

Abstract

The thesis discusses the current phenomenon of ICT penetration in kindergarten. The author at first take into account the broader context of the issue of changing the role of educator role in postmodern society. After that discusses the process and organizational incorporation of selected courses aimed at training teachers in kindergartens in the area of ICT. The first chapter concludes with a broader, related to the use of ICT focused, analysis of intergenerational differences that determine the further development of educational policy and requirements for the education of children.

The second chapter focuses on the issue of school readiness of a child, in particular a close look at the psychological profile of the individual according to his age and development of cognitive function in preoperative stage. It is therefore a basis with which to be reckoned with in the revision of existing knowledge and increased demands on the educational component of pre-school preparation. It is also pointed to specific foreign studies that deal with the question of the effectiveness of the involvement of ICT in teaching preschool children. There is also a look back at criticism of current threats called as digital degeneration.

In the third chapter are answered three hypotheses and also concluded whether a deployment of so called interactive (smart) TV as an alternative for the interactive whiteboard is convenient. Likewise, the extent to how realizable appears self-help ICT installation in small kindergartens.