

In the beginning of my dissertation me and my supervisor set out several objectives. We concerned ourselves on incentives factors acting prejudice in favour of mathematics and incite orientations for mathematics as well. Various kinds of interests (individual, situational, actual, special-interest), achievement motivation, flow experience and perceived capability for mathematics. We prepared two various lessons of mathematics for the students in graduation class of gymnasium - the first one conventional, the second one experimental, alternative method. We concerned ourselves in students' preferences - which classwork is convenient to successful students in mathematics and which one to students which go badly in maths. Next objective was observing the group of students „orientated on mathematics", preparing themselves for leaving examination in mathematics and preparing themselves for study in faculties where is this subject is one of the major. What influences the love for mathematics?

Situation interest - we took of both from lessons comparison by the students and of their flow experience during lessons. Students' flow experience was almost similar in both lessons, though a little bit better flow experience had students in conventional lesson. The students has been enquired which kind of lesson was better for them. After analysis of their answers appeared that each student agrees with something different. That's why is impossible to intend unambiguously which lesson was better.

We assumed that the next spring of captivation is flow experience alone. Date evaluation of flow experience approved that classical lesson suits the students a little bit more than experimental one. Generally said - students passed similar flow experienced in both lessons and from this reason doesn 't play the main role in favour of mathematics.