

ABSTRACT

This thesis is focused on the drawing of preschool children from the perspective of a game. The game that can offer children a functional pleasure already during the game itself. Theoretical starting points offer an insight into contemporary Czech and foreign didactics of an art education, the development of graphomotorics and also the theory of correction of specific learning disorders, concretely dyspraxia and dyspinxia. It focuses on the possible cause of refusing to draw, presents the view on the role of the teacher in planning and active participation in the educational process. The theoretical base is followed by an original empirical research that was lead in one kindergarten. The aim of the research was to introduce the Drawing as a game to children, so that they can have a positive experience from it. In the research we can find not only the diagnostics of children in terms of their ability to enjoy drawing as a game, but also self intervention in children, who had little or no pleasure in playing the game at the beginning. The conclusion contains a list of factors that supported individual interventions in their success.