ABSTRACT

The diploma thesis deals with the issue of distinguishing and denominating of geometric models by children aged five to six years. The aim of the work is to find out to what extent children are currently able to distinguish the world of the plane and the world of space and to what extent these two worlds merge for children. There are three hypotheses.

H1: "*Children are able to identify at least half of objects from a set of spatial bodies selected from a construction set.*", hypothesis **H2**: "*More than a half of children are confused naming planar and spatial objects.*" and hypothesis **H3**: "*When identifying some of the objects familiar to children, they come up with their own names for them*."

To verify them, quantitative research was used, which also used audio recording to get data and to be able analyze the observed phenomena. The research confirmed all of those three these hypotheses. Two thousand two hundred data were analyzed.

The work on a sample of hundred children shows what the level of object distinction and naming them is currently among preschool children in the Pilsen region. It opens up a number of other areas that need to be further addressed and lots of questions to be answered. These include mixing the world of space and the plane.

KEYWORDS

Space; plane; identification of 3D objects; preschool child; self named objects