

ABSTRACT

The aim of the thesis was to clarify how nursery teachers develop children's comprehension of the text read aloud and how they evaluate the possibility of using reading strategies to support children's comprehension during reading.

In the theoretical part, I focused on defining the concept of reading literacy and pre-literacy, approaching the concept of the development of reading pre-literacy in the Czech Republic and clarifying the concept of comprehension of the text. Subsequently, I dealt with the issue of reading strategies and introduced those that are suitable for use in preschool age.

In the empirical part, I used the qualitative approach of a multi-case study, which involved eight kindergarten teachers. Through in-depth interviews, repeated observation of the teachers' work with the text and subsequent analysis of video recordings of this work, answers to research questions were sought. It has been shown that teachers intend to develop children's comprehension, but only on a literal level, their work with texts is intuitive, without setting specific goals and monitoring the degree of their achievement. It turned out that reading strategies require a willingness of the teacher to work with them regularly and purposefully and to prepare for reading, which does not correspond to the prevailing intuitive approach. An important factor in the successful use of strategies was the possibility of long-term education combined with the exchange of experiences. These findings can be used in designing the training of future teachers, as well as in the revision of the FEP PV.

KEYWORDS

reading pre-literacy, reading, preschool education, reading strategies, comprehension, working with a story, multi-case study