

ABSTRACT

Multicultural education in primary school is now increasingly part of formal education, influencing the learning environment and the relationships between the pupils themselves. This master thesis deals with the possibilities and pitfalls of multicultural education, what multicultural education is, where it is heading, it also deals with project-based learning, which has great potential in teaching cross-cutting topics that are part of the curriculum, because it allows to look into the issue at hand from the perspective of different educational areas. There is also an insight into its implementation in school teaching, how it is integrated into various subjects in primary school teaching. The practical part is devoted to one of the very topical topics of multicultural education, i.e. integration of pupils with OMJ into the classroom collective. The opinions and attitudes of teachers who encounter this issue, which is very often encountered in multicultural education, and the results of this investigation, where teachers anonymously filled in a questionnaire, which I subsequently evaluated, are also expressed. To a lesser extent, the views and attitudes of pupils are also recorded here, which I also consider important; these are pupils in one 5th grade primary school, as they themselves perceive this ongoing issue as it has been with them since they entered primary education and has been present throughout their schooling. Pupils from 5th grade of primary schools in Prague were asked how they perceive joint education with pupils with OMJ, what this joint education brings to them, or vice versa. Also how they perceive multicultural education in schools. The aim of this thesis was to find out how multicultural education is positive or negative in the performance of the teaching profession from the perspective of teachers who are in contact with this phenomenon today and every day.

KEYWORDS

Definition, opinions, suggestions, content, implementation.