

Table C 14
Using Forms and Methods of Education in Visited Kindergartens

Monitored indicators in kindergartens (1,798 analysed observations)		Frequency of achieved evaluation level (%)			
		1	2	3	4
Course of education	Stimulating environment with regard to areas of education	0.4	7.4	57.8	34.4
	Differentiated, varied and stimulating provision of education taking into account individual needs of children	1.1	17.2	52.7	29.0
	Use of methods with respect to specified objectives and activation of children (experience –based and cooperation- based learning, learning through playing and carrying out activities)	1.1	19.2	51.6	28.1
	Integrated education, logical and thematic consistency	0.7	11.9	55.8	31.6
	Links made between monitored activities and real environment; building on experience of children	0.2	8.5	56.3	35.0
	Efficient use of time	0.7	11.7	60.3	27.4
	Internal motivation of children (interests, stimuli, own choice of children)	0.6	15.3	53.3	30.8
	Respect for development and individual needs of children	0.8	12.7	54.3	32.2
	Conditions for children with SEN and talented children	0.6	6.7	58.7	34.0
	Using immediate feedback, positive use of an error	1.1	19.3	59.7	19.9
	Evaluation leads to improving personal results of children	0.6	9.5	64.5	25.4
	Support of self-evaluation and self-reflection	1.8	30.0	52.9	15.3
	Child and his/her body	Development of motor skills	0.7	8.6	62.3
Development of manual skills		0.2	3.6	60.5	35.7
Support of healthy life-style (drinking regime, variety of food, physical exercising, relaxing and rest)		0.2	7.3	62.2	30.2
Activities relating to protection of health		0.3	4.6	67.9	27.1
Child and his/her psychology	Development of speech activities and language receptive skills	0.1	8.1	63.6	28.2
	Support skills preceding reading, writing and arithmetic	0.4	9.1	65.5	24.9
	Development of sensual perception	0.2	6.4	65.5	27.9
	Development of positive feelings in relation to "myself"	0.2	6.3	62.3	31.3
	Development and cultivation of perception, feeling and experiencing	0.3	6.5	64.6	28.6
	Development and cultivation of aesthetic perception, feeling and experiencing	0.4	7.5	66.6	25.5
Child and another person	Development of pro-social behaviour	0.3	5.8	58.9	35.0
	Development of mutual relations	0.4	5.2	57.8	36.6
	Space for managed communication	0.2	5.4	56.7	37.6
	Opportunities for cooperation	0.3	12.1	58.4	29.2
	Opportunities for verbal and non-verbal partner communication (child – child, child – teacher)	0.5	6.6	57.6	35.3
Child and society	Respect for coexistence rules in a class	1.4	8.8	56.5	33.3
	Development of basic social habits and skills	0.3	5.1	65.1	29.6
	Opportunities for recognising and taking social roles and attitudes	0.2	9.6	71.3	18.9
	Opportunities for becoming familiar with culture	0.3	7.4	73.6	18.6
	Development of child creativity, sensitivity and taste	0.6	10.3	65.7	23.4
Child and the world	Opportunities for experimenting, manipulating and intentional watching	1.2	16.3	55.2	27.3
	Support for acquiring knowledge about environs	0.3	4.9	64.2	30.6
	Care for nearby environment	0.2	3.0	70.5	26.3