

## ABSTRACT

The thesis deals with critical points in teaching syntax at the lower secondary level of elementary school. The aim of the thesis is to identify the causes of the teacher's attitude towards syntax as a critical point in the teaching of Czech language at the lower secondary level of elementary school and to determine whether the goal of teaching syntax is fulfilled, which we consider to be the development of students' abilities and skills aimed at improving their language practice. Teacher attitudes are investigated using a questionnaire survey. Based on the findings from this survey, an analysis of entrance exams and a second questionnaire survey are also conducted, which aims to confirm and refine some of the findings from the first questionnaire survey, mainly related to the reduction of syntactic teaching content. The thesis further examines students' attitudes towards syntactic content and analyzes their work from a syntactic perspective.

In the theoretical part, we describe theoretical background, comment on critical points in teaching syntax and the syntax system itself, describe the framework educational program, textbooks, and syntactic teaching content for individual grades. In the practical part, we first introduce the research methodology and set the assumptions that are evaluated in the conclusion of the thesis. After describing the methodology, we present the research results, which are divided into a section on teacher attitudes, a section on student attitudes, and an analysis of student work.

Teacher attitudes indicate that teaching syntax at the lower secondary level becomes critical primarily due to the inadequate maturity of students, followed by their inability to comprehend texts. Teachers want to reduce syntactic teaching content and replace it with working with texts, both in their perception and production.