

## **Abstract**

The text searches for the key aspects of interactivity in selected books for children, that activate the child reader in terms of a thought and manipulation. The thesis focuses on the process of how children browse, read, and play with the books *Cirkus ulice* and *Maškary* by Dagmar Urbánková. It aims to answer the question of how browsing through the author's books develops visual and reading literacy of a child. The case study is realized applying a method of participant observation. Using the Bloom's revised cognitive taxonomy, we employ the qualitative analysis method to analyse the participative process of a game of eight children from their thought activity viewpoint. We identify the game, participation, communication, variability, experience, and a possibility to change something to be the key principles of interactivity. Based on these identified principles of interactivity and their mutual ties, we propose activities with the examined books, that can be further elaborated on and realized with children in the art or literature education classes. The thesis is processed in the context of reading and visual literacy and their representation in current curricular documents, that serve as a pedagogical background to this thesis. Its professional frame is given by the notion of visual culture and concepts such as game, creativity, and pedagogical constructivism.

## **Keywords**

interactivity, illustration, game, participation, communication, interpretation, visual literacy, reading literacy