

A Conception of pre-school child's resilience and its comparison from teacher's and parent's point of view

The key words:

- psychological resilience
- pre-school child
- initiative
- self-regulation
- attachment/relationships

Abstract

Theoretical part

In the theoretical part the term “psychic resilience” and various approaches to it will be established. The reader will be familiarized with the factors of psychic resilience that are of the utmost importance for its development. A self-contained chapter will be dedicated to the characteristics of the pre-school child with a focus on the most important areas of said age - socialization, play, the development of self-regulation and initiative. Kindergartens as important institutions throughout the pre-school age will also be targeted.

Practical part

The goal of the practical part is to determine whether the viewing angle and overall conception of a child's psychic resilience differ among a child's parents and a child's teachers. Given the fact that psychic resilience is being developed in two separate environments, family and school, disparities in the conception of psychic resilience from a parent and teacher's standpoint have been observed. The standardized DECA-2 form has been used.