

Abstract

The diploma thesis deals with the self-regulation of preschool children from public and alternative preschool. The literary review part is mainly devoted to self-regulation, emotions and their recognition, the development of children's emotional understanding, understanding of social situations and the characteristics of public preschool and alternative preschool education with a focus on forest kindergartens.

The research part contains research of a quantitative type, which compares the self-regulation of preschool children in public and forest preschools. The aim of the thesis was to investigate and compare the self-regulation of children attending traditional and forest preschools. Specifically, the work aims to find out how children from these preschools work with emotions and how they understand emotions and social situations. The IDS method was used for data collection, specifically subtests dealing with social-emotional competences. The research group consists of 42 respondents aged 5-7 years, from 4 preschool education facilities, more specifically 2 public preschools, 1 forest school and 1 alternative preschool educational facility integrating elements of the Waldorf, Montessori and forest approach. The results showed that respondents from alternative preschool education score higher in the area of *understanding social situations* and in the area of *socially competent behavior*. In the other areas of social-emotional competences, the results were not significant.

Key words:

Self-regulation; social emotional competence; preschool age; public preschool; forest preschool