

Abstract

The master's thesis deals with the topic of heterogeneous and homogeneous class arrangement in kindergartens.

The theoretical part of the work introduces the theoretical background concerning the concepts of heterogeneity and homogeneity in classes and describes the specifics of organising children according to age in kindergartens. The paper continues with the development of kindergartens in history and the system of curricular documents, which are the basic pillars of education.

The practical part focuses on quantitative research. Data was collected through questionnaires designed for kindergarten teachers. Opinions on which of the variants of age arrangement of children in the classroom is preferred by teachers are processed in graphs. Furthermore, which of the variants of the age arrangement of children in the classrooms, kindergarten teachers tend to lean towards and what the greatest risks and benefits of these groups they indicate and how teachers' views on the age structure of classes in relation to their age are related.