

ABSTRACT

The master thesis "*Complement - The Comparison of Academic and School Conception*" examines the professional and school concepts of the often-discussed clause element - complement. The author compares selected linguistic approaches to the complement, focusing primarily on the similarities and differences in the different conceptions - what linguists (dis)consider to be a complement, how the complement is realized, what is the division of the complement.

In the school conception, the author analyses the key educational documents (the Framework Educational Programmes, the requirements for the didactic test in Czech language, the requirements for the Unified Entrance Examination in Czech language and the textbooks used in teaching Czech) and the teachers' view of this clause element. The author aims to find out whether the complement is a compulsory part of education and whether textbooks provide appropriate support for functional work with the complement. In the conclusion of the paper, the author proposes three methodological lessons of his own, based on the above-mentioned analysis, which can be used in Czech language classes. The starting points for these lessons are the communicative goals of Czech language teaching, the constructivist model of teaching, and the integration of linguistic and stylistic or literary components of the Czech language - concepts also discussed in the theoretical part of the thesis.

The thesis shows a considerably divided approach to the complement. Not only is the linguistic view of the complement not uniform (some authors acknowledge it, others reject it), but also the teachers' view of the complement varies considerably - some teachers devote their classes to it, others do not. This is supported by the fact that textbooks often neglect the principles of Czech language teaching described in the previous paragraph.

KEYWORDS

Czech language, complement, communicative teaching, constructivism, teaching of complement, lesson plans