

## **ABSTRACT**

The focus of this thesis is to investigate how the elementary school teachers work with mathematical word problem from the perspective of language and situational-contextual level of word problem. Furthermore it is focused on the teachers' work approach to the word problem and identification of phenomena oriented to one of cognitive modes – paradigmatic and narrative described by J. S. Bruner (1986) and O. Chapman (2006). The main research method of this thesis is based on observing how the teachers work with the word problem in class and interviewing them as well as pupils.

In the theoretical part of the thesis the mathematical word problem is determined, and it is focused on the word problem on the level of language and context. The cognitive functioning of pupil is described as well as the two problem solving approaches – narrative and paradigmatic by J. S. Bruner, and their application during solving the word problem according to O. Chapman's elaboration. Furthermore the definition of word problem and specification of non-standard word problem in curriculum document FEP BE is described.

The practical part is based on qualitative research. The research is designed to provide objective information about the teachers' approach to the word problem and teachers' way of working with language and situational level of the word problem. The research was implemented in two stages, each of them was divided in four phases – interview with teachers about their common work with the word problem, observing the teachers' work with concrete word problems during their teaching, reflective interview with teachers and pupils after the observing. The data collected from these interviews and observing are analysed and included in the research part of thesis.

The research results have shown that the teachers are aware of the language and situational-contextual level of the word problem and some of them work with it consciously and purposefully in their class. During the work with the word problem, it is possible to observe very clearly whether they are focused on dealing with understanding the meaning of the word problem through the context, language and situation in it (narrative approach) or they emphasise the transfer the word problem into mathematical structure by searching the important information and their relations (paradigmatic approach).

**Key words:** word problem, paradigmatic and narrative approach, teacher, language word problem language, situational context of the word problem, word problem solving.