

Preschool education was declared as a start and therefore a foundation for the process of lifelong education. This period is considered to be the one of the most important in terms of acquiring communicative competence. A child should be at such a level that he/she should be able to express him/herself fluently, listen in on, establish relations with his/her contemporaries as well as adults. Not only family but also kindergarten and nursery, whose main aim is to prepare children for entrance to primary school, play big part in developing of these abilities.

The main theme in this dissertation (diploma paper) is the analyse of preschool children's communicative competence regarding the endogenous and exogenous factors. Teoretical part of this work is focusing on key words, problems of communications and pedagogical communications, questions of psychological development of personality and development of communication skills of preschool children. Practical part is presented by three studies, whose aims are to observe and analyse level of children 's communication and also attitude of parents and kindergartens towards the development of their communication skills.

This work in its conclusion try to compare various influences regarding communication competitions of preschool children - education and efective teacher's communication, locality of kindergarten and also directivity of their program. From the research resulted suggestions and subject-matters which could be inspirational not only for future work of researching kindergartens but also for unaligned kindergartens as well. Also pails of this work are practical suggestions and possibilities for development of speech and communication skills of preschool aged children.