

Abstract

The thesis focuses on a concept of communicative competences in the curricula at the stage of pre-school education and introduces the possibilities of development of these competences in kindergarten. The theoretical part outlines issues of curriculum, key competences and communicative competences in the context of pre-primary education. The research is a presentation of qualitative-quantitative research, which aimed to analyze the concept of communicative competences in the curricula of kindergartens and based on direct observation to find out, how kindergarten teachers meet the communicative competences at this stage of education, how to diagnose them and what opportunities provides kindergarten environment to develop pre-school children communication competences. Based on the analysis of curriculum documents of selected kindergartens we found that schools include communicative competences in their conceptual materials and attach great importance to them, even if these documents have different content and formal level. From our observations and interviews with respondents, we concluded that kindergartens and their teachers usually provide good conditions for children to develop their communicative competences (positive communication climate, proper teacher speech pattern, primary prevention, educational diagnostics and specialist intervention), and that the opportunities for development of children communicative competences provide essentially all the activities in kindergarten, because this involve an interaction with a teacher and other children. Pre-school teachers, however, highlight some problems in individualizing education, which is particularly high number of children in a classroom, and not to forget personality traits and individual needs of each child. Shortcomings, which we revealed by analysis, were especially in defining educational content of school educational programs in kindergartens, that means in processing integrated blocks, which is shown by other researches in pre-school education.