

The thesis focuses on the graphomotor and writing development in early elementary education. Some school beginners struggle with various difficulties while acquiring writing skills. In case of more significant difficulties that persist those may influence children's success at school in a negative way. Besides the confidence can be affected. The educationist should help to get over the writing obstacles and try to reduce the period of inadequate solution of difficulties which are fixed.

The theoretical part summarizes knowledge about the graphomotor and writing development in early elementary education and its consequences. The thesis tries to pinpoint the necessary connection of discovered knowledge about script, preschool training for writing, early elementary writing teaching also diagnostic activity, prevention and intervention concerning difficulties. It directs attention to some crucial moments which may influence beginning of writing acquiring.

The research deals with verification of practical usage designed relaxation graphomotor exercises – designed workbook of relaxation graphomotor exercises „Do You Want to Scribble and Also Write Well?“ and five special exercises for graphomotor development of school beginners in early elementary writing. This part was based on pedagogical experiment. Within the experiment there was nonstandardized test prepared to diagnose the quality of graphomotor performance for first-class children of elementary schools. We watched the changes of chosen signs of graphomotor performance.

The practical result of the thesis is designed workbook of graphomotor exercises and five special exercises we recommend for graphomotor development in early elementary writing.