Abstract

The presented diploma thesis maps the situation of contemporary child's reading. It deals with the factors which form the child reader externally (especially family, school and libraries, or the projects supporting child's reading). The main part of the thesis presents an analysis of the contemporary poetry for children. It examines how the books can influence the readers and motivate them for further reading. For the text analysis, the books of poetry which were awarded in competitions of Zlatá stuha or Magnesia Litera in 2013–2017 were selected as representative samples, namely *Poetický slovníček dětem v příkladech, Všelijaké řečičky pro kluky a holčičky* and *Moře slané vody* by Radek Malý, *Tetovaná teta* by Daniela Fischerová, *Vynálezárium* by Robin Král and *Hlava v hlavě* by David Böhm and Ondřej Buddeus. When analyzing the illustrations, attention was paid to the selected books that won the art category of Zlatá stuha and the competition Nejkrásnější česká kniha roku (The Most Beautiful Czech Book of the Year) and to the books representing the model production of the publishing houses of Běžíliška, Meander and series Raketa in publishing house Labyrint. An aspect of illustration was analyzed in the concertina books *Rekomando* and *Ferdinande!* by Robin Král and concertina book *O čem sní* by Petr Borkovec, then in the book *Hlava v hlavě* by David Böhm and Ondřej Buddeus, in books about *Doktor Racek* by Milada Rezková and Lukáš Urbánek and *Slovohledě* by Petr Nikl. The method of analysis is based on the characteristics of the implied author (e.g. the degree of self-control in the work) and on the characteristics of the implied reader (e.g. activity, curiosity, cognitive ability). Analyses show that authors often create poetry complicated for reception, which tries to cooperate with reader's abilities. As emerged from the final survey of children´s preferences at secondary school, the concept of implied author often doesn´t correspond with the idea of empirical reader.

Key words

child's reading, children's poetry, implied author, implied reader, reception and production