

ABSTRACT

The purpose of this master thesis is to investigate how preschool children understand speech, particularly its development, therapies and diagnostics. It was created a test called Rozumění řeči (V. K.) (Understanding of Speech) because of lack of diagnostic material for examination of understanding of speech, auditory memory and attention. The test was produced in three versions for children from 4 to 7 years. Theoretical part deals with the characteristics of preschool age and the development of communication skills, especially the level of lexical-semantic language and the possibility of developing an understanding of speech and auditory perception. At the end of the theoretical part I describe the aspects (diagnosis) that had an impact on understanding of speech. The empirical part shows the practical use of the test Understanding of Speech (V.K.) in three versions. In total it was 302 children who completed the test that helped me to compare aspects which has got an influence on difficulties in understanding of speech. It has been proven that most children had at least a weak difficulty in understanding, memory and auditors attention. It was interesting that it was boys and bilingual children who had more difficulties. The influence of incorrect articulation on difficulties in understanding of speech has not been demonstrated. Understanding of speech, auditory memory and attention are very important areas that has got an effect on a performance of children in everyday activities, and therefore the activities that help children to develop themselves should be a natural part of preschool preparation.

KEYWORDS:

Understading, speech, hearing, memory, preschool age