

CONTENS

LIST OF USED ABBREVIATIONS AND MARKS	7
LIST OF TABLES	8
INTRODUCTION	9
1 SCHOOL AS AN INSTITUTION	11
1.1 School and educational process	12
1.2 The role of school in home education	13
2 FAMILY	15
2.1 Family - meaning and function	16
2.2 Family and educational process.....	17
2.3 The role of family in home education	18
3.1 Educational methods used in family and school environment	21
3 EDUCATIONAL METHODS IN THE CONTEXT OF SUBJECT DIDACTICS	21
3.2 Innovation in the field of educational methods	24
3.3 Didactic practice.....	31
4 HOME EDUCATIONAS AN ALTERNATIVE FORMOF EDUCATION	34
4.1 Terminology determination and basic concepts of home education	35
4.2 Czech Republic home education legislation	36
4. 2. 1 Application for individual education	42
4. 2. 2 Slovakia home education legislation	44
4.3 Conditions for home education context	45
4.4 Pedagogical research and often discussed topics of home education	47
4.5 Evaluation of home education outcomes	53
4.6 Home education financing.....	56
5 HOME EDUCATION DEVELOPMENT	57
5.1 Old Jewish culture.....	60
5.2 Culture of ancient Greece and Rome	60
5.3 The Middle Ages	61
5.4 The Renaissance period	61
5.5 The period from the 17 th to the 18 th century.....	62
5.6 Period from the 19 th to the 20 th century	63
5.7 The current form of home education.....	64
5. 7. 1 Scenario of education development according to Jiří Kotásek.....	66
5. 7. 2 Negative education of Jean Jacques Rousseau.....	68
5. 7. 3 Home education by John Holt.....	69
5. 7. 4 Anti-authoritarian upbringing by A.S. Neill	70
5. 7. 5 Freedom to Learn by P. Gray.....	71
5. 7. 6 Ivan Illich's society deschooling.....	71
5.8 Impacts of home education on the whole society.....	72

6	EDUCATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS	74
6.1	Legislative anchoring of education of a pupil with special educational needs	76
6.2	Strategic educational documents.....	78
6.3	Definition of the term special educational needs.....	79
6.4	A changing view of special educational needs	79
6.5	Possibilities of educating a pupil with special educational needs	80
6.6	Consulting services in education.....	81
6.7	Support measures.....	83
6.8	Pedagogical support plan and individual educational plan	85
6.9	Education of a pupil with special educational needs from the perspective of pedagogical research	87
7	HOME EDUCATION AND A PUPIL WITH SPECIAL EDUCATIONAL NEEDS	89
8	SPECIFICATIONS OF METHODS AND FORMS OF HOME EDUCATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS	94
9	THE CONCEPTS, FUNCTIONS AND DIMENSIONS OF EDUCATIONAL EVALUATION	104
9.1	The concepts of evaluation in relation to the concepts of education.....	105
9.1.1	The concept of competition in educational evaluation	105
9.1.2	The concept of non-competition in educational evaluation.....	107
9.1.3	The cooperative concept of educational evaluation	108
9.1.4	The humanistic-oriented concept of educational evaluation.....	110
9.1.5	The development concept of educational evaluation	111
9.2	The functions of educational evaluation.....	112
9.2.1	The development-formative function of educational evaluation	114
9.2.2	Educational evaluation in the function of feedback	117
9.2.3	The informative function of educational evaluation	118
9.2.4	The function of greater efficiency in educational evaluation.....	119
9.2.5	The differential and selective function of educational evaluation.....	120
9.2.6	The teacher's attitude to pupils and the methods of evaluation	121
9.3	The dimensions of educational evaluation	123
9.3.1	The social and personality dimensions of educational evaluation	123
9.3.2	The didactic dimension of educational evaluation.....	124
9.3.3	The social dimension of educational evaluation	124
9.4	New methods of testing and evaluation	125
9.5	Authentic teaching and evaluation.....	127
10	PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE CONTEXT OF SCHOOL CLOSURES	128
10.1	School closures in Slovakia	128
10.2	Distance learning during school closures.....	130
10.2.1	Distance learning in basic and secondary schools.....	131
10.2.2	Exclusion from distance learning during the pandemic.....	133

10.2.3 Disadvantaged pupils and the lack of social contact	134
10.2.4 Pupils from socially disadvantaged home environments	134
10.2.5 Marginalized Roma pupils in Slovakia during school closures.....	135
10.2.6 Gifted pupils.....	136
10.2.7 Ensuring equity and inclusion during crisis	137
10.3 School reopening.....	140
CONCLUSION	142
REFERENCES.....	145
FACTUAL REGISTER	175
NAME REGISTER	176
ABOUT AUTHORS.....	182