

Abstract

The thesis focuses on students who are classified by adults (teachers, parents) as non-readers. In a creative qualitative research conducted through interviews, fifth-grade students (N = 18) responded to questions regarding the texts they read or do not read, mapping their attitudes towards reading, reading preferences, and habits. Through quantitative-qualitative analysis of the responses, it was investigated what types of texts students read, what their relationship to reading is, and further, what feelings reading evokes in the participants. One of the goals was also to identify which factors and individuals influence the reading self-concept of these students. The work could be beneficial for students of Czech language and literature teaching, as well as current Czech language and literature teachers, as it provides insight into the thinking about reading and reading interests of students, for whom the teacher's assistance and understanding could play a crucial role in the path to literacy, because if the teacher is to be a guide, then understanding those they accompany is an essential prerequisite.