

## **ABSTRACT**

Aim of the theoretical part is to describe a relationship teacher-pedagogical assistant – immigrant child in primary school. I describe the definition of their competences, possible difficulties of their cooperation but also ideal humanities of the assistant and identify the relationship between him and the immigrant student. Continuing with describing special needs of this student, his position in a class and appropriate forms and methods of working with him/her. I slightly touch even the base of culture-free methods.

In the practical part, the reader will follow my experiment with three immigrant students using method of conceptual learning and how this culture-free method influences students school achievements. The results of this study are positive not only in a way that the students become more proficient in the troubled school subject but they also gained a lot of self-confidence and autonomy.

## **KEYWORDS**

Culture-free methods, conceptual learning, pedagogical assistant, prejudice, competences, personality, immigrant student, inclusive environment, autonomy, cooperation, special needs.