

Title: Critical parts in solving constructive tasks by pupils-refugees from Ukraine

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Abstract: Construction problems are considered to be one of the most difficult problems in mathematics education, as they are the connection of the space of geometric objects and relations (theoretical) with the space of pro-spatial graphical entities (representational). For pupil refugees from Ukraine, who have gone through the traumatic experience of emigration and adjusting to a new environment, these tasks may present additional specific challenges. The thesis analyses Czech and Ukrainian textbooks, examines differences in procedures and solution methods, individual experience and readiness of pupil-applicants going to Czech schools. The methodology is based on qualitative research, which includes working with a group of pupils from Ukraine with a worksheet and interviews with the pupils themselves to better evaluate the results. Based on these findings, appropriate pedagogical strategies and approaches can be further designed and refined to better support the success and adaptation of these pupils in the school environment.

Keywords: Construction tasks, pupils-refugees, pupils with different mother language, critical places in mathematics.