

Feelings of fear inevitably belong to our lives – they accompany us from birth up to death. Although fear is generally perceived highly negatively, it is a human's helpful companion, and an utterly natural phenomenon.

This thesis deals with description of principles of fear perception of pre-school children and strategies of coping with situations, in which these children have to face their fears. In particular we observe what are today's pre-school children afraid of, and what are the strategies which help to successfully cope with their fears based on.

This thesis consists of two sections. In the theoretical section, we aim to define the concepts of fear and of the closely related anxiety. We also deal with concepts of this emotion according to various psychological schools, and we describe the relation of fear emotion to individual ontogeny. We as well briefly mention regulation of emotions and coping strategies. In the empirical section, we analyze results of employed methods, and find mutual relations between them.

For the purpose of accomplishment of the above mentioned objectives, we have developed a group program, consisting of several consecutive tasks. The program comprises of a short semi-structured interview, the “group thermometer” method, drawing on designated subject matter and “group acting”. We have carried out qualitative and quantitative data analysis and compared the acquired results.

We have been working with pre-school aged children; in total, 88 respondents attending kindergarten were examined. The data collection took place during the second half year of 2008 and the first half year of 2009.