

After the start of the war in Ukraine in 2022, there has been a significant increase in the number of children with Ukrainian as their first language at all levels of the Czech education system. A key role in the integration of Ukrainian pupils in Prague primary schools was played by the organization Integrační centrum Praha, o.p.s., which organized language courses to facilitate the transition of these pupils into the Czech education system and improve their language skills.

This thesis focuses on the description of Czech language courses for Ukrainian children in Czech primary schools at the organization Integrační centrum Praha during 2022 and 2023. The methodology of this thesis includes analyzing publicly available materials and interviews with key personnel from Integrační centrum Praha. This paper describes the organization's structure, its legal status, offered services, selection and preparation of teachers, teaching methodology, and textbooks used within the Textbooks for Ukraine initiative. The theoretical part presents organizational aspects of teaching Czech to Ukrainian children and an analysis of the Czech education system. The conclusion of the theoretical part specifies requirements for teachers.

The practical part of the thesis details a case study of Czech language courses at the primary school ZŠ Žernosecká, where classes for Ukrainian children were conducted, describing their progress and evaluation. The research shows that the key to success was the rapid organization of the courses and the teachers' experience with child education. Based on these findings, recommendations are made, such as emphasizing mandatory attendance for all children, timely provision of materials, and quick deployment of experienced teachers specializing in the relevant age group.

This thesis provides insight into the organizational, methodological, and practical aspects of teaching Czech to foreigners and emphasizes the importance of teaching it quickly and effectively to newly arrived children.