

ABSTRACT

The thesis deals with the issue of integrating foreign pupils. Especially by creating socio-cultural competence in the Czech environment. It is primarily aimed at the primary school environment and second grade pupils. It consists of two parts. The theoretical section defines the concept of socio-cultural competence and puts it in a broader context. It also deals with a foreign pupil and the acquisition of a foreign language. Last, but not least, it represents a set of factors that are crucial to the acquisition of a foreign pupil's socio-cultural competence. The Common European Framework of Reference and its individual levels are also presented.

A qualitative research investigation is described in the practical section. The aim of the investigation is to answer the main research question, namely: How is the socio-cultural competency of a foreign pupil in a Czech school created? A semi-structured interview method was chosen for research. Respondents were selected on the basis of defined criteria. Through their testimony, it was concluded that specific situations were to be taken into account when working with a foreign pupil. Furthermore, the hypothesis that the educator is one of the most powerful factors influencing the process of acquiring a foreign pupil's socio-cultural competence in a school setting has been confirmed.

KEY WORDS

pupil foreign, socio-cultural competencies, communication competencies, environment, school, teacher, integration