

DIPLOMA THESIS SUMMARY

This diploma thesis deals with the relation of reading and the creation of values. It confirms reading as educational value, as well as reading as means of education towards values in contemporary Kindergarten.

In the theoretical part there are at first defined general terms such as value and education. Following these are described in context with kindergarten, preschool child, his needs and his family. The thesis deals with reading as such. There are clarified different aspects that influence the development of reading and its educational value. It is the action of educators and their relationship to books, as well as fairy tale itself, which enormously influence the relationship to the values and their subsequent formation. Similarly, the actual illustrations in books and, on the contrary, today's media such as television or the Internet, which may have negative influence, if used incorrectly.

The practical part describes the conduct of investigation that focused on actual reading. The investigation was based on two questionnaires. One was addressed to the Kindertgartens“ teachers, the other one to the parents of preschool children. The questionnaire for teachers dealt with the question how Kindertgartens work with the books, whether the children have free access to books and whether the Kindertgartens co-operate with libraries. It also asked which values are developed by reading, as seen by the teachers. The aim of questionnaire for parents was to determine whether they knew what is the reading literacy, how often they read to their children and whether they realized the value of reading.

Survey results were evaluated verbally and recorded in diagrams. In conclusion the whole investigation was summarized and compared with formerly defined work hypotheses.

Key words: reading, reading literacy, book, values, education, needs, preschool child, family, Kindergarten