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 manifesta-
tions 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. Meth-
odological 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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