

# Abstract

The thesis deals with the problematics of interactive books and their influence on the education of preschool children, which is in the Czech Republic still one of the unexplored areas. The aim of the thesis is to compare the paper books with the interactive books in terms of their impact on the child's learning and to see if interactivity influences the better memorization of information than interaction with the kindergarten teacher and also if the children are able to work with the interactive book. There are two hypotheses H1: A child of pre-school age working with an interactive book can remember less information than a child listening to a narrative from a classical book, and H2: A pre-school child who working with an interactive book will remember better the visual rendering of the content. The examined group was composed of preschool children from two differently different kindergartens. For the research, the method of participated target group observation was used when working with interactive books, supplemented by interviews with nursery teachers who participated in the research. The development of the pre-school child's cognitive functions and the development of its interaction with the technologies is briefly described in the theoretical part one. The technologies and their role in the development of the child are also being discussed as a balancing and no less important counterpart to the introduced role of reading and library in the development of the child. Within the theoretical part, a survey of the Czech market with interactive books intended for preschool children was presented and there are examples of different types of books that contain different interactive elements. At the end of the theoretical part, a summary of the paper and interactive book is provided, including its various forms, such as an interactive talking book and interactive book applications. The practical part describes, among others, the methodology of the research, its course and the results. Besides the results, the limits of research work in the environment of kindergartens identified by this research are mentioned at the end of the thesis. The results of the research showed that in general the most successful were the older girls. Of the two types of media, it was an interactive book that made the children to reach the best results. The children from a larger kindergarten located in a larger city had better results out of all kindergartens compared in this research. This thesis opens a discussion on the problematics of interactive educational books and their contribution to preschool children and provides a solid foundation for future research in this area.

## **Key words**

interactive books, touchscreen children, interactive book learning, touchscreen book, interactive story, children, kids, toddler, pre-schooler, preschool, preschool age, preschool education, library, book, evolution of child, child user behaviour