

ABSTRACT

The diploma thesis focuses on the issue of evaluating the learning processes of preschool children. The aim of the diploma thesis is to examine the possibilities of implementing the Learning Stories method in Czech preschool education. The method serves as a tool for documentation, evaluation and support of children's learning in kindergarten and is one of the methods of formative evaluation that are used in preschool education abroad. The work is divided into two parts. The theoretical part characterizes preschool age and its specifics, analyzes the patterns of learning of the child and current approaches to pedagogical diagnostics, its types, methods, means and anchoring in the Framework Educational Program for Preschool Education. Provides key information about the Learning Stories method.

The empirical part sets the goals of the research and its methodology. The implemented action research consisted of comprehensive work with the Learning Stories method, which is based on observing the child, documenting, evaluating his learning and creating a story (so-called Learning Story) about his learning processes. The survey finds out how the Learning Stories method has a benefit for the child and how the Learning Stories method can be implemented in a kindergarten environment. Formulates methodological and organizational recommendations. It analyzes whether the quality of evaluation processes in the selected kindergarten has improved. As part of a questionnaire survey among parents of children in a research sample, the parents' view of the contribution of the Learning Stories method to the development of their children was ascertained.

KEYWORDS

Preschool education, pedagogical diagnostics, formative evaluation, Learning Stories method, action research.