

Summary

The thesis deals with active vocabulary related to the perception of solid objects by 5-6-year-old children. The main objective of this thesis is to map which verbal expressions the children use when recognising, comparing and identifying solid objects, how they are able to cope with the deficit of the respective vocabulary, what details they notice most often in describing, identifying and comparing solid objects, or what is most easy for them and, by contrast, what they are not able to express in words. To meet this objective, an experiment method was applied. The experiment was conducted in two kindergartens according to the scenario prepared in advance, using a set of wooden solid objects, which the children were to identify, describe and compare.

The contribution of the thesis consists in the fact that it addresses the topics related to pre-school age, which are not elaborated in more detail in the available literature.