ABSTRACT

The diploma thesis deals with the education of children before entering primary school in kindergarten and preparatory classes with a focus on children with postponed schooling. The aim of the thesis is to find out and describe the way of education of children with school deferment in these two types of preschool institutions and then to verify how children who have undergone this education have adapted in the first grade of primary school. In a narrower focus, the thesis touches upon the perception of differences in the readiness of the observed children to enter the first grade of primary school from the perspective of teachers of kindergartens, preparatory classes and first grades of primary schools and pedagogical work with children with school deferment. In the theoretical part, the author discusses the development of the child at the end of pre-school education, the concepts of school maturity and school readiness, the reasons for school deferment, the characteristics of kindergarten and preparatory class and the requirements for the work of teachers. In the research part, the way of education of children with postponed schooling is examined in a selected kindergarten and preparatory classes. Data were collected through observations, semi-structured interviews with teachers of kindergarten, preparatory classes and first classes of primary schools and analysis of documentation of children and schools. The data collected indicate that teachers' perceptions of school readiness and maturity vary across grade levels. Furthermore, they reveal different perspectives of teachers of kindergarten, preparatory classes and first grades of primary schools on the school readiness of specific children with postponed schooling and their subsequent adaptation in the first grade of primary school. The research also highlighted the perceptions of the advantages and disadvantages of educating children with school deferment in kindergarten and preparatory class from the perspective of the selected teachers. The data also show the differences in the provision of individual support and the methods and forms of work applied for children with postponements.

KEYWORDS

entry to the primary school, kindergarten, pre-primary education, preparatory class, primary school, school deferment, school maturity, school readiness, teacher.