

ABSTRACT

The aim of the research was to map vocabulary across all age groups interviewed and then assess the results, analyse the information found and compare groups against each other.

In the theoretical part of this work, I present specific examples of vocabulary layering, further describing its scope as well as the ways in which it can be enriched. The second chapter of the theoretical section describes the development of child's speech at different times of the first years of their life, i.e. from the prenatal period, to the start of compulsory schooling. Furthermore, this chapter lists the various causes of delayed speech development that inhibit or otherwise limit its fluency and their effects on a child's vocabulary. The theoretical part of this thesis is concluded by a list of selected methods for evaluating vocabulary and speech comprehension.

The practical part is based on an active and passive vocabulary test. This test was carried out in three age groups - younger kindergarten class, older kindergarten class and a primary school first class, each of ten children. The section testing passive vocabulary consisted of ten themes, each theme containing eight stimulant words. Respondents then assigned these words to images from the image attachment. The active vocabulary section required an explanation of thirteen terms. In the final section, I am analyzing the obtained results using a Slovak research project that deals with speech development and confirms the results by comparing them with the results of another vocabulary test.

KEYWORDS

vocabulary, language development, Czech language, developmental psycholinguistics