

Abstract

The thesis deals with identification and analysis of misconceptions that are formed when the ninth grade pupils work with thematic maps. It is divided into two main parts. The first part, which is theoretical, informs the readers about the aims of the thesis and defines the fundamental terms on the basis of the literature review. The misconceptions in thematic cartography are described in detail as well as the methodology of the research. The phenomenographic interview was used as a method for collecting qualitative data in order to fulfil the established aim. The research was realized in five schools situated in Ústecký region, in Děčín district, with twenty pupils. More specifically, the research aim was to find out whether there exists, and if so, then what is the impact of pupils' orientation in elementary geographic knowledge, used cartographic method and correctness of thematic map on pupils' conceptions.

Keywords: misconception, map skill, thematic map, elementary education