

ABSTRACT

The objective of the thesis *Reflection of the Predicate Preconception in Studying Process in 6th Grade of Elementary School* is to ascertain how the 6th year pupils (aged 12-13 years) think about the predicate.

The thesis is grounded in constructivism which actively works with precepts, and is related to Czech language teaching. Predicate is described from the linguistic perspective as well as its didactical notion in the Framework Educational Program and in existing textbooks. 37 pupils from 4 schools in Prague completed a series of individual tasks specifically designed for the purpose of this study, and semi-structured interviews with these pupils were recorded, transcribed and analysed.

The study shows that the pupils strongly prefer verbal predicate to its verb-noun variety, while they are still capable of suggesting a communication situation for either type of predicate. The study further investigates whether the pupils actively use nouns and adjectives as a non-verb part of a predicate. While adjectives were used frequently, using nouns proved to be challenging. The analysis proves that the pupils do not identify the predicate as a part of sentence important for the meaning of the sentence.

The results of the study confirm that pupils consider the meaning of individual words rather than their form or mutual relations, and suggest that pupils in the 6th year of their compulsory education might not yet have sufficient precepts for the study of syntax.

KEY WORDS

constructivism, preconception, Czech language, predicate, syntax, didactics