

Abstract

The aim of the diploma thesis 'Problems of the school immaturity through the eyes of the primary school teachers' is to summarize in the theoretical part the existing knowledge of the literature on school maturity and school readiness and their controversy and then in the empirical part to find out what problems primary school teachers feel in this area and how they solve them. The work is divided into theoretical and practical part. The theoretical part summarizes the key findings on the chosen topic, the practical part presents its own qualitative research. The research was conducted in the form of semi-structured interviews with primary school teachers. The interviews were then transcribed and analyzed through grounded theory. The analysis of the interviews revealed that the experience of teachers with the school immaturity of primary school pupils is very diverse. Most often addressing teachers met with the inability to separate the child from the parents and deficiencies in communication skills. Most educators most often mentioned an individual approach to supporting children not sufficiently mature for school. It can be considered a negative phenomenon that most of the addressed schools do not have a preparatory program for future first-graders. As a suggestion for practice, I stated that first-class teachers automatically have a teaching assistant available – it was the teaching assistant that all the teachers contacted evaluated as invaluable help. Other proposals include closer cooperation between kindergartens and primary schools and the appointment of a mediator within the teaching staff who would solve problems in communication with children's parents.

Keywords

approaches to school maturity, interviews, enrollment in school, entry into school, observation, school maturity, school readiness