

## **ABSTRACT**

This master thesis is dedicated to the importance of diagnostics of auditory memory in preschool children in means of determining school readiness. The theoretical part of this thesis contains an elaborate description of the somatic, cognitive and social development of preschool children. The second chapter concerns memory in general, categorizing auditory memory in the whole system and description of its individual modalities. It is also briefly mentioned how auditory memory is affected by the presence of specific language impairment in children. The third chapter describes school readiness. There are individual areas of focus described which affect school readiness, methods of diagnostics and how deficits in auditory memory are related to future poor reading and writing. The last chapter of the theoretical section summarizes diagnostic materials which assess auditory memory in preschool children and which are available in the Czech Republic as well as foreign countries. The research part of this thesis is mainly dedicated to the new Test of auditory memory in preschool children which was compiled with this thesis. The main goal of the research was to assess the level of auditory memory in preschool children with this new test and determine how specific language impairment, bilingual education and wrong articulation affects scores of the subtests of short-term and long-term auditory memory. There are two studies in this section of the thesis. One is a pilot study which assesses individual tasks in a test and its comprehensibility. The second study is the main study which is dedicated to the goals written above. Quantitative evaluation of data is used and scores are then transferred into charts and graphs. The final outcome should help to standardize the Test of auditory memory in preschool children so it could be released and widely used.

## **KEYWORDS**

Auditory Memory, Short-term Auditory Memory, Long-term Auditory Memory, Preschool Children, Diagnostics of Auditory Memory