

ABSTRACT

Sociocultural disability of foreign pupils and professional qualification of teachers

The aim of the dissertation thesis is to analyze the vocational qualification of teachers in relation to socio-cultural disability of foreign pupils (pupils with a different mother tongue).

The theoretical part presents current knowledge regarding the issues of education of foreign pupils (pupils with a different mother tongue) in Czech and foreign background. It defines basic approaches to socio-cultural disabilities and content framework of vocational qualification in relation to foreigner's pupils. The theoretical part is based mainly on the latest intercultural education, special education and other educational disciplines. Another source of information is an empirical study which determines what should be the content of training teachers to effectively teach foreigner's pupil (the pupil with a different mother tongue).

The empirical part presents the results of research focused on the training of teachers in relation to foreigner's pupils. The objective of the research was refined by formulation of research questions. A questionnaire technique was used for teachers and students of the Faculty of Education at University of West Bohemia (Field of study: Teaching at Elementary School, 1st stage), semi-structured interviews for teachers.

Based on the experiences and testimonies of the respondents we want to present key areas (or changes) undergraduate training of teachers in the education of foreign pupils.

Keywords: foreign pupil, pupil with a different mother tongue, socio-cultural disability, teacher training, intercultural competences

