

ABSTRACT

The master thesis deals with elements of logical thinking of children aged 5 to 6, which means the pre-school age. The main goal is to find out the conditions under which the pre-school children are able to apply elements of logical thinking when solving exercises of the zebra type using the manipulation method. Next goal is to investigate on which of the characteristics of the task depends the success of its solution. The partial hypotheses focus on whether children aged 5 to 6 can successfully solve at least half of the assigned tasks, whether they are able to solve them individually and, last but not least, explore zebra formation after experience from the previous graduated six series. The theoretical part focus on the areas of development that the zebra solution of the pre-school child relies on: motor development, thinking development, logical and prelogic thinking and the possibility of solving activities.

The practical part contains scenarios compiled from graduated tasks that will be solved by three groups of four children. It also contains a series of tasks solved individually by children. In the end, new groups will be built on the success rate of previous activities, which will prove the ability to develop tasks from previous experience. In addition to the direct observation method, interviews with a class teacher, children, and subsequent data analysis are included. The evidence obtained suggests that zebra – like tasks can be, on the manipulation level successfully incorporated into normal nursery activities with children aged 5 to 6 years. The thesis points out, among other things, that nursery school lacks opportunity for active work with question.