

ABSTRACT

The master's thesis is focused on speech therapy. The aim of the thesis is to support pedagogues in the education of children with developmental dysphasia in a regular kindergarten. The thesis has a theoretical and a practical part. The theoretical part is divided into three chapters. The first chapter deals with inclusive education and education options for preschool children with impaired communication skills. The next chapter is focused on the characteristic of impaired communication skills - developmental dysphasia, i.e. on its causes, symptoms, diagnosis, and therapy. The last chapter describes the qualifications and professional competence of a regular kindergarten teacher and his role in the education of children with impaired communication skills, namely developmental dysphasia. The practical part of the thesis studies the orientation of ordinary kindergarten teachers in this issue. The research was conducted in the form of interviews with twelve teachers of ordinary kindergartens, and then processed by thematic analysis. In conclusion, a recommendation for practice is created, which serves as a basis for supporting teachers of ordinary kindergartens in the education of children with developmental dysphasia.

KEYWORDS

Developmental dysphasia, ordinary kindergarten, teacher of ordinary kindergarten