ABSTRACT

The principal objective of this thesis is the comprehension of students' mental processes while solving verbal math problems about money. The research is focused on pupils in the first stage of primary school and in particular verbal math problems, in which nominal value of coins, quantity of coins and their total sum play a key role.

The theoretical part consists of demarcation of early school age, a certain number of anticipated acts by RVP ZV for the first and second educational period, numeracy, literacy, verbal math problems, various strategies on how to solve such problems, basic issues pupils encounter while solving those problems, teaching aids used in dealing with verbal math problems about money, comments on the topic of verbal math problems which appear in three volumes of textbooks intended for primary schools (Prodos, Tak-tic, H-mat), and their mutual comparison.

The practical part is launched by methodology of a quantitative research (in the form of three experiments). The first pre-experiment is carried out by seven pupils, the first and second by ten pupils. This part thoroughly describes the preparation of each experiment, along with their subsequent realisation, as well as analysed verbal math problems for individual experiments, expectations, example of one of the interview transcriptions, followed up by the analysis of some of the most remarkable interviews with pupils of the first stage in primary school, and observation of some fundamental phenonemons.

The practical part concludes with self-reflection while doing the interviews. I then kept a record of some of the errors I committed while executing those interviews.

The conclusion of this thesis is dedicated to self-reflection of meeting the goals of my thesis and to what I would like to devote to further in the upcoming future.