

Abstract

This Master's thesis aims to introduce attention-improving games in primary schooling and record its effect on pupils. The theoretical part considers the definition of attention of primary school pupils.

The empirical part analyzes the results of group exercises in early primary school age. It covers 24 pupils over 4 months. They are split into two groups to better monitor the performances in detail. The observations were done by the class teacher and her assistant. The research was conducted in a primary school in Prague 5 district.

The data collection process involved observations and teacher's research notes. The measurements were conducted at the beginning and at the end of the observation period to statistically determine the effect of training.

The thesis explores the means for a teacher to improve pupils' attention with a structured training and exercises. The results suggest that attention of pupils can be improved with specific training methods.