

Abstract

This diploma thesis is focused to the writing skills in an initiatory education of a literacy during the first grade at a primary school. The thesis is divided into the theoretical and the practical part.

The theoretical part presents the genesis of the handwriting during the history, the physical and psychical expectations for the assumption of the writing skills, the methodics of two learning methods which are used in the czech education system most frequently and last but not least a list of the evaluated scales of handwriting.

In the practical part we present the evaluation scale which were constructed for the purpose of this thesis. This scale monitors a plot of the written children's products, an error rate, an ability of corections and a graphical part. We kept at disposal about 500 written children's products which were collected from 22 classes from 9 schools from three parts of Czech Republic (Prague, Central and South Bohemian Region and Moravia). Children which were involved to the project, they were educated by the analytic-synthetic method or the genetic metod for the education of the literacy. The gained data was a part of the another project which were realized under the auspices of IPPP CR. The data was collected twice a one school year. Therefore we can observe a development of the writting skills during the first grade in each educational method and also compare these educational methods with one another.

The target of the thesis was:

- 1) locate how children assume the writing skills during the first grade at a primary school
separately in each educational method
- 2) in which aspects of the handwriting children usually err and which aspects can be called as
easy for major part of children
- 3) compare two educational methods its advantages and disadvantages and also find
what these methods have in common.