

KEYWORDS

Deaf, Art Education, culture, art, De'VIA, identity