

ABSTRACT

This thesis deals with the possible way to use the Theory of didactic situations in the second level of Czech primary schools. The main topic of the experiment is the introduction of functions in the 9th grade of primary schools.

The entire work is divided into two parts - theoretical and experimental. The theoretical part is focused on introduction of the Theory of didactic situations and processing the topic in the educational materials used in the Czech Republic. It also deals with the historical development of the topic of functions in the Czech curricula. In this context, the author conducted a survey, the purpose of which was primarily the view of a primary school mathematics teacher on teaching of functions and on changes that recently accompany the Czech school system.

In the experimental part, the author presents detailed information about the educational block processed and implemented according to the principles of the Theory of didactic situations. The aim of the experiment was to watch the reaction of students to the concept of teaching according to the Theory of didactic situations and to evaluate their success in relation to the desired outcomes of the topic. The thesis describes the preparation, progress and evaluation of the prepared educational unit.