

ABSTRACT

The aim of the thesis is to examine the conditions and approaches of individual participants in the inter-institutional cooperation between primary schools and kindergartens in Varnsdorf.

The first chapter of the theoretical part is devoted to the characteristics of preschool and primary education, especially in terms of their function. It discusses the specific areas related to the transition of a child from kindergarten to primary school and various issues that may arise during this period. The second chapter is focused on the persons accompanying the child from the very beginning of compulsory education and concentrates more closely on their mutual cooperation and communication. The third chapter identifies the age peculiarities of preschool and junior school-age children, which are complemented by possible factors and determinants influencing the success of the educational process and the subject of the child's school maturity and readiness. The last chapter is devoted to the specifics of education in the specific area, which is relevant to the thesis in terms of research and thus puts the topic of the thesis in more context.

Through qualitative research, the practical part explored the attitudes, experience and opinions of teachers and school principals regarding the question of cooperation between primary and kindergarten schools in Varnsdorf. The preparatory phase of the empirical part included action research. The primary survey was carried out through interviews with a total of ten respondents who have some experience with inter-institutional cooperation. Furthermore, three representatives were selected from the research sample whose responses were processed in the form of a case study. The research questions were evaluated on the basis of the collected data, examples of good practice were described and thus the aim of this thesis was achieved.

KEYWORDS

kindergarten, primary school, cooperation, communication, inter-institutional relations