

## **Conclusions and recommendations**

We see limitations of our research in some phenomena. The individual national samples are not of the same size; distribution of the reading level inside the samples also varies. The tool used is of a nominal nature, which limits the choice of statistical procedures for statistical processing.

The strength of the research is its authenticity, since the research tool is designed because of initial exploration of the issue by a qualitative strategy based on interviews with focus groups of children. This is also a limitation in international comparison because the interviews were made only in Slovak schools. The significance of the international comparison rests also in the evidence of the influence of current conceptions of education and training in the above countries on the social context of younger pupils' reading.

Teachers certainly do develop reading literacy, but contribute minimally to the development of reading as a hobby. We consider this one of the most important research findings. We interpret it in a broader context. We think that teachers should give space and time to talks about leisure reading and extracurricular choice of books. It is important for the knowledge about pupils' reading interest and the pedagogical, literary and aesthetic influence on it. It is necessary also for understanding the pupils' conceptions of reading and reading skills (Renuga, Kanchana, 2015).

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