

ABSTRACT

The thesis is focused on the development of communication skills of a child with hearing impairment in the context of a hearing environment. The thesis is divided into a theoretical part and a practical part.

The theoretical part anatomically describes the hearing apparatus and defines objective and subjective methods of hearing examination. It also looks at hearing issues in terms of aetiology, symptomatology, diagnosis and classification. It describes how a child with a hearing impairment develops, both linguistically and socially, and how the hearing family environment influences this process. The aim of the theoretical part of the thesis is to highlight the importance of early intervention in the context of language development and the choice of an appropriate communication system, as well as to present the possibilities of support from institutions, whether they are speech therapy or special education centres.

In the empirical part, a qualitative approach was chosen using a case study design. The method of data collection was a semi-structured interview, which was conducted with five mothers of children with hearing impairment. Two children are implanted bilaterally, two children have hearing aids bilaterally and one child has a hearing aid in the left ear and a cochlear implant in the right ear, and their ages range from one year to six years.

Data analysis was performed using open coding. The results of the research investigation revealed how the development of communication skills in children with hearing impairment is supported in a hearing environment, whether the interdependence of oral communication and sign language is important, and how crucial support from institutions, specifically early childhood care, is.

KEY WORDS

Communication, communication system, early care, family, hearing impairment, child, oral communication, sign language.