

ABSTRACT

The bachelor thesis deals with the support of children with developmental language disorder in preschool education. The thesis is divided into theoretical and empirical parts. The first chapter introduces the theoretical background, it describes the development of speech, language and communication and clarifies these terms. This chapter then focuses on developmental language disorder, its terminology, classification, etiology, symptomatology, diagnosis and therapy. The second chapter discusses the preschool education system, legislation, the goals of early preschool education, and support options. Counseling facilities and support measures are defined and described, with particular attention to the concepts of the individual education plan and the teaching assistant. This chapter also addresses the issues of school maturity, enrolment in compulsory schooling and its deferral. The third chapter presents a qualitative research investigation. Data was collected through analysis of available documents, analysis of activity products and through participant observation. The content of the research investigation is a case study of a girl attending a preparatory class of primary school. The main objective of the research investigation is to analyze the support of the child in preschool education. The signs of developmental language disorder that negatively affect the preschool education process are described. Support measures are also analyzed, of which the most effective seems to be the continuous support of a teaching assistant. The best tools and practices, the support given to children by teachers and their approach, which should be individual for each child, are then analyzed. The teacher should model the correct speech pattern, use demonstrative methods and have sufficient knowledge of the subject.

KEYWORDS

development language disorder, speech therapy, preschool education