ABSTRACT

The thesis deals with gender aspects of parental choice of common and Montessori kindergarten. The theoretical part focuses on topics related to both gender identity and its development and with the preschool period, which is described primarily in terms of gender. Given that important parts of childhood are toys, the theoretical part also focuses on the gender aspect and explores it. Gender equality is offered as one of the possible approaches to children upbringing and education. The Montessori method of education occupies a large space of the theoretical part. The thesis also compares Montessori kindergartens with common kindergartens.

Research of the thesis is based on a qualitative analysis of interviews with mothers of children in the pre-school and early school age. This analysis goes through all the interviews. It searches and then compares common categories. The research shows that parents choosing a kindergarten for their child do not reflect forms of gender socialization in the kindergarten. Alternative kindergarten is often chosen by parents of children who apply elements of gender-sensitive education in their upbringing. Parents, who chose child Montessori kindergarten for their child, have more specific and clearly defined selection criteria than parents collecting common kindergarten.

Keywords: gender, gender identity, socialization, upbringing, education, toys, children's game, gender equality, gender sensitivity, Montessori.