

## **ABSTRACT**

The diploma thesis deals with the topic of the amount of controlled activities within the daily routine in kindergarten. The aim of the thesis is to describe to what extent children in kindergarten are directed or organized by teachers not only in the time of directed activities, but also in the time of ordinary and spontaneous activities, and how this affects the space for the development of the child's personality and independence.

In the theoretical part, I discuss the topic of promoting children's independence and responsibility from a historical and contemporary perspective in relation to the concept of the person-centred model of education and training of the preschool child. I also describe the values and rights of the child associated with the transformation of the child's role. An important chapter provides insight into current issues in early childhood education. Finally, I describe the methods and forms of work of kindergarten teachers that directly affect the development of the child's personality. Thus, the aim of the theoretical part should be to outline the most appropriate model of the educational process in kindergarten.

Then, in the empirical part, I focus on the management and organization of children by teachers in practice. The empirical study is conducted as a multi-case study. The research sample consists of female teachers from three specifically different kindergartens. A semi-structured observation method using an observation sheet, semi-structured interviews with the teachers and analysis of the school's curriculum documents were used.

## **KEYWORDS**

Child, preschool age, kindergarten, guided activities, child management, daily routine, pedagogical approach, educational forms, educational methods, development of independence and responsibility.