

# ABSTRACT

The diploma thesis deals with the influences of different native language and cultural habitus of pupils on their activity in art education. The thesis focuses on the integration of cultural contents in art education without disadvantage of pupils with different native languages. It also describes the educational conditions of these pupils in art education and brings out its specifics and the need for an individual approach.

The theoretical part is based on literature and it analyzes broader contexts of the topic, such as the relation of the language, culture and mind, cultural contents in art education, semiotics, visual literacy, or cooperation. The artwork is approached as a mean of communication and art education is considered as a space of communication.

Several school situations are described in the research part and the attention is focused on communication and cooperation among pupils who are non-native speakers, their art expression, approach and insight on the tasks. The research is based on the observation of non-native speaking pupils at the primary school. The aim is to find recurring situations in these individual cases and put them in the right context. Thereby contribute to the development of this issue in art education and bring attention to the need for specific educational conditions for these pupils. In response to the acquired knowledge and experience gained from the realization of the didactic art series, the author designed an education task in which the participants do not communicate verbally, therefore they can come from different cultures and speak diverse languages. The topic of this etude is leaving a trail, an imprint of yourself.

The whole thesis is completed by the author's own work of art, through which she reflects the issue of communication and cooperation from a different point of view. In the artwork, two artists draw simultaneously, each of them on the different side of the plexiglass. Thereby their drawings become one. They are connected and distant from each other at the same time.

**Keywords:** visual literacy, cultural identity, communication, understanding, visual expression, primary school, cooperation