

ABSTRACT

This Bachelor Thesis deals with the use of fairy tales and the development of pre-literacy by parents of preschool children. The thesis is divided into a theoretical and a practical part. The theoretical part focuses on fairy tales, their origin, characteristic features and their influence on children's development. It also focuses on pre-literacy and its development in children of preschool age. In the practical part, answers to research questions will be sought in the form of questionnaire for parents of preschool children. The goal is to find out how and how often parents of preschool children use fairy tales at home. Furthermore, the goal is to determine whether parents only use fairy tales passively or actively, and to investigate whether parents are aware of the influence of literature on children's development. Then, based on the answers obtained, create methodical material – a manual with suggested activities that parents could apply to (almost) any fairy tale and which supports better use of fairy tales in a family environment. With the help of this supportive material, parents would be able to work with fairy tales better and more efficiently, and thus would specifically support the development of pre-literacy in their children. The effectiveness of this tool in the family environment will be verified in practice by a final questionnaire for the original group of interviewed respondents – parents of preschool children.

KEYWORDS

fairy tale, pre-literacy, reading strategies, parents, pre-school education