

## **ABSTRACT**

The diploma work is focused on the development of prosocial behaviour in a kindergarten by means of reader's preliteracy.

The theoretical part clarifies the terms related to the issues of the development of prosocial behaviour in a kindergarten, reader's literacy and preliteracy. It as well briefly describes the differences between heterogeneous and homogenous structure of the classroom in a kindergarten arranged according to the age and deals with the kindergarten as well as the classroom climate.

The aim of the practical part was to describe in what matter the particular kindergarten develops pro-social behaviour of children with the support of reader's preliteracy. During the whole school year there were particular activities established and consequently implemented into an age-heterogeneous classroom located in a one-classroom kindergarten and upon consequent reflexion and feedback the activities were further provided with a possibility to work further with a given activity. To gain the reflexion and feedback the methods of interviews, monitoring and self-reflexion were used. Children participating in the activities kept developing their prosocial behaviour and attitude to reading. After studying specialised literature a questionnaire for the research within the practical part was designed for parents examining if and if so, in which areas, the development of reader's preliteracy method selected by the kindergarten has a positive impact on mutual relations within the classroom as well as on the climate of the kindergarten as a whole. It showed that the parents are not always aware of the fact that the development of reader's preliteracy can influence the climate and relations at school. They are, on the other hand, conscious of their children being more interested in books. However, it as well revealed that children talk only very little to their parents about what they did in relation to the reader's preliteracy and prosocial behaviour development.

## **KEYWORDS:**

prosocial behaviour of children, kindergarten, preliteracy, reading, heterogeneous group, homogeneous group, school climate, classroom climate