

ABSTRACT

The dissertation focuses on critical aspects of teaching syntax in the 7th grade of primary school. The topic of didactic processing of syntax has resonated among linguodidactics and teachers for years. A primary reason for focusing on syntax teaching is the absence of research and more comprehensive handling of critical teaching points in syntactic education.

The current trend in Czech language didactics is aimed at developing students' communicative competence, enabling them to make conscious choices of linguistic resources to achieve their communicative intent. This choice should be appropriate for the communication situation. Therefore, our dissertation research focused on teaching syntax, which plays a key role in this aspect. Through experimental research, we observed Czech language lessons (specifically syntax lessons) at various Prague primary schools, made audio recordings of these lessons, and took field notes. Considering the second semester of the 7th grade and the topics taught according to the available educational programs, we obtained a balanced material that included lessons on sentence members and subordinate clauses.

The research also included an analysis of curricular materials and textbooks, focusing on the communicative aspect.

The collected research material was then converted into electronic form. During the lessons, we observed frequently recurring problematic areas, which we identified as critical, meaning those that carry significant features of didactic formalism and do not contribute to the development of students' communicative competence.

Given the outlined approach to mother tongue education, we observed the functional, semantic (meaning-related), and communicative aspects in teaching situations. We conducted a deep analysis of individual teaching situations and then identified critical points in syntax teaching. From the collected teaching situations, we selected several examples we consider representative of a given critical point. These examples were annotated with comments that included an overview, the context of the teaching situation, a detailed discussion of the specific critical points, and their causes. We also suggested alternative, more appropriate forms of didactic processing. When multiple critical points occurred simultaneously in some examples — a common occurrence in our research — we took this into account in our comments on specific examples.

In the conclusion of the dissertation, we proposed a modification of a selected teaching situation, aiming to contribute to the optimization of syntax teaching conditions in the 7th grade of primary school. This alteration can also serve as an inspirational source for teachers, as it is based on a communicative-functional approach to teaching the Czech language.