Abstract

This dissertation deals with the issue of reading skills of pre-school aged children, their abilities to understand the text being read out to them and answer the questions related to the text meaningfully, but also to ask individual questions. It addresses a possible usage of some methods of critical thinking for this age group in the field of nursery schools. The dissertation is based on the fact that the role of the pre-school education is irreplaceable in this respect.

The theoretical part concentrates on the problems related to answering the questions and asking them, on the development of cognitive processes and speech, growth of self-confidence and self-assurance as an important precondition for a pre-school child’s expressing and the creation of a positive pedagogical communication in the class. It offers opportunities to use some methods of the programme called “By Reading and Writing to Critical Thinking“ (RWCT) at nursery schools.

The practical part of this dissertation introduces a programme based on working with the texts of different genres intended for the pre-school age. In individual lessons it is verified whether the chosen methods from the RWCT programme are suitable and if the questions asked, and the request for asking them, correspond to the abilities of pre-school aged children. The dissertation presents results of the research which was carried out by comparing the performances reached by individual children at the beginning and at the end of the integrated blocks’ realization.

Key words: pre-school education, pre-school aged child, pre-reading literacy, programme “By Reading and Writing to Critical Thinking (RWCT)“, answers and questions, ability to ask questions, understanding of the text being read out.