

ABSTRACT:

This thesis is aimed at the transfer of pupils from lower to upper secondary schools from the point of view of teaching mathematics. Three pupils were selected who attended the same lower secondary school and moved to the same upper secondary school. The impact of the change of schools on the girls (from the pedagogical-psychological and mathematical points of view) was measured via questionnaires and mathematical tests. The girls' teachers were given similar questionnaires to see what their views of some characteristics of the girls were. It was found out that the change of schools had mostly negative effects for the pupils. During their first half of the year at the secondary school, their knowledge of algebraic expressions did not improve and their attitude to mathematics got worse, mainly due to the higher demands of the new teacher. It is assumed that this is only a temporary issue and that the girls' attitude to mathematics will improve again when they get used to the new way of teaching.

KEYWORDS:

Education, transfer, learning, school educational programme, personality, behavior