

Abstract

The dissertation is concerned with socializing processes of pre-school children around three years of age. The first theoretical part is globally concerned with personality socialization and highlights the significance of socialization in the healthy psychological progression of human beings, as well as the importance of understanding the problems of socialization for the pedagogical profession. This knowledge is specific and generalized in a situational context when the child comes to the kindergarten for the first time and gets slowly untied from the family, developing new relationships outside the family sphere.

Socialization in the kindergarten is influenced by many internal and external factors. These factors matter if the child coming to the new kindergarten environment will incorporate to this society without any complications. If any complications appear during the incorporation, internal and external factors also influence the period how long they will last and also they influence the manner how the child will manage them as well.

Adaptation programme can facilitate the entrance to the kindergarten for parents and their children. By means of this support programme, alongside the familiar person, children can gradually get acquainted with the new kindergarten environment even before the start of kindergarten attendance.

The second part of this dissertation is engaged with the research. It inspects whether the implementation of Adaptation programme makes the entrance into kindergarten easier for children who come to this institution for the first time. It studies differences in the adaptation between children who attended the Adaptation programme before entrance into the kindergarten and children who did not.