

This bachelor thesis deals with signature of preschool age children. The theoretical part of the thesis attempted to answer the questions what a signature is and how it can be characterized. Personal name and script were established as two basic components of a signature and, consequently, these two phenomena were examined in detail, considered especially from the semiotic and linguistic standpoints. Signatures of preschool age children do not, however, fall within the typical categories. They differ from the cited definitions, they have some distinctive variables – unlike adults, children do not always use conventional letters and their reading of a signature depends on their particular theories about the function of the graphic symbols and the signature itself. Thus, this topic had to involve also the psychological point of view which examines closely child cognition. Three foreign theories on this subject were introduced, specifically the explorations of E. Ferreiro (1982), G. Hildreth (1936) and M. R. Honey (2002). All the studies consider developmental aspects of signature, its developmental continuity and some of them suggest further use of the acquired data for pedagogical and psychological purposes.