

ABSTRACT

This diploma thesis deals with the topic of work with illustration in kindergarten as support to understanding a text that is read aloud. The aim is to design and verify methods of working with illustrations in kindergarten that support the understanding of a text that is read aloud to preschool children. In the theoretical part of the thesis, I deal with illustration, visual literacy, method of working with a book, understanding a text (read aloud) and the characteristics of preschool children with regard to the topic of the thesis. Subsequently, I apply this knowledge in the practical implementations.

In the practical part, I propose and verify methods of working with illustration in kindergarten which should support the understanding of a text that is read aloud to preschool children. The thesis is focused on qualitative research in which I compared differences between research and experimental group sample. First, I tested the level of skill of all twenty children when working with illustrations and understanding of a text read aloud (both research and experimental group samples). Then I put together seven preparations where I focused on the development of reading strategies and I supported the children in the understanding of the text read aloud on the basis of selected expected outcomes according to the Frame educational program for pre-school education. However, only a group of 12 children from the Ladybird department (research group sample) participated in this support. Subsequently, I again tested all twenty children and recorded their possible improvements and differences between the experimental and research group sample. The observation method and the interview method were used to collect the data.

The research group sample improved significantly, especially the ability to devise a suitable ending to a story, capture the main idea and apply their imagination in retelling the story according to the picture material. Both group samples showed that capturing the main idea of the story, describing the situation according to the picture and solving tasks and situations are expected outcomes, where it is needed to pay special attention to the children from both groups and help them with other activities aimed at developing reading literacy (for example decoding ability) and vocabulary development.

KEYWORDS

illustration, text comprehension, visual literacy, literature for preschool children, working with illustration in kindergarten, working with a book in kindergarten, stable elements, key images, anticipation, reading strategies