

Abstract

The aim of this bachelor thesis is to compare the spontaneous motion activity of children from cities and countryside. The thesis also surveys how teachers in kinder-gardens influence spontaneous motion activities. It also investigates the spatial and material conditions in observed kinder-gardens and if they influence spontaneous motion activity of pre-school children as well. Part of the thesis is an experiment with aim to influence the spontaneous motion activity with a change of surroundings and offering the tool.

First chapter deals with the motion activity of pre-school kids. It mentions types of motion activities and describes motion development of pre-school kid. Second chapter describes the spontaneous motion activity of pre-school kids and presents the possible influence of conditions for spontaneous motion activity. The conditions can be the location of kinder-garden, inner and outer space of kinder-garden, tools for spontaneous motion and work of a teacher. Third chapter of theoretic part deals with motion in a daily regime of kinder-garden.

Practical part deals with observing the spontaneous motion activity of pre-school kids in the city and countryside. It is also observed work of a teacher with kids in motion, his influence on an environment and tools. It is analyzed environment of kinder-garden follows and experiment is performed with aim to influence the spontaneous motion activity with a change of surroundings and offering the tool.

The conclusion of the thesis offers the comparison of gained results of kinder-garden observation, analysis of environment and an experiment. The results are here evaluated.