

ABSTRACT

The aim of this thesis was to investigate the perceptions of kindergarten and first grade primary school teachers of children's school readiness and to identify key areas of readiness and gaps. Another aim was to analyse the perceptions of readiness and unreadiness of selected children in the transition from kindergarten to primary school.

This thesis addresses the issue of a child's transition from preschool to first grade of primary school. In the theoretical part, emphasis is placed on the school maturity and readiness of children for school, taking into account the opinions of psychologists and educators on this issue, the legislative basis for compulsory schooling, both in the last year of kindergarten and for entering the first grade of primary school. It also describes pedagogical diagnostics in kindergarten, the role of the teacher and the importance of pedagogical-psychological counselling for the individualisation of pedagogical work.

The empirical part of the thesis focuses on research on the transition of children from kindergarten to primary school. Methods of questionnaire survey and interviews between kindergarten and primary school teachers were used. The research analyses the teachers' perspectives on children's readiness for school, children's competences and expected changes in children's duties after entering the first grade. The research findings are summarized and discussed in relation to the research questions that were set at the beginning of the paper.

Keywords

kindergarten, primary school, school maturity, school readiness, teachers, children