

Abstract

The diploma thesis deals with problems of pedagogical diagnostics of the writing-motoric and visual-motoric functions and possibilities of their development in the practice of the kindergarten teacher. There are the starting points clarified in the theoretical part, which relate to the objectives, tasks, methods, forms and content of preschool education in the context of school maturity. The school readiness and its fields with a narrower focus on monitored sub-components of a school maturity and also the action and the influence of the kindergarten in this area is clarified and described. Also the professional competencies and duties of the preschool teacher are defined here. The concept of pedagogical diagnostics, the theoretical foundations of methods and instruments of pedagogical diagnostics are analyzed in details. A direct diagnostic activity in combination with the theoretical bases and approaches is stressed here. These theoretical findings are further applied in the practical with a focus on writing-motoric and visual-motoric function.

The main research problem addressed in the practical part of this work are the options and ways to support children's development in the last year of kindergarten before the start of compulsory schooling and finding ways to contribute as much as possible to the work of the teacher of the kindergarten to the readiness of children for entry into the primary school. Emphasis is also placed on effective cooperation with parents and their irreplaceable role in the whole process. Furthermore, it is in this section described the implementation of action research in particular in kindergarten and the Intervention program pedagogical support-created and implemented by the author of the work is described in this section. The tools and techniques for collecting qualitative data and this diary, observation with text records, and unstructured informal interviews were used for investigation. For obtaining the data of the quantitative type test measuring the level of the monitored functions and a structured questionnaire supplemented with open-ended questions were used.

Key words: preschool age, preschool education, pedagogical diagnostics, school maturity, school readiness, partial functions, stimulation, writing-motoric functions, visual-motoric functions, cognitive functions, visual perception, stimulation, development