

ABSTRACT

This thesis is concerned with exploration of the interdisciplinarity of school subjects, specifically the link between mathematics and physical education. The educational goals and content of these subjects, as they are taught in majority of schools, are described in the theoretical part. The subsequent chapters analyze the form of interdisciplinarity in the current educational system, with the focus on the interdisciplinary relation between mathematics and physical education. The practical part of this thesis consists of case reports of students who took part in physical education with activities focused on rhythm in mathematics. This intervention was administered in two fourth grade classes, that were compared with two different fourth grades that took part in regular physical education. The differences between these classes were investigated by examining the students' attitude towards mathematics and physical education, as well as students' mathematical knowledge, which was assessed by administering tests before and after the physical education interventions. Additionally, the thesis contains the collection of the exercises that the students took part in, and which can be used to improve rhythmical and mathematical abilities.

KEYWORDS

mathematics, physical education, interdisciplinary relations, rhythm, physical-educational activities, case study