

Abstract

The thesis deals with the topic of using alternative ways of teaching in a classical kindergarten. The theoretical part discusses selected alternative directions, briefly describes their origin, concepts and representatives. Furthermore, this part of the thesis deals with the principles and educational means they use. The selected alternative directions discussed in the theoretical part of the thesis are Montessori pedagogy, Waldorf pedagogy, forest kindergarten and the innovative programme Start Together.

The empirical part is devoted to qualitative research, conducted through semi-structured interviews. The data are processed using coding within standard qualitative analysis procedures. The aim of the research was to find out whether teachers in mainstream kindergartens are aware of different alternative approaches and whether they introduce some of their elements into their teaching, and a sub-objective of the research was to find out how teaching in kindergartens could be improved. From the data obtained, it was found that most of the respondents do not use alternative elements in their practice. Those teachers who do include some elements in their teaching use the innovative programme Start Together and elements of Montessori pedagogy. In terms of the popularity of alternative direction, Montessori pedagogy was the most preferred alternative direction, followed by forest kindergartens. It was also found that to improve the quality of teaching in kindergartens, it would be necessary to reduce the number of children in the classes, then by forming a collective that would work well together.

Keywords:

Alternative directions, principles, education means, educational factors