

Table 10 Support for learning basis of foreign languages in pre-school education

Monitored indicators of support for foreign languages Section in FEP PE – “A Child and His/Her Psychology” (share of teaching units in which the given phenomenon was observed – as %)	Small KGs	Large KGs	Total KGs
Activities to support multicultural education	20.6	26.6	24.0
Bilingual education	6.7	2.8	4.5
Explanation of unknown terms and foreign words	45.5	42.4	43.7

Possibilities of bilingual education were ascertained in a small number of the visited kindergartens. In the area of support for foreign languages small kindergartens were surprisingly evaluated better than large ones. Higher occurrence of activities supporting multicultural education was seen in classes which accommodated the children of foreign nationals.

Development of Basic Mathematical Skills

The importance of establishing mathematical awareness and the development of mathematical thinking are a prerequisite of future education success. FEP PE was issued in 2004. However, this document does not define the requirements for the development of mathematical thinking in a separate section but they are partially concentrated in chapter 5.2 “A Child and His/Her Psychology”, subsection 5.2.2 “Recognition Abilities and Functions, Imagination and Fantasy, Thinking Operations”. Thus it would be appropriate to add to the FEP PE a specific amendment – elementary outcomes preceding mathematical skills (not as cross-cutting topic).

Table 11 Support for development of mathematical skills in pre-school education

Monitored indicators of support for mathematical competences Section in FEP PE – – “A Child and His/Her Psychology” (share of teaching units in which the given phenom- enon was observed – as %)	Small KGs	Large KGs	Total KGs
Intentional use of memory for learning, understanding of elementary time terms, searching for relations and orientation in space, time and area, solving riddles, puzzles, labyrinths	78.4	77.0	77.6
Work with formulae and symbols, distinguishing simple signs (letters, figures, pictograms and signs)	53.3	55.0	54.3
Geometric depiction of shapes, work with models, drawing basic shapes	36.9	36.9	36.9

For the purpose of motivating children and the development of their mathematical skills as early as possible conditions at the national level (in FEP PE) have not yet been created which can be seen in already written SEPs. The absence of provision of education to teachers in this area must be considered as negative.