

## **ABSTRACT**

The diploma thesis is focused on the condition of contemporary teenage reading. It ascertains the basic attributes of the chosen basic school pupils' reading. The thesis occupies with characteristic signs of pupil's reader's behaviour, their reader's interests and attitudes, it describes their relation to reading. It also looks at various factors influencing the development of children's reading. The thesis studies the position of reading in competition for other leisure activities of today's teenagers. It researches as well if present teenage reading really is „in crisis“ as the level of reading literacy of czech pupils declines, which is shown in latest results of international researches.

The theoretical part shows the basic characteristics of teenage reading in regard of progression specifics of the given age group. It is occupied with the way the school literary education influences the teenage reading, too. It also studies the reading literacy and its position in the basic curriculum document for basic schools. The thesis gives a brief insight into the readership research history in the Czech Republic with emphasis on the results of topical researches as well.

The aim of the empiric part of the thesis is to describe the present state of teenage reading of the pupils from the chosen basic school, to set basic characteristics of their reader's interests and attitudes and to depict their relation to reading. The goal is also to take a portrait of possible differences in the characteristics between the 6th and 9th graders. After reading through professional literature 17 hypotheses were set and evaluated based on questionnaires in which 74 respondents (6th and 9th graders) took part.

It has been proved that by the majority of teenage pupils reading does not belong to neither the most popular nor the most often leisure activities. The main competition for reading is playing with friends or various media activities such as communication on social media, playing cell phone or PC games, watching films, series and videos on the internet or DVD. This is also connected with the assessment that teenagers prefer film adaptations to literary works. It has also been found out that the older the reader gets the lower is the popularity of reading, as well as the frequency of reading. But, when teenagers read, it is for relaxation and entertainment reasons. Another strong incentive is also compulsory reading for school which is, however, not popular with pupils. The cognitive function of reading has been really declining. Pupils use the internet as the main source of information, which is so quick and easy way to get information. The inquiry has also shown gender differentiation and preferences for each literary genre.

What has not been proved is the hypothesis supposing that compulsory reading is popular. The survey even shows that teenagers believe that school education does not support their readership at all. A possible solution may be, in their opinion, using their own books in everyday lessons. The results have not proved the assumption concerning the electronic books. Although teenagers use multimedia very often there is no evidence of increasing interest in e-books.

### **KEYWORDS**

reading, children's reading, reading literacy, teenager, reader's behaviour and attitudes, children's reading research, basic school