

ABSTRACT

This bachelor's thesis is dedicated to the development of language competencies for a group of children with a different mother tongue in a regular kindergarten. The theoretical part deals with terminological concepts and the specification of problems related to this issue based on professional publications. The empirical section is built on case studies of selected respondents. The main aim of the thesis was to measure information about participants' communication skills, gauge their progress, describe the educational process, and evaluate its efficiency. The research conducted in this specific kindergarten included three children with different first languages and contained two diagnostic tests with a three-month interval between them. The first study revealed a lack of language competency. The second study discovered that the respondents' communication skills improved. The comparison demonstrated the benefit of individual development for selected participants in all areas of communication competencies. The purpose of the study was to summarize language intervention and the possible needs of children in kindergarten, so they can effortlessly integrate into elementary schools.

KEYWORDS

Diagnostics, child with a different mother tongue, language skills, kindergarten

