

Abstract

There are currently increasingly debated issues of entering the schooling, especially in the terms of levels of preparedness to enter the first grade and the school's requirements on the first-graders. This is due to a large number of often complex changes which the entrance into the first grade means for the children and their families. It is the best for the first-graders do all these changes without undue frustration, it is necessary that their physical, mental and neural development and readiness were on sufficient level. Because of extensiveness of this topic, only the part of it was selected for this thesis, as its name says: The level of graphomotor skills of preschool children before entering elementary school. The area of graphomotor skills is presented in the context of writing skills throughout this thesis.

The legislative definition of compulsory school attendance and the issue of writing as an essential part of literacy is covered within the theoretical part. The topic of entry into the first grade and the school preparedness of children are explained. The area of graphomotor skills in the terms of the development, in the terms of relation to the coarse and fine motor skills, laterality and external conditions which affect graphomotor skills is covered in detail. The significance graphomotor skills as an essential foundation for writing skills which is one of the basic skills which the child receives during compulsory schooling is explained. The necessity of release and the graphomotor exercises are made clear. In conclusion, the theoretical part is pointed to the problems which may occur with graphomotor skills, their physiological causes and their influence which are shown on the skill of writing.

The aim of the research which is described in the practical part of the thesis was to record changes in the development graphomotor skills and to summarize the most common problems which may affect the level of the graphomotor skills of the children in the last year before the start compulsory schooling. Sub-tasks and research questions were defined, the research sample was selected. The data which are presented in the tables were gathered by observation of children developing assignments and by subsequent evaluation of their works. The graphs represent the course of the development of the children and their projected future development with the emphasis on the entry to the first grade. The works by the children, the tables and the graphs are

given in the thesis's Annexes. The areas of writing and the drawing habits, the graphomotor exercises and the freehand drawing were studied.

The result of the research showed a tendency of a rapid improvement of the tested children in the all three areas. At the same time, it also pointed out the weaknesses of graphomotor preparedness of these children. It is also clear from the research that the boys lag behind the girls which all have the examined areas at a comparable level. The boys achieved the best results in the free drawing, where they nearly settled with the girls whose performance were well balanced. There was one exception found in a research sample, a very young boy with excellent results in all of the tested areas, his results were better than those of the girls. All the children managed well with the hand position and the release at work and adequate pressure on the pencil nevertheless the most of them have a low hold of the pencil. The children's drawing of the human figure improves very rapidly as do their sitting posture which was initially bad.

The thesis shows the need for a targeted training of the preschool children in the area of graphomotor skills and it brings an easily usable methodology for its level validation in practice. A number of other questions and topics had arose which must be thought through so that we could try to make the entry to the schooling easier for the children or at least not to make it unnecessarily more difficult.