

Summary

The subject of this bachelor's thesis is: "Playful Reading Area for Kindergarten".

The general interest in reading has decreased and it is becoming increasingly difficult to attract children to books. It may happen that the child's first exposure to books and reading takes place in kindergarten, because there are simply no books at home or no attention is paid to reading. Many kindergartens do not have a separate area for reading and looking at books, or the existing one is not attractive enough for children. Books seem boring to children and remain physically inaccessible.

The aim of this bachelor's thesis is to increase the interest of kindergarteners in books and reading, making books more attractive and physically accessible to children. Also, playfully integrating them with various activities to encourage children to read books early, while increasing the general interest in reading.

This research consists of two parts - theoretical and practical. The inspiration for compiling this thesis began with an earlier specialty project, which made the author think about the reading habits of young children and inspired her to create this thesis. At the beginning of the research, the context was studied, from which emerged problems. On the basis of that the research questions were set and the terms of reference were drawn up.

During the research, the author visited three different kindergartens to get acquainted with the existing environment and talked to teachers to get the necessary information. During the idea development, solutions were sought by sketching. The best ideas were further developed in the 3D program until the visual solution of the model was in place. Finally, a prototype of the solution was designed and produced, which was tested in Kuressaare Ristiku Kindergarten. Due to the national emergency, the product was tested remotely and feedback on the product came from teachers' observations and opinions.

The result of the thesis is to offer an idea in the form of a product - a reading house. The created solution is planned in a play and study room, located next to the wall or in the middle of the room. The reading house consists of two different types of shelves - classic and

presenting. Both shelves can also be accessed from the sitting area. The sitting area is for up to three children at a time and is pleasantly furnished and comfortable by the kindergarten group itself. The front of the product is painted with chalkboard paint and on the side it has a small cupboard for storing things. The back wall can be used to dry and display children's paintings. The product can be unassembled into 3 parts to make it easier to move between kindergarten rooms if necessary.

The general feedback was positive and teachers saw the value in the solution created, saying that using the reading house made the learning process more creative and increased children's interest in learning. According to the teachers' descriptions, the reading house is multifunctional and the only limitation is fantasy. After the end of the test, the author donated the reading house to the kindergarten so that the children could enjoy it on a daily basis. In the future, teachers plan to continue using the reading house in their teaching activities. During the testing, possible ideas for further product development also emerged. After the article appeared in a local newspaper, the director of another kindergarten in Kuressaare and the director of Tallinn Central Library announced their interest in the product.

