

ABSTRACT

The diploma thesis deals with the area of development of emotional intelligence in preschool children through work with a book. It deals with the issue of emotional intelligence, its role in the development of the child, in the period of preschool age.

The theoretical part is intended to introduce the reader to the issue of emotional intelligence and its relationship to pre-school education. The introduction of the thesis characterizes the period of preschool age and its specifics in connection with the development of emotions. Furthermore, emotions, emotional intelligence and its development importance in the chosen preschool period are defined and the possibilities of its development and appropriate ways of working are suggested (reading strategies, EUR model). In conclusion of the theoretical part, the importance of the development of emotional intelligence in the chosen preschool period is given and suggests the possibilities of its development and appropriate ways of working

Within the practical part, the key method was action research, which served to verify the effectiveness of the created lessons based on the EUR model using reading strategies. The author carried out action research in the kindergarten where she works and implemented all the lessons with her class. The evaluation of the action research was based on participating observations, video recordings and interviews with teachers who participated in the action research and contributed to the verification of the lessons in practice. The result of the practical part is that emotional intelligence can be developed through appropriately selected children's titles processed according to the E –U - R model with the support of reading strategies. Part of the thesis is a schedule of individual lessons created on the basis of selected children's books with an animal hero, which serve as a guide or inspiration on how to develop emotional intelligence in the above way.