

ABSTRACT

The dissertation aims to clarify how pupils perceive the phenomenon of otherness in school classes. It is an attempt to connect philosophical concepts with practice which we can see in the environment of elementary schools. This thesis will develop the question of to which extent the students understand and perceive the otherness of their classmates, both those without specific needs and those with them and who are therefore integrated into the mainstream education thanks to the relatively recent phenomenon of inclusion. The given phenomena will be looked at from the philosophical point of view because psychology and sociology do not take into account all the dimensions of inclusion that are connected to this phenomenon. The given issue will be viewed from the position of phenomenology, which aims to go to the things themselves. The work is thus based on key works by Edmund Husserl, Maurice Merleau-Ponty and Emmanuel Lévinas. Their concepts are developed from the perspective of the phenomenon of perception and otherness.

An insight into children's souls was obtained in the form of qualitative research using the methods of interview and of written form in which the students summarize their attitude and previous experience with otherness. The data were obtained from pupils who have already completed the nine-year elementary school and are now in the first year of secondary school. The thesis attempts to answer the question of how students perceive otherness in their class in a unique way. The answer to this question is a synthesis of data from qualitative research and a phenomenological perspective on perception and otherness.