

ABSTRACT

The main objectives of the thesis *Correctif processies of structured wholes* are to find out whether and under what conditions is the child able to identify an error in a structured whole in the last year of pre-school education and whether her is able to correct the identified errors. To meet the objectives, there was used the qualitative research to select 30 children from two pre-school classes. The research included five activities focused on different types of structured wholes, but also on different correction processes. The observed phenomenas were recorded in tables and graphs that are part of the work or listed in the appendix. From the series of created tasks, observation of children and subsequent data recording and analysis, the child in the last year of pre-school education does not have the experience of identifying and correcting errors and the approaches of childer to solve the tasks are in different ways.