

## **ABSTRACT**

The thesis focuses on the topic of reading preliteracy and the creation of a quality reading environment. The aim of the thesis is to encourage children and parents to develop their interest in reading and books through the implementation of various activities. The thesis is divided into theoretical and empirical parts. In the theoretical part, there is an explanation of what the reading environment is and how it is influenced. Furthermore, there is a definition of the basic concepts related to reading preliteracy and its importance in the child's development. It also describes selected activities and projects that promote reading and what a children's library in a school should look like. Finally, the theoretical part describes appropriate genres for preschool children and recommended selected titles for children's libraries. The empirical part describes the research conducted in the selected kindergarten. Action research was determined as the form of research that best met the conditions for achieving the given goal. The problem of action research was determined to be the lack of interest in books and reading among children and their parents. Six research questions were set and activities were designed to increase interest. Furthermore, observation, interview and questionnaire methods were used in the research. Complications occurred during the research that prevented the research from being conducted in its entirety and are described in the paper. The empirical part concludes with an evaluation of the information obtained and the answers to the research questions. As part of the implementation of the proposed support, activities took place, including, for example, the possibility of borrowing books from the library, Reading Grandfather or Night with Andersen. The conclusion of the empirical part is the evaluation of the obtained information and answers to research questions. It has been found that any activity or complementary activity is popular with at least one of the children, and therefore it makes sense to include activities of any kind. As the most popular children, they chose the option of borrowing magazines. At the same time, however, there is a need to increase parents' motivation and support them in reading with their children. Parents have not shown interest in more joint events, but will appreciate the regular offer of suitable books for children. During the research, it was found that there is a need to target the teaching staff as well, and to properly motivate and support them in guided preliteracy activities. The thesis concludes with a summary of the whole thesis and the establishment of recommendations for the development of reading preliteracy.

**KEYWORDS**

Reading environment, reading preliteracy, preschool age, working with book, kindergarten, library