

## Resumé

The aim of our work was to examine the peculiarities of reception of artistic literature illustration for younger school age, especially the details of receptive contextual elements. The monograph thesis consists of two parts: theoretical and research.

The theoretical part of the work is based on scientific knowledge of developmental psychology, methodology and pedagogy of visual art, theory of illustration and other scientific disciplines. We also deal with the analysis of book illustration from ethical, aesthetical, psychological and cognitive point of view. We define some special characteristics of a recipient – child considering his ontogenetical dispositions. We pay attention to the process of controlled reception of illustration, to the problems of level lead in illustration, to the typology of recipients and to the gender differences.

Three selected illustrations presenting genre forms of children's literature (a poem, a short story, an authorial fairy-tale) have been used in the research.

The results of the research can be summarised as follows :

1. Contextual elements of the reception of illustrations revealed at the interpretation of original illustration of the given literary text, at the interpretation of children's visual artistic work which was initiated by literary text, at the interpretation of written composition (the respondents wrote a story based on the illustration motives without knowing the original text) and at verbal-descriptive interpretation – a questionnaire.
2. Context of literary reality became evident in the greater part of respondents by artistic interpretation of key moments of the story.
3. Receptive context of visual art found its expression in artistic interpretation of literature text without visual presence of the original illustration by features typical for children's graphical expression (for example anthropomorphised sun as an exterior attribute) and identification attributes of main characters (witch attributes, outer characteristics of twins etc.) and also by using the features of comic strip (speech bubbles).
4. Results of the research have shown that contextual parts of children's reception of illustration are predominantly determined by teacher's activity (motivation)

5. It has been proved that by illustration and text reception, children make interpretation of the meaning according to their logic, which depends on their complex of experience.
6. Most of the children recognised the motives of illustration which could be understood as level lead (depicting abstract facts) and therefore they were able to make equal interpretation. Some of the children analysed those motives in the intentions of established children's precepts (according to their imagination, cognitive skills).
7. Gender differences have been proved at the analysis of receptive *context of visual art*. The boys had tendency to use motives taken from PC games (features of brutality). However, we have not identified prominent differences in contexts of children's reception.

It emerges from the research that an important contextual part of the interpretation of illustrations and literary texts in controlled reception (in education) is the personality of a teacher. That is why the author recommends to exploit those methods of interpretation of illustration that combine more techniques, f.e. role-play : children adopt a role of an illustrator respectively an author.

A reasonable need to integrate the themes of illustration reception into the visual art and literary education at the first stage of primary school is obvious. The most effective way is interpretation by the means of literary and non-literary contexts. This activity is a feedback for a teacher – it enables him to get into the process and rules of children's reception of literary and visual art work more precisely.