

ABSTRACT

The master's thesis focuses on developing pupils' vocabulary and the current didactic perspective on how to contribute to its highest level. The theoretical part primarily addresses the professional view on language acquisition in children and the specifics of speech and vocabulary development in different age periods before and during school age. The theoretical section also presents the research results on the speed of vocabulary acquisition in children and pays attention to vocabulary learning.

In the practical part of the thesis, a research study was conducted to determine the vocabulary level among 5th-grade pupils using the Type-Token Ratio (TTR) index. Two main research questions were formulated for the study. The first research question examined whether the richness of students' vocabulary improves after they engage in text exercises and didactic games aimed at vocabulary practice. The second research question focused on differences in vocabulary richness between girls and boys. The results were compared with existing research studies.

The research findings emphasise the importance of long-term and regular enrichment of vocabulary and highlight the role of teachers in supporting active word usage and communication in the teaching process. The main finding, consistent with previous research, is the presence of notable individual differences among pupils, which are more significant than gender differences.

KEYWORDS

vocabulary, lexicology, semantics, speech development, word meaning