

Abstract

This thesis deals with monitoring of pupil integration options - foreigners into the educational process from the perspective of teacher development of intercultural competence. The very objective of this study was to monitor the process of developing intercultural competencies, and also to track and identify factors that influence this process in the course of educational activities in elementary school. The thesis is divided into theoretical and practical part.

The theoretical part is divided into five chapters based on the analysis of literature related to this issue. The second chapter further defines the basic concepts of migration and intercultural education students - foreigners. The third chapter defines the concept of culture and concepts that connected with it, acculturation, cultural identity, culture shock, intercultural sensitivity, prejudices and stereotypes. The following chapter is responsible for defining the concepts of intercultural communication, bilingualism, intercultural conflict and intercultural friendship. The fifth chapter is devoted to teachers as a factor that significantly contributes to the educational process and the integration of students - foreigners. Furthermore, this chapter deals with intercultural competence and possibilities of their development, appropriate teaching methods that support the integration of students - foreigners and school climate and class.

In the research part, I tried to capture the positive but also some problematic integration of students - foreigners, as seen by teachers and pupils. For the research methods used were questionnaires and case studies. The questionnaire survey focused on attitudes and opinions of teachers and pupils on the issue of integration of students - foreigners into the educational process at school. Analysis of questionnaires and case studies have also uncovered another problem area.

This is essentially a higher number of foreigners in one class. Teachers feel a lack of methodological training in teaching and learning of children of immigrants that would assist teachers in teaching students - foreigners and thereby contribute to improve the current situation in our primary school pupils in education - foreigners. An important area seems to be working with student family - foreigners. It is necessary to involve the families of pupils at school events and thereby promote their positive approach to learning.

The contribution of this thesis lies in the use of acquired knowledge and understanding of issues in the broader context of integration of students - foreigners into the educational process, especially for the author and her other teaching activities. But one can be an inspiration, or a means of comparing the results in this area in other school facilities