

Abstract

The text deals with the issues of speech therapist's communication with a child of preschool age. The text of the theoretical part of this bachelor thesis discusses the speech therapy as a branch of science, the term of impaired communication ability, dyslalia and its diagnostics, speech development of a child and child directed speech. Against the background of this information, the text of the practical part of the thesis devoted to the analysis of the speech therapist's communication with a child on the basis of the research. The text informs about the general organization of the hours of the speech therapy, which contributes to efficient work with the child. It also describes the different types of exercises and activities that the speech therapist performs with the child during the speech therapy. It emphasizes individual differences between the observed children. The text also seeks to analyze verbal and nonverbal communication of the speech therapist to note the different practices that the speech therapist used for efficient communication with the child.

To obtain the necessary data and information we conducted the research and in its framework, we applied a case study. One kindergarten in the Central Region complied with our wishes. To preserve the anonymity of participating children we do not mention the exact name and location of the kindergarten. Four children (two boys and two girls) participating in individual speech therapy were selected from the kindergarten students. The videotapes were recorded during teaching speech therapy. Each child was filmed twice (two thirty-minute therapies). All records were transcribed and the research findings are analyzed in the practical part of this thesis.

Verbal communication of the speech therapist is governed by the rules of the special register of the child directed speech. Typical for this register is using diminutives, expressive words, higher tone of the voice, slower rate of the speech, using simple words and sentences in the coordinate connections etc. Non-verbal means of communication play an important role in communication of the speech therapist. They accompany verbal communication and by using them speech therapist expresses her attitude towards the child. The way of organization of teaching, practices of the speech therapist and different types of exercises that she uses are one of the possible approaches to teaching speech therapy. Overall, we consider communication of the speech therapist with the child to be successful in terms of required functions and intentions. Thorough preparation for teaching, conscientious management and

use of various activities and exercises are the cause of good results of the speech therapist in the removal of children's speech therapy problems.

Keywords: speech therapist, speech therapy, communication, pre-school child, dyslalia, child directed speech