

ANNOTATION

The aim of the thesis is to determine whether the practice of using a graded series of labyrinths affect their final solution, hence the orientation in the plane, check the level of understanding of labyrinths and determine whether the sex of children affect the resulting solution. Thus, the work environment uses of labyrinths to develop a structured orientation in a limited space for pre-school children aged five to six (seven) years.

The theoretical part characterizes preschool child and explains the context pre-mathematical literacy and orientation in space/plane with the delegation on labyrinths. Furthermore, the labyrinths of focus in terms of historical, semantic and didactic. Furthermore, the labyrinths of focus in terms of historical, semantic and didactic.

The practical part describes research which in obtaining information from the set of samples used structured observations and findings to the final results of the comparative analysis. They are discussed in connection with: the needs of the child and their saturation; orientation in space/plane; problem situation; interactions of teachers and children.

KEY WORDS

Pre-school children, pre-mathematical literacy, space orientation, plane orientation, labyrinths, applied methods and phormes of solution.