

This thesis defines social-emotional skills that need to be refined among pre-school children within the context of the beginning of schooling. The work also verifies the possibilities and limits of artefiletics in the development of social and emotional skills of pre-school children. The thesis is of a theoretical-empirical character and is divided into two parts – theoretical and practical. The chapters of the theoretical part deal with social and emotional development of pre-school children, the meaning of a play in social-emotional development and also with social-emotional constituent part of school maturity. The last chapter is devoted to artefiletics as an innovative approach towards the development of social-emotional skills of pre-school children. The practical part of this thesis consists of two parts – action research and questionnaire survey. The action research focuses on verifying the possibilities and limits of artefiletics when developing and refining social-emotional skills of pre-school children in kindergarten. The action research aimed at increasing the quality of complex maturity preparation for entering primary school, respectively adaptation to school environment. The second part of the practical part consists of questionnaire survey, the aim of which was above all to discover authentic opinions and attitudes of practicing pre-school teachers. The thesis concludes with findings and outputs of my observations and questionnaire survey.