

In my thesis I focused on writing for preschool children and its development in the context of the theory of Argentinian psychologists E. Ferreiro and his colleagues, which has its roots in Piaget's genetic epistemology.

E. Ferreiro monitored and then developmentally organized the preconceptual ideas that preschool children have about writing and printing rules. I was interested in seeing whether Czech children implement a similar scheme when dealing with written tasks, and in comparing the eventual differences.

The theoretical part is complemented by empirical research. The investigation was conducted in a kindergarten, where children received individual written assignments that they needed to try to solve. Writing was accompanied by a subsequent question and review session over the finished product with the children. The children's works were analyzed and assigned to the relevant developmental stages depending on the nature of the tasks.

Results of my research should help educators, in particular First grade teachers who can take into account these Findings and use them in teaching processes.