

ABSTRACT

This thesis focuses on the development of multicultural education in third year primary school students (in Czech education system) through work with literary texts. In terms of its form, it is divided into theoretical and research parts. The theoretical part contains basic information about multiculturalism, interculturalism, prejudices and stereotypes, deals with the concept of multicultural education in curriculum documents and goes into more detail about the development of reading literacy at the first level of primary school. In particular, it focuses on the development of reading skills through RWCT methods and the three-phase E-U-R learning model.

The research part of this thesis contains a description of an action research carried out in the third year of primary school with the aim of developing multicultural education in pupils through a literary text. On the basis of observation, an interview with the class teacher and a pretest of pupils' current attitudes towards multicultural society, five reading lessons based on five selected children's books were realised and then reflected upon in order to develop pupils' multicultural education. The results of the action research show that the lessons had an impact on pupils' attitudes towards multicultural society, pupils took a more active interest in topics related to multiculturalism, there was a shift in pupils' understanding of the norm and the lessons led to a greater degree of active involvement of pupils with different mother tongues. Finally, this thesis formulates recommendations for further work with the selected class leading to the development of multicultural education.