

# Abstract

Bachelor deals with changing of a child and childhood in society and family in the period from 1948 to the present. The whole work is compiled in chronological order.

The theoretical part describes the development of the view of the child, the family, and the institutions that cares for children's education and their integration into society in the context of historical events of Czechoslovakia, later Czech Republic. The theoretical part mainly uses analysis and synthesis, methods that helps to concentrate on important things, and these continue to deepen.

First, there is a period of time characterized by events in 1945 to the present. This historical context is important for understanding things in other chapters.

Then there is impingement of these events on family. The family has always been considered as the foundation of the state and family reflects events in society and its thinking. Moreover it's crucial for the child's upbringing. In last decades has family gone through many changings, which are described in the chapter. Part of the description of the family is its actions functionality and missions in decades from 1945 to the present. The following part describes a child alone, or the view on the child in the society, the result of historical events on the the child in the view of society and the gradual realization of the child's rights and needs and its specifications. It also describes gradual emergence of some of the institutions that oversee the observance of these rights and needs.

The next chapter focuses on the development of pre-school institutions and their path to knowledge and respect for mental and physical needs of children, and its integration into the plans. There aren't described all the kinds of institutions (institutions coordinated by the Ministry of Health or Ministry of Social Sciences and Labor are omitted), but only institutions of kindergartens, which are coordinated by the Ministry of Education. The development of kindergartens is seen by decades and starts with periods after World War II in 1945. The year 1976 has a special chapter, because in this year was published document, which caused changes. The incidence of these changes are seen in our society to these days.

In this section are described the three programs for kindergartens, namely the program of the 1978, the program of the 1983 and program of the 2004.

The practical part is a research. Research is done by semi-structure interview, recorded by audio-visual equipment and later transcribed. Total respondents comprise 30 people, including

10 teachers with experience in kindergartens, 10 mothers, which children are in kindegarten and 10 elder people, ie. people with age from 60 to 80 years. The object of research is to determinene how, whether and why the view of childs in families and institutions changed.

The research showed that family education since 1948 shifted. Parents have proved less strict, but they put a higher demands on their children in the forms of various activities. One of the biggest influances have proven information technology, due to which children spend more time at home than their parents or grandparents. The difference in institutional care in kindergartens is shown mostly by more hectic environment, which reflects the time around us.

The work in it's end showed that the importance of a child varies with time. Difficulties with the possibility of fully reflected on the child, on the style of family upbringing and education institutions.