ABSTRACT
The aim of this thesis is the assessment of the level of individual aspects of school maturity in preschool children attending a kindergarten. The first part of the thesis describes the visual perception, motor activity and spatial orientation with a special emphasis on the structure. The second part of the thesis deals with the characteristics of preschool children and their development in individual areas outlined in the first part of the thesis. This is followed by diagnostics of individual aspects of school maturity with a detailed description of pedagogic diagnostics and its types and methods. The final part of the thesis focuses on the assessment of the level of the visual perception, graphomotor skills, and spatial orientation. This evaluation is based on three tests of school maturity. The comparison of the obtained data represents a core of the thesis. The proposition of three hypotheses is followed by a comparison of the results of two tests evaluating individual aspect of school maturity. The quantitative type of research has been used for the purpose of this analysis.