

Abstract:

This diploma thesis deals with voice technique of teachers at primary school. The first, theoretical part, concerns the importance of voice, describes individual parts of the voice system, the speech emergence and its development. It focuses on teachers' (as they are expected to be the vocal professionals) voice preparation. This text considers teachers to be the competent people/voice professionals with general as well as specific skills and knowledge, it is related to voice techniques. Furthermore, the theoretical part deals with voice disorders and vocal hygiene. The practical part is focused on teachers' particular knowledge and skills in the field of voice training – it is explored how they influence the quality of teachers' speech expression. The questionnaire survey proved that higher level of the named specific skills and knowledge is connected with lower occurrence of teachers' voice disorders (H1). The next two hypotheses were not confirmed: Teachers, who passed through voice training, don't suffer with less voice problems than teachers (H2), who were educated in this field; neither keeping the rules of voice hygiene influences less voice disorder occurrence of teachers at the primary school (H3).