

ABSTRACT

This thesis deals with pre-reading literacy and focuses on the factors and actors that it develops. The first chapter deals with the theoretical definition and importance of education to the reading. The second chapter outlines the literary form of preschool education and how the literary education is included in the general educational program for preschool education. The third chapter is devoted to the primary and most important factor that the development of a child's reading act, and that is the family. It shows the possibilities of how children can relate to the books in the family to support the role of the relationship of their parents to read and stresses the importance of reading and storytelling in the family circle. The following chapter deals with the cooperation of nursery school and family in the development of a child's reading, closer is about the influence of teacher's personality and it offers opportunities to work with the book in full day kindergarten regime. The last two chapters of the theoretical part characterizes the specifics of children's literature and provide an overview of the typology of literature for preschool children.

The research part describes the process of investigation, which is aimed at determining the important criteria in the selection of children's books. The survey questionnaire is attached, and it was targeted to parents of preschoolers present. The purpose of the questionnaire was to find out what and who influence parents when buying books, as well as the importance attributed to the visual processing books compared to its literary content and not least, the importance attributed to the overall artistic merit of the book. Results of the survey were evaluated verbally and in conclusion, the results were summarized.

Keywords:

literacy, reading, literary education, family, kindergarten, teacher, children's books, reading, illustration, children's literature, artistic merit of book

