

In its theoretical part the presented dissertation focuses on problems connected with transfer of the child from the kindergarten to primary school. It provides characteristics of the school maturity criteria and categories. Diagnostics in pedagogic and advisory practise is also dealt with.

The most frequent problems which can appear with the children at the end of the pre-school period and during their starting primary school are mapped in the research part. The basic method used for regional survey is interviewing pedagogues of the kindergartens and primary schools. Results and pedagogues' opinion confrontation are also presented.