

ABSTRACT

The thesis studies the role of human figure drawing in Orientační test školní zralosti (*i. e.* Jirasek's Orientation Test of School Readiness). The starting point is the correspondence between human figure drawing and other tasks in both verbal and non-verbal thinking. For the empirical material we have chosen pre-school children results in Orientační test školní zralosti, including the verbal thinking test and Raven's Coloured Progressive Matrices. The aim is to examine correspondence of human figure drawing with other tasks taking into account verbal and non-verbal thinking and logical and infralogic operations. The data was collected in two stages with the interval of four months and therefore it is able to assess durability of findings in time. The thesis is beneficial in terms of qualitative analysis of discovered correspondences and also in developing a theory of abilities tested by the test, especially regarding human figure drawing. Last but not least it is helpful in examining similarities and differences in the ability of children to analyse and synthesize.

KEY WORDS: school maturity, drawing, figure, man, writing, points, matrices, verbal thinking, non-verbal thinking, logical operations, infralogic operations, analysis, synthesis