

ABSTRACT

This Bachelor's thesis looks at promoting motivation for reading and understanding the text through working with the book and illustrating it, with a focus on working in nursery school. I chose this theme in particular because a positive relationship with books and an understanding of a given text, already developed in preschool, forms the basis for children to live. In school they will learn to read and write, they will need to understand the assignment, and these all activities, aimed at working with the book and illustrating it, just include reading preliteracy. Understanding the text is one of the reading skills we strive to develop in preschool. It is a complex of thought processes that lead to the understanding of the read text. Understanding reveals the content of the text. In this preschool period, therefore, we try to create the most positive relationship with written text, motivate children to read, write and develop the areas needed for future reading in a non-violent way. More specifically, the work focuses on children in their final year of kindergarten, that is, children before entering primary school. The research was carried out with the entire class, but also focused on 6 pre-selected preschool-age children and observed their relationship to books, book work and level of text comprehension skills, including through illustration. The research was carried out within 14 days, as a two-week topic. The aim of this work was to promote children's interest in books and deepen their understanding of the text through thoughtful activities aimed at working with the book (text, illustration, typography) and using reading strategies. Several methods of data collection were chosen to address this goal, including observation of children, conversation with children, conversation with a class room educator, and, above all, methods of pre-test and post-test, which made it possible to evaluate the impacts of interventions on children in several areas – interest in books, perception of illustration, etc. The research finally found that the observed children with whom the work with the book was carried out were visibly clear changes in relation to the books. Children enjoyed all activities with the book, gained a new experience of how to treat the books, how to work with them, and not only read them, but also use their covers or the illustrations themselves. Children were also helped to understand the text by working on illustration and its visualisation. The conclusion of this paper is that working with a book is very important and beneficial for the development of skills prior to reading and writing, which is very important for pre-school children.

KEYWORDS

Illustration

Understanding the text

Motivation for reading

Kindergarten