

TITLE:**Indicators of Captivation in Mathematics****AUTHOR:****Eliška Kmínková****DEPARTMENT:****Department of psychology, Faculty of Pedagogy, Charles University in Prague****SUPERVISOR:****Doc. PhDr. Isabella Pavelková CSc.****ABSTRACT:**

The objective of the presented research is to map which various motivational factors play an important role in school task situation, more precisely during working on mathematics task. We focus especially on situational motivation but also on long-term motivational characteristics. We verify pupils' captivation through behavioral, cognitive and emotional indicators. We ascertain the impact of captivation on pupil's work on the task and subsequently pupil's achievement in the task. We theoretically analyze especially the following motivational variables: attitudes to school subject, motivation to learn, individual interest, situational interest, target orientation, achievement motivation, flow experience and self-efficacy.

We verify the theoretic fundamentals in an experiment that was realized in 2012 at various types of primary schools in mathematics. This study used a questionnaire survey approach, tasks done by children and interviews with mathematics teachers to collect data. For data analysis we used quantitative and qualitative approach.

Results reveal captivation has not positive impact on quality of pupil's work on the task. Findings support relevance long-term motivational characteristic than situational characteristics. In school task situation cognitive factors play dominant role e.g. perceived talent for mathematics and self-efficacy.

KEYWORDS:**Motivation, school task situation, pupils' attitudes, captivation, mathematics.**