

ABSTRACT

This diploma thesis deals with the topic of reading. In the process of examining the development of an individual for reading, it is necessary to take into account the effects of primary socialization taking place in the family environment. The aim of the diploma thesis is to find out how is readership affected by the family environment and how is passed between generations (intergenerational transmission). It is also a goal to find out whether and how readership vary across selected European countries (including Czech Republic) in relation to these factors. The effect of the family environment on adult reading is studied through parent education and aspects of the so-called pro-reader climate. The pro-reader climate in the family helps communicate a person's relationship to books and reading in his early childhood and affects his future life. A family environment that supports reading habits is reflected in childhood through parent-child interaction (reading, communicating about the content being read), the availability of books at home, and the reading of parents that provide a background for reading. The existence of a relationship between reading and family environment in the intergenerational and internationally comparative perspective is examined through secondary analysis of two quantitative research datasets: the work is based on international data PIAAC (2012) and czech data CSDA Research (2017).

Key words

Reading, reader, books, readership, socialization, family, pro-reader climate, cultural capital, intergenerational effects