

## **Abstract**

The thesis deals with the possibilities of developing emergent literacy, especially story comprehension, with preschool children using selected methods of critical thinking.

The theoretical part is devoted to the ways of developing passion for reading and reading literacy in preschool education, it pursues the possibilities of using some of the methods of the RWCT programme (Reading and Writing for Critical Thinking) in working with books in the educational process of the kindergarten. It further describes the development of children of preschool age and reading strategies that can already be cultivated at this age.

The practical part describes the project Working with Jiří Stránský's book Tales for little Clara that is based on didactic application of its texts intended for preschoolers. The project makes use of selected methods of the RWCT programme. Research using the method of structured interview finds out how methods of critical thinking can influence story comprehension among five-year-old children. It evaluates and interprets the findings from the beginning and the end of the project implementation, compares the determined levels of story comprehension in a group of girls and in a group of boys. The outcomes of the research show a considerable improvement of comprehension following the purposeful use of methods of critical thinking in activities with the book within the whole sample group and slightly better results demonstrated steadily in the group of girls in comparison with the group of boys.

**Key words:** preschool age, passion for reading, emergent literacy, the Reading and Writing for Critical Thinking Programme (RWCT), reading strategies, working with a book, the research method of structured interview, research into story comprehension among preschool children