

TITLE: Spontaneous activities of children in nature and preschool education

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ABSTRACT:

The dissertation deals with the phenomenon of spontaneous activities of children in nature and its manifestation in kindergarten. The aim is to describe, characterize and define these spontaneous activities and interpret them in the context of the Framework for Preschool Education. Qualitative research was conducted using participant observation. Field research was carried out in the garden of kindergarten. Through the survey finds kindergarten teachers look for possibilities of using nature for activities. The result is a compiled inventory of the activities of children in nature, selected cases of typical situations of spontaneous activities and the principles of methodological reflection of spontaneous activities of children in nature. The dissertation shows spontaneous activities of children in nature in the context of preschool education. It emphasizes the need to understand and points to the possibility of educational use of spontaneous activities. Spontaneous activities of children in nature are manifestations of real child's autonomy. Contain the potentiality for personal development. Spontaneous activities of children in nature require trust and enhance professional competence requirements for teachers.

KEYWORDS:

Nature – Spontaneous activities – Development of preschool child – Kindergarten – Personality-oriented model of education