frequency of implementation methods for certain manifestations is, therefore, not equal to the number of children in the class. The most obvious differences between the children in the classes regarding the implementation methods of manifestations of collaboration were: *continuous, effective communication, helping a friend* and *praise, encouragement.* The confirmation or rejection of the assumption was formulated in the evaluation of the individual implementation methods for each manifestation of collaboration.

The IMMCs mentioned in this article among six-year-old children organised into groups that were identified during the research are probably not exhaustive. Other IMMCs might be identified in other activities with other children achieving a common goal in groups. Since the research results indicate that this could be an effective form of education, it would be ideal to continue with the research.

Organising six-year-old children into groups to achieve a common goal is not a common practice in kindergarten. Teachers do not prefer having children work in groups to achieve a goal set within activities for various objective reasons. Methodological materials with educational activities elaborated in didactic categories and directly offering, requiring, or supporting the organisation of children into groups to achieve goals might contribute to a change in the situation.

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