

ABSTRACT

The diploma thesis deals with the issue of the psychology of learning. It focuses on determining the influence of the type and intensity of emotions on learning and on coping with test loads. It focuses on connections between motivation to learn and retention in studies among adult students. The thesis is divided into two parts. In the theoretical part, individual phenomena related to learning, testing and experiencing emotions by university students in the combined form of study are described. This section also describes the non-traditional student with the specifics that distinguish him from the traditional student. The barriers and pitfalls that the individual must face on during learning and the obstacles that he overcomes are also defined here. In the introduction of this section, research questions are asked and hypotheses that the work deals with are established. Mixed research and its implementation are described in the empirical part. Qualitative research was conducted on the basis of in-depth unstructured interviews. Using the standardized Achievement Questionnaire Emotions Questionnaire (AEQ) - Reinhard Perun, Thomas Goetz data was collected as part of quantitative research. Only the part of the questionnaire that refers to experiencing emotions just before, during and after testing was used. The research results were evaluated, described and compared with the academic literature and selected research studies. The authors of these studies state that the issue of students emotional experience during learning and testing is currently not adequately researched and deserves more attention. In the final part of the thesis, the differences in emotional experience between younger and older students are described and discussed. The results achieved in the research investigation within this thesis can be used in their work by andragogues, but also by staff of counseling centers for adult students. These insights can teach students how to better understand and control their emotions, thereby strengthening them in their study persistence and thus preventing early graduation.

KEYWORDS

Psychology of learning, emotions, maturity, motivation, test anxiety, learning