ABSTRACT

The principal objective of this thesis is the comprehension of students' mental processes while solving verbal math problems about money. There search 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 particular verbal math problems, in which nominal value of coins, quantity of coins and their total sum play a key role. Therefore, the objective of this diploma thesis is to lay out classify money-related expressions in the currently used classifies of elementary school mathematics textbooks for grade.

The theoretical part consists of demarcation of early school age, a certain number of fanticipate facts by RVP ZV for the first and second educational period, numeracy, literacy, verbal math problems, various strategies on how to solve such problems, basics is sue pupils encounter while solving those problems, comments on the topic of verbal math problems which appear in three volumes of textbooks intended for primary schools (Prodos, Taktic, H-mat). Their division into three types (a total sum of coins, nominal value of coins and number of coins) and their mutual comparison.

The goal of the practical part is to analyse the thought processes of and grade pupils when solving word problems about money, mainly focusing on their mistakes. 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. Thos part thoroughly describes the preparation of each experiment, along with the subsequent realisation, as well as only sed verbal math problems for individual experiments, example 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 phenomena.

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

KEYWORDS

Financial literacy, mathematical literacy, reading literacy, money, nominal value, number of coins, total sum of coins, solving strategy, word problem