

Abstract

Diploma thesis focuses on the question of how kindergarten teachers choose books for preschool children, what kind of books and main factors which influence their choice, e.g. cheap books, collectors' campaigns or interactive books.

The theoretical part describes the development of a preschool child with respect to the reading, literary genres and types of books suitable for preschool children. It also points out publishing houses that publish children's books, awards for high-quality children's literature, and, last but not least, the media which influence the selection of books. It also explains the importance of support and development of reading literacy for a pre-school child.

The aim of this work was to describe the process of selection of children's literature by kindergarten teachers and to find out main factors influencing this selection. After studying the literature, a questionnaire on 31 items for kindergarten teachers was created in the practical part. It was filled in by 129 respondents. By evaluation of this questionnaire I answered 14 hypotheses.

It has been confirmed that university-educated teachers choose awarded books more than teachers without university education. For the teachers the most important feature from the options offered is high-quality text of the book. They also expect that the books will develop the imagination, which is also the fact that they prefer the literary genre of fairy tales in their work. The second most often, except for reading itself, reason why to use books is work with illustrations. Most teachers prefer to use a classic printed book, e-books and interactive books are used in a minimum of cases. The questionnaire showed that more than half of the teachers buy books for children in kindergarten in collecting campaigns and in "cheap books" shops. These options clearly outweighed the preference of buying books in the classical shops or e-shops.

The hypothesis that kindergartens in the cities with up to 3000 inhabitants have more books for pre-school children than kindergartens in the large cities with more than 500,000 inhabitants was not proofed. Also the hypothesis that respondents from kindergartens located in villages with less than to 3,000 inhabitants prefer books with a price of up to CZK 300 in comparison to the kindergartens in the large cities with more than 500,000 inhabitants which prefer more expensive books over CZK 301 was not proofed. Surprisingly, it turned out that teachers over the age of 46 do not only choose old, proven titles for their work, but they also focus on the current book market and they are not afraid to use new titles of contemporary authors.

KEYWORDS

reading literacy, children's literature, pre-school education, kindergarten, publishing house, media