

ABSTRACT

In the diploma thesis, we focus on the topic Support of a multilingual student at the beginning of schooling. The aim of this diploma thesis is to systematically examine the issue of education of multilingual students at the beginning of schooling with an emphasis on integration, inclusion and legislative aspects. The work focuses on the analysis of the needs of these pupils, the support provided by schools and teachers, and evaluates the effectiveness of these measures.

In the framework of the theoretical part of the work, key terms such as integration and inclusion, the characteristics of a foreign student, the needs of multilingual students at the beginning of schooling, and the legislative framework for the education of these students will be defined. Furthermore, the work will focus on the possibilities of how schools can provide support to multilingual students, and analyzes supporting language measures and pedagogical support.

The empirical part will present the results of a case study that examines a specific student with a multilingual background, his educational environment and the measures provided by the school. The methodological approach includes interviews, observation and document analysis, with an emphasis on ethical aspects of research.

The final part of the thesis focuses on the presentation of results and discussions that reflect the success of the support measures and identify areas for improvement. Emphasis will be placed on the importance of cooperation between the school, the family and other key actors in the process of educating multilingual pupils.

The relevance of this work lies in a comprehensive view of the issue of educating multilingual students at the beginning of their school journey and in providing practical recommendations for teachers, schools and other actors in the field of education.

KEYWORDS

multilingualism, language support, pedagogical support, primary education, inclusion