

ABSTRACT

The objective of the diploma thesis *Preconception of the Syntactic Relations of Coordination, Apposition and Dominance at Elementary School* is to discover whether pupils in the 5th, 6th and 7th grade of elementary school are able to distinguish syntactic relations.

At first, the issue of the preconception is defined in the context of constructivist teaching concept, which works with the preconceptions actively. After that, the concept of syntactic relations is described in linguistic literature and textbooks, Framework Educational Programme, and methodological publications. A research tool which consists of special prepared exercises for the research purpose of this thesis was used to investigate the preconception of syntactic relations. The pupils did these exercises individually. By means of semi-structured dialogues it was investigated, how were the pupils thinking during the work. The dialogues were recorded, transcribed and analysed. The research sample comprised of 35 pupils from the 5th to 7th grade of a Prague elementary school.

The research shows that the pupils are able to think about syntactic relations on a pre-conceptual basis spontaneously but the interference of the school teaching shows in the way of their thinking, namely in a formal approach to categorization and primary looking for formal indicators. The pupils differentiate the relation of dominance and coordination, apposition; They perceive verb valency with the dominance relation intensively. The research further shows that the pupils do not connect the form, meaning and function of the individual elements in the syntactic structure. It also emerged that the pupils in the 7th grade do not give preference to school knowledge during the exercises, which points to the inefficiency of teaching, or to missing development of pupils' competence and their own thinking in teaching.

KEY WORDS

preconception, Czech language, didactics, syntactic relations, syntax