

Abstract:

The theoretical part of the thesis deals with the determination of the development characteristics of the period from the age of three to eight (i.e. pre-school and younger school age). The principal focus is on the issue of school maturity, the possibilities of its diagnosis and the pupils' adaptation to the first year of primary school.

The empirical part introduces a quantitative research focused on some diagnostic methods (the Orientation Test of School Maturity – Orientační test školní zralosti, the Knowledge Test of Pre-school Children – Zkouška znalostí předškolních dětí and The Star – Wave Test) and the possibility of using these methods for predicting a child's adaptation to the first year of primary school. The thesis aims to examine how these methods could be used and also to show the possible limits related to using these methods.

Keywords:

school maturity, diagnostics, postponement, preschool age, primary school matriculation, adaptation