

ABSTRACT

The subject of this thesis is introduction of interpersonal relationships theme to pre-school age children. The aims of this work are:

- a) To introduce books with interpersonal relationships themes intended for pre-school age children.
- b) To ascertain if and in what way is this theme used in pre-school setting and where the pre-school educators take inspiration from when choosing quality literature for children.
- c) To propose, realise and reflect on activities (connected to chosen books with interpersonal relationships themes introduced through a child hero) which develop the key competencies of pre-school children related to reading.

The practical part was built on data collection through online questionnaire for teachers; the aim was to ascertain whether interpersonal relationships topics are used in practice when working with books in pre-school setting and where the educators find inspiration when searching for this type of literature intended for pre-school children. The second part contains suggestions and realization of activities connected to chosen books with the interpersonal relationships theme introduced through a child hero, which develop the key competencies of pre-school children related to reading according to Curriculum Framework for Pre-School Education and the reflection on these received from five approached educators and children themselves.

The last part of this thesis is dedicated to the evaluation of activities through which the development of key competencies in reading literacy was delivered and to determine the adjustment of these activities according to the evaluation received from approached educators. These suggested activities related to chosen books with a theme of interpersonal relationships were tested in real pre-school environment of five approached nurseries/kindergartens. The evaluations reveal that it is possible to work with the theme of interpersonal relationships which is delivered through a child hero with certain adjustments e.g. the age of children; the suitable group appears to be the cohort transitioning to primary schools. The important factor that influences the work with aforementioned theme is the educator himself/herself and his/her attitude towards the book itself – its acceptance or refusal.

KEYWORDS

literature for children of pre-school age, interpersonal relationships, child hero in literature for pre-school age children, key competencies, books