

## **ABSTRACT**

This thesis deals with communication between primary education teachers and parents of Ukrainian pupils who came to the Czech Republic as a result of the war conflict between Russia and Ukraine. The thesis examines and analyses the experiences of specific teachers working in Prague mainstream primary schools in the field of communication with parents of pupils. The theoretical part focuses on the concept of integration of foreigners and related legislation, including statistical data. It also introduces organisations dealing with the issue of foreign pupils with a different mother tongue. It focuses on social communication, its forms and communication channels between teachers and parents of pupils. It describes obstacles to communication, such as language barriers, different cultural backgrounds, traumas caused by war and teachers' lack of communication skills. It discusses specific differences in the Ukrainian education system and presents the 2030+ Strategy, which aims to modernize the education system and improve teachers' readiness for future challenges. The empirical section describes the research methods used, presents specific quotes from interviews with respondents that provide deeper insights into their experiences and attitudes, and seeks answers to the research question: What factors influenced the building of effective communication between educators and Ukrainian parents? Based on the analysis of the collected data, it answers this question and suggests strategies for improving communication and integration of Ukrainian refugee pupils into the Czech education system.

## **KEYWORDS**

pupil with different mother tongue, Ukrainian pupil, communication with parents, refugee parent, Ukrainian education