

## **Abstract**

The bachelor thesis devotes to the issue of writing and understanding the signature of preschool age. The theoretical part, after a concise summary of the characteristics of the developmental period and defining the relationship between literacy and graphomotory, primarily engages in children's understanding writing and perception of printed words. It mentions relevant researches related to the topic of child ability to write their name and the influence of this skill to the next child development. It also deals with the notion of "signature" and the reasons its attractiveness for preschool children.

The focus of this thesis is own empirical research, the aim was to determine the relationship of preschool children to the signature. The first point of interest was the linguistic understanding of the signature and the other children's image of its social importance and usefulness. The attention was paid to the graphic representation of the signature and the ability to read it subsequently and repeatedly in context of linguistic understanding of the signature. This part of the research is focused on children's understanding of the print system and the function of letters as placeholders, ie the awareness that isolated letters do not mean itself. The children's view of the importance of the signature and possibilities of its use in the society in this age and in the future also is described in studying of children's idea of the significance of the ability to write their names.