

## Abstract

This thesis, which deals with the influence of the location of pre-kindergarten classes in elementary school, she devoted herself to the problems associated with this topic. And that is only 1 entry class, school readiness and related characteristics of the child in this age but also the continuity of preschool and primary education, which the most important areas, regarding the thesis topic, educational programs for preschool children organized by elementary school. One of these programs are also preschool classes located in the elementary school. And this location is the most devoted attention. This thesis explores and examines what are the positives of the location, whether they are seen as a negative.

To meet the objectives of the thesis is mainly managed by teachers who have experience with children who attended classes in elementary school situated. Teachers in most expressed by children who attended the class, in the first class quickly adapt to the environment than children who attended a regular kindergarten class located in the building of a kindergarten. A few respondents expressed so that it can not yet judge, as they have with children attending preschool classes located in elementary school, little experience. Furthermore, the majority expressed a positive in this class so that it is beneficial for children in several ways, on which most agree.

Outweighed by the positives are seen in the knowledge of the classroom, canteen, etc. gym, teachers and school staff and classmates, so that the people we will be starting a school day meet, for they are no longer strangers, and thus disappear and fears of this type. The director collected mainly familiar with the equipment and school equipment, such as interactive whiteboards, gym, computer room, to which the children will enjoy, and through children and parents aware of them, that the school is modernly equipped. Some respondents also mention the bell, school regulations, which are also pupils learn before entering the first class.

Like any other issue is to find some of the negatives. Teachers refer to less respect for some students, less formal entrance into primary school. From among the parents do not appear negative on admission to school, but still rather stay in nursery school, on which most meet their gardens in the immediate vicinity.

Although most respondents are satisfied with cooperation between kindergarten and primary, and found what could still be improved. Together, these levels of education should be to improve communication between teachers in preschool and elementary school who would have more to discuss individual children in terms of individual access and basic information about children. Some teachers think that children from next year to school boards to have more to attend classes and must be joined with the help of classmates, or could hold more joint actions of the children first classes and the nursery school.

As the headmaster told "there is still room for improvement", which should be the motto for teachers who work with children who will join the following school year until 1 of primary schools, whether they are teachers of nursery or primary school, and I was glad that these survey results have been useful. Teachers are the conclusions of this work could be inspired, or should be over this issue to reflect and try to improve their personal inventive concept.