Abstract (in English):

The topic of my thesis is the use of pedagogical diagnostics in kindergartens. My work is divided into two components: the theoretical part and the empirical part. The theoretical part defines the concepts of preschool education, pedagogical diagnostics, diagnostic methods, warnings of possible errors with the diagnostic process and the description of selected types of diagnostic tools. The thesis also focuses on the concepts of individualization in kindergarten, school maturity and school readiness.

The empirical part examines seven kindergarten teachers' attitudes and beliefs towards pedagogical diagnostics, the method of its implementation and the subsequent use in pedagogical practice. The data is processed by open and axial coding. The results present the teachers' relationships during diagnostic implementation, the most common difficulties for teachers during the diagnostic process and a summary of the importance of diagnostics for subsequent pedagogical activities. To illustrate the importance of pedagogical diagnostics, a child case study is included, in the empirical part, featuring a child with special educational needs.