

ABSTRACT

The diploma thesis is focused on the issue of word problems with different results, to which is not given systematic attention in the specialized literature. The focus of the work is to observe how pupils and teachers of elementary school work with a word problem with different results. The theoretical part focuses on the typology of word problems, the phases of their solution and solving strategies. Furthermore, the classification of word problems according to the number of results and the typology of word problems with different results is proposed. A significant part consists of the goals with which this type of task can be assigned in the teaching of mathematics and which change depending on the teacher and his approach to teaching. The work also deals with the basic characteristics of teaching styles. The selected qualitative research using the method of observation and questionnaire allows to describe the work of teachers with a word problem with different results and to identify elements of teaching styles, namely transmissive and constructivist approaches, which are reflected in the actions of teachers. An additional method is the analysis of selected textbooks in terms of the presence of word problems with different results, which reveals whether such tasks occur in textbooks and what tasks teachers and pupils can experience. Research has shown that a teacher's teaching style, when working with a word problem with multiple solutions, is reflected in his instructions, in the formulation of the questions he directs the pupils with, and in his way of leading the class discussion. The teacher's approach may not be fully influenced by the textbook he uses. In selected textbooks, there are word problems with multiple solutions, which either explicitly call for multiple solutions, or their assignment is not unambiguous, thus enables the existence of more correct results.

KEYWORDS

word problem, different results, teaching style, transmissive approach, constructivist approach, primary school pupils