ABSTRACT

This diploma thesis deals with interactive book for preschool children and their benefits and risks. In the theoretical part it is discuss the definition of interaction and interactive book, and its brief history. It provides a overview of the categories of interactive books available in internal bookstores. Finally it is put into context of interactive book characteristics of a pre-school child (developmental specifics, reading literacy, relationship to a book, the role of an adult).

The research part of this work examines by method of content analysis of texts of two international empirical studies and questionnaire research between parents and teachers. Results show the benefits and risks of an interactive book for preschool children. Among the most frequently cited benefits were the development of eye-hand coordination, speech, thinking, and fantasy development. Opposidly, the most frequently cited risks were the quality of the book, child's attention on the physical handling of moving parts rather than on the story, and the interconnection of the illustration / moving elements with the story of the book.

KEYWORDS

preschool child, interactive book, interactivity, reading literacy, benefits, r