

ABSTRACT

My theses called *Divisibility at second grade – textbooks and knowledge of the pupils* is devoted to different aspects of schooling of this topic at elementary schools. This work is divided into three chapters. Whilst the first chapter is dedicated to the theory, the subject of two other chapters are two different researches conducted under the divisibility theme.

Theoretical resources common to both parts of the research can be found in the first chapter. Among the topics mentioned in this chapter are for example the differences between formal and informal knowledge, constructivist and transmissive way of teaching or the process of solving word problems.

The essence of my first research are the textbooks for elementary school concerned with the divisibility theme. Except the part devoted to a textbooks search (all the textbooks approved by the Ministry of Education, Youth and Sports which deal with divisibility), this chapter also contains the propaedeutics of divisibility and interviews with teachers, in which I have tried to cover the most important moments in the schooling of divisibility.

Second part of my research is focused on checking of the pupils' knowledge of divisibility with a special emphasis on formal and informal knowledge. I have used the test to this purpose, which was administrated to 428 pupils. The pupils were divided into three groups according to the type of school and the type of educational style they have been taught. The results display the success of pupils in the test as a whole group and also the success of each of the three groups in terms of quantity and quality. Within the results is also included the reflexion of the research tool.

KEYWORDS

Divisibility, lower secondary level of education, textbooks search, divisibility rules, formal and informal knowledge, constructivism, transmissive educational style