

**TITLE:**

Developing activity and creativity in teaching fractions in grades 6 to 7

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**ABSTRACT:**

The thesis consists of a theoretical and an empirical part. The theoretical part looks at the cognitive process of pupils and possible ways of their motivation during fractions teaching. Furthermore, it outlines causes of lack of understanding of fractions and re-education interventions. The empirical part is based on a qualitative research whose main objective was to determine how the pupils are able to solve fractions exercises independently and creatively and what mistakes they make. Various methods of data collection were used, such as interview with teachers on issues of fractions teaching in elementary schools, non-standardised test with fractions exercises and additional interview with the tested pupils. This part also describes the preparation of the research, the research itself and its results

**KEYWORDS:**

fractions, interpretations, representations, models, misunderstandings, mistakes, teaching approaches