

## **ABSTRACT**

The diploma thesis deals with speech therapy issues that determine pragmatic language skills in children with developmental dysphasia in preschool age. It is mainly focused on the areas of non-verbal communication, conversational and social skills. These areas of the pragmatic language level are assessed using a newly created questionnaire called the Pragmatic Language Skills Questionnaire (for parents). The theoretical part of the work deals with communication, ontogenetic development of speech, individual language levels and communication skills of preschool children. It also deals in detail with neurodevelopmental disorders, especially developmental dysphasia, which is defined in the thesis in terms of definition, etiology, symptomatology, typology, diagnostic and therapeutic procedures and possible comorbidities. The last chapter in the theoretical part deals with pragmatic language skills. The importance of their development is highlighted here due to the importance for building interpersonal relationships and the ability of social interaction, which is a normal daily part of life. A research investigation is presented in the practical part of the work. It is quantitative research, which is supplemented by the knowledge of clinical speech therapists participating in the research. The research sample usable for evaluation consists of 100 questionnaires filled in by parents who evaluate their child's pragmatic skills. Through the analysis of the obtained data, it was found that the highest level of difficulties in preschool children with developmental dysphasia occurs in the area of conversational skills. In the area of social skills, the level of difficulty was found to be slightly lower. In the area of non-verbal communication, the incidence of difficulties was the lowest.