

ABSTRACT

The topic of the thesis is mapping the issue of multicultural education at primary schools. The main aim is to penetrate the current structures, to assess the possibilities of the teacher's work in the school environment and to find other ways of multicultural education of pupils in relation to the findings. The theoretical part of the thesis defines the legal environment of the issue at the level of the Czech Republic and the anchoring of multicultural education in curricular documents. It describes possible ways of thinking and approaches in contemporary intercultural education as well. It also includes the possibilities and principles of the educational process from the teacher's personality, his own competences, setting goals and content, appropriate forms and methods of work to the pupils and other factors influencing the lesson of multicultural education. Much of the work is devoted to the latest findings, trends and basic pillars and principles of quality intercultural education. It also describes organizations that focus their activities on multiculturalism in the world and can thus directly contribute to the broadening of the general overview of pupils, transferring information, knowledge, personal social development and especially the multicultural competences of pupils. Last but not least, it refers to a number of supporting materials and aids designed directly for the classes of multicultural education. The practical part is a qualitative research of two selected schools, which focuses mainly on real fulfillment of objectives and elected procedures of teachers in the teaching process, their preferred activities, used materials and aids. It captures the ways in which schools work with multicultural education, specific lessons and interviews with teachers. The thesis points out the very importance of intercultural education in schools and the wide range of ever-expanding possibilities of primary school teachers.

KEY WORDS: multicultural schooling, multicultural education, primary school level, educational process, teacher competence