

ABSTRACT

This thesis focuses on the relationship between theory of mind and language skills in Czech preschoolers. The theoretical part summarizes current knowledge about theory of mind, its relationship to language skills, and some areas of development of preschool children. The empirical part describes the research of the relationship between theory of mind and language skills of Czech preschoolers. Fifty-five children in total participated in this research, twenty children in a younger group (m=42 months), and thirty-five children in an older group (m=54 months). Theory of mind has been assessed by two false-belief tasks: Sally-Ann Task, and Smarties task. Language skills were tested by Grammar reasoning test, and Understanding of grammar test from test battery of Seidlová-Málková and Smolík (2014). The older group has significantly better results in false-belief tasks than the younger group. Despite anticipated results, there was not statistically significant difference between the younger and the older groups' language skills. A moderate positive correlation was found between language skills and false-belief understanding in both groups.

KEYWORDS

Theory of Mind, False Belief Understanding, Language Skills, Preschoolers, Sally-Ann Task, Smarties Task