

## Abstract:

Communication constitutes the ability to express and share our thoughts, experiences and feelings in everyday life. Communication also plays an important role in the process of education. In education, we gather information, adopt it, learn how to work with it and continue to use it. The position of the child and the pupil with impaired communication ability is much more complicated in this case, because the difficulties in speaking are transferred to the communication process and can affect the management of school skills. Educating pupils with impaired communication skills is a challenging task. Pupils are unable to organize and express their thoughts sufficiently, their speech is often incomprehensible, they do not understand the teacher's interpretation exactly, they cannot speak fluently enough to meet a common communication standard. For these reasons, they come under psychological pressure and sometimes prefer to stop communicating completely.

The main goal of the presented rigorous work is the analysis of the most common difficulties of children with impaired communication skills included in the preparatory classes of primary schools. Subsequent evaluation with a description of the most common difficulties due to school immaturity leading to school postponement are part of the empirical part of the rigorous work.

Considering the main goal, the following sub-goals were set: monitoring of the overall development of the child, active observation in the preparatory classes with subsequent analysis of the child's educational progress from the point of view of his school attending ability.

Elements of quantitative and qualitative research were used for the research survey. The quantitative part of the research focuses on data collection through a research tool - a questionnaire sent to teachers working in the preparatory classes of the Ústí nad Labem region. Quantification of the achieved results with subsequent evaluation is expressed in numerical values.

The task of the qualitative part of the research survey was the subsequent analysis and processing of selected samples, which was aimed at the most common problems in the field of impaired communication skills.

As part of setting the key goal, the following hypotheses were set:

$H_1$ : Most children / pupils with delayed school attendance due to school immaturity have impaired communication skills.

$H_2$ : The influence of the family environment affects the initial state of the student's communication skills.

$H_3$ : *By completing the preparatory class with the application of speech therapy intervention, pupils with impaired communication skills will improve their communication skills.*

The dominant goal of the research investigation of this rigorous work brings findings from the comparison of the current state of communication skills of children in preparatory classes and their readiness for compulsory school attendance.

Evaluating the data obtained during the research survey, it was found that most children enrolled in the preparatory year of primary school have problems with communication. In the area of impaired communication skills, dyslalia was the most represented. In most cases, the impairment of communication was of a milder nature, but more severe forms of communication disorders were also detected.

The results of the survey show that a child entering the preparatory class from a non-stimulating environment in which the basic function of the family is not fulfilled, there is a negative impact on the overall development of the child. Based on the results of the survey, it can be stated that these areas are weakened to a greater extent by areas that are a prerequisite for the successful start of compulsory schooling.

*Key words: inclusion, impaired communication skill, speech therapy, school maturity, intervention, individual educational plan, compulsory school attendance, orientation speech therapy examination, special pedagogy, preparatory class.*