

ABSTRACT

The thesis deals with the role of drawing of a human figure in Jirásek's Orientation Test of school maturity. The aim is to contribute to the development of theory of tested abilities. Empirical material consists of the works of preschool children in the Oriental Test of School Maturity, including the one for verbal thinking and in a selected set of Raven color progressive matrices. Data collection took place in two phases, four months apart. The underlying question is whether performance in drawing of a human figure will correlate more closely with performance in other tasks that are also oriented towards nonverbal (vs. verbal) and infralogical (vs. logical) operations. It turned out that it is not the case since the correlation is related rather to the degree of the general intellectual level. When analyzing developmental correlations within the given time frame, the development of drawing of a male character was grasped as a variable working synchronously with the development of other tasks. It was also grasped in the first phase as an independent variable and also as a dependent variable. Applying stricter correlation rates it has been shown that in a time interval of 4 months, the initial level of drawing of a human figure does not significantly affect development in other areas. Weaker correlations can be found for example with the Object of a Point Group where Drawing of a human figure functions as a Dependent and independent variable.

KEY WORDS: school maturity, drawing of a human figure, preschoolers, matrices, verbal thinking, non-verbal thinking, logical operations, infralogic operations, analysis, synthesis, development