

Abstract

This thesis focuses on the social teaching of preschool children, especially through plays. In the theoretical part is recorded the historical context of play development and knowledge with the utilization of plays in today's society. Furthermore, the play is defined in terms of disciplines of pedagogy, psychology and philosophy. The next part is dedicated to its development at preschool age and personality development in terms of social learning. The thesis also deals with the personality of the teacher who acts in preschool education, its position in the socialization process of the child and in connection with the use of plays. Conclusion of the theoretical part deals with the pedagogical diagnostics as a tool for understanding the development of the child in the process of the socialization.

The practical part is focused on social learning of child in preschool age through the play. Six-month program focused on that, whether it is possible with the method of targeted controlled plays to influence and encourage the adoption of rules for together living to strengthen cooperation with a balance of principal and secondary roles and appropriate solutions of the problems. The results of this program are month by month reflected according to selected criteria. There is followed the benefit of the play for the development of social relationships and relations within the class group, development of communication skills in social interactions, ways of solving conflicts, and independence in social interactions, self-assertion. For the selected program was chosen set of plays which develop and support relationships in the group, adopting rules, cooperation of children in the group, ability to help each other and solve problems.

There were entered a questionnaire for the teachers in the kindergartens, aimed to determine how they perceive plays for social learning. What the play can develop in the social plane in the age of homogeneous and in the age heterogeneous classroom and whether they inclusion the interaction plays into the weekly programs. The theoretical part developed to developing plays and supporting relationships within the group, adopting rules, cooperation children in the group's ability to help you solve problems.

The results of action research should show that, through targeted plays for development of social learning can be suitably support the social development of individuals, but the entire group also. On the basis of the verification of the program and deliberate observation of relationships between children, this assumption was confirmed.