

This work deals with development of preschool children vocabulary. It focuses on speech self, on its development in relation to thinking and the development from the ontogenetic perspective. Further, it maps the view on speech development in the past and present. The part dealing with RWCT follows. The thesis tries to outline the basic ideas of this programme and its application in kindergarten. It aims to familiarise readers with new approaches and methods of language and speech development, and to outline the basics of this programme. The thesis also compares this programme with the Start Together programme, which issues from RWCT. Another topic of the thesis is a comparison of the objectives of RWCT and the Framework Education Programme for Preschool Education, where the relationship between RWCT and Framework Education Programme for Preschool Education objectives is shown. In the practical part of the thesis, statistical data from two kindergartens show whether using RWCT methods in kindergarten positively impacts development of select communication skills of preschool children. The thesis aims to prove that the RWCT methods positively support the overall communication skills and abilities of preschool children.