

Abstract

Theoretical part

The theoretical part examines psychological resilience in pre-schoolers. It presents the terminology and factors influencing resilience. It describes the development of resilience in the context of the development of children. The following part describes the characteristics of resilience crucial for this research. An important part presents suggestions and tips for parents and teachers on how to foster and further develop these characteristics of psychological resilience. The last chapter of the theoretical part describes state-run, private and so called „forest“ kindergartens and presents the legislative framework concerning pre-school education.

Practical part

The empirical part inspects the characteristics of resilience in pre-schoolers in private, state-run and the forest kindergartens. It examines the differences between the attitude of parents and teachers to initiative, self-regulation and relationship and bond forming in pre-schoolers in various types of kindergarten

The key words

resilience, preschool child, initiative, self-regulation, attachments and relationships, kindergarten