

ABSTRACT:

The aim of this dissertation is to discover what kinds of books are the preschool children read by both their parents and their preschool teachers. The theoretical part defines the preliteracy of the readers and the preschool age, and describes the children's contact with books both at home and at kindergartens. Defines a book in the terms of a medium being in contrast to other communication means. The practical part is based on a mixed design of the research: the quantitative part uses the method of a questionnaire, and the qualitative part draws on the in-depth interviews, the respondents being the parents and preschool education teachers. At first, the questionnaires are compared. The decisive factors in parents and preschool educators selection of the books are characterized afterwards. The children are most frequently read storybooks and bedtime stories. Preschool teachers read out fables, parents do not. Furthermore, parents read out adventure literature. Thus, the parents and the school complement each other. Both at home and at school, children come into contact with prose as well as fiction. Adults prefer to read out older books, published mostly by Albatros Publishing, or they lend books in a library. At the same time, they carefully choose new titles of various publishing companies, for example Baobab and Meander. A child is read 36 minutes per a day on average. Reading out loud both at home and at school helps to develop the preliteracy skills and enriches both the cognitive and emotional life of a child.

KEY WORDS:

pre-reading literacy, literature for pre-schoolers, choosing child books,
factors that influence the book selection, kindergarten, family,
mixed methods research design