

Abstract in English

The thesis focuses on problematics of child jokes at a primary and a lower secondary school. Its aim is to study and analyze how child jokes work and how they develop across different grades of the primary and the lower secondary school.

The thesis is based on empirical research of qualitative nature with transversal overlap. Data was obtained in a use of the following qualitative methods: group interviews and analysis of artefacts (jokes). Another analysis (qualitative and quantitative) and an interpretation of the materials followed. All the findings were then compared with a known literature.

The written work consists of three main parts. Theoretical part is based on concepts of Sigmund Freud, Martha Wolfenstein, the cognitive psychologists and the linguists. The second part of the thesis describes methodology of the research and analysis of the data. The main result of the research is a classification scheme of different techniques of construction of child jokes' points. The classification takes in a consideration a connection with developmental trends and gender differences across the different grades of the primary and the lower secondary school. The third part of the thesis discusses and summarizes similarities and differences between the research and a relevant literature.

The main contribution of the thesis is a discovery of the formal specifics of child jokes in Czech schools. The thesis also brings a comprehensive study of the developmental mechanism of child jokes as it develops through the different grades.