

ABSTRACT

The main objective of the bachelor's thesis is to identify and describe the development of auditory perception in a selected ordinary kindergarten. The specific goals of the thesis were to determine and describe the advantages and disadvantages of auditory perception development in the given kindergarten and to present the most common aids and activities used to foster auditory perception.

The theoretical part of the thesis consists of three chapters, providing a foundation for the practical part of the work. The first chapter focuses on the development of speech and language abilities in typically developing children and introduces basic concepts of speech, language, and communication. The second chapter delves into the issues of auditory perception and its individual components. The third chapter introduces the education of preschool-aged children, the framework educational program, and its domains.

The practical part of the thesis presents original research conducted in a specific ordinary kindergarten. It is a qualitative research investigation utilizing methods such as participant observation, analysis of worksheets and tools used, and supplementary interviews with teachers from the kindergarten. The development of auditory perception was observed both within a class of the kindergarten and in a preschooler's group attended exclusively by preschool-aged children. The collected data were subsequently analyzed, addressing the research questions. The conclusions of the research summarize how the development of auditory perception is ensured in the chosen ordinary kindergarten, detailing the most commonly used aids and activities in fostering the individual components of auditory perception.

KEYWORDS

Child in preschool age, auditory perception, kindergarten, child development