

ABSTRACT

This thesis deals with the problematics of the work of a novice teacher, who has a pupil with a different mother tongue in his class. Its aim is to identify the specifics that usually accompany the work of novice teachers when integrating these pupils.

The text is structured into two parts, each of which is further divided into several chapters. The first, theoretical, part compiles and then presents expert knowledge on migration, inclusion and then education of pupils with a different mother tongue and, last but not least, the role of the school as well as teachers in the process of integration of these children. It also sets out the criteria that affect and influence pupil integration with a different mother tongue.

The second part of the thesis is practical. It contains an analysis of the work of two teachers who currently have pupils with a different mother tongue in their class and are trying to integrate them. It is focused on the specifics of working with them. The analysis of their work is carried out on the criteria set out at the end of the theoretical part of this thesis. These criteria are based on the study of professional literature.

The result of the thesis is the description of teaching strategies and procedures of these pedagogues, the analysis of their approaches to teaching in a heterogeneous class as well as a summary of individual specifics that I personally consider important in the process of integration of a pupil with a different mother tongue.