

**Abstract:**

This thesis deals with manners of interaction of teachers with children in kindergartens and focuses mainly on solving problematic situations. We are examining question on how to strengthen resilience of children and what ways of interactions with teachers contribute to this process.

To find recommendations for interactions with preschool children, we are looking at needs and characteristics of preschool children and comparing various models of resilience in the theoretical part of the work. The theories of Bandura and Seligman form a basis for our approach, but we also contrast them with other sources. At the same time, we are looking at results of international studies describing nature of interactions in their preschool institutions.

In the empirical part, we look at the question, which interactions teacher-child occur with highest frequency when solving a problematic situation and if these interactions from teacher to child can be considered as supportive for strengthening resilience of the child. Our research is based on the analysis of 242 events recorded in preschool institutions in Prague. We compare our results with German study of König (2006), from which we have adapted part of the coding scheme.

**Keywords:**

resilience, self-efficacy, mediated learning experience, children (preschool age), interaction