

## **ABSTRACT**

The diploma thesis focuses on the preconcept of subordinate attributive clauses of primary school pupils. The aim of the work is to analyze and interpret the preconcept of subordinate attributive clauses of pupils of the 4<sup>th</sup> to 8<sup>th</sup> grade of primary school. The theoretical part first presents constructivism, which emphasizes the pupil's active participation in the learning process and the use of the pupil's preconceptions in the construction of new knowledge. Furthermore, the work deals with the linguistic concept of the attribute, its sentence formulation as well as the didactic approach to the attribute and attributive subordinate clause. The empirical part represents conducted research, which had the form of semi-structured interviews with 4<sup>th</sup> to 8<sup>th</sup> grade pupils on exercises designed specifically for the purpose of this study. The section first deals with the methodology and objectives, then presents a description of the process and an analysis of the results. The research proves that pupils have a preconcept of the subordinate attributive clause. However, they can only apply it in certain situations. The research also suggests that a majority of pupils perceive the attribute and the subordinate attributive clause as equivalent. The research also indicates attention to the interference of school knowledge with the natural language abilities of pupils. It proposes to expand the research with a quantitative analysis. The interpretation and analysis of pupils' preconceptions of the subordinate attributive clause may be helpful for teachers and didacticians to understand the way pupils perceive a sentence expression of the attribute. The results of the research may be utilized to improve the quality of syntax teaching.

## **KEYWORDS**

preconcept, Czech language, didactics, subordinate attributive clause, primary school pupils