

Submitted work deals with an analysis of children's ways of solving mathematical problem situations in the domain of fractions and further with an effort to recognize mechanisms that stands behind these ways of solving. The problem situations (mathematical tasks) which the children have to solve are chosen in order to cover five interpretations of fractions (part-whole comparison, quotient, operator, measure and ratio) specified by Lamon (1999). A set of tasks is given to the children from the sixth and seventh grades. Data obtaining methods used in this work are as follows: observation of the children during the task solving; discussion with them about their strategies for solving and work paper analysis. The different children strategies are shown herein by means of qualitative analysis of obtaining data. The solution strategies of individual tasks are categorized according to way of solving and way of thinking. In the work it is pointed out many connections between strategies in individual tasks which were solved. It is furthermore shown, how big problem the linguistic acquirement of mathematical terms can be. Due to this problem it is necessary to learn to understand task assignments according to mathematical context requirements. It is pointed out a possible diffusion of individual fraction interpretations from the ethical point of view and mainly a real diffusion from the emical point of view. Individual fraction interpretations are presented in the children's solutions but their occurrence is independent on the type of the task. On the basic of the investigation made in this work we come to the conclusion that gripping of the fraction concept demands connection and flexible movement among different contexts, which the child acquires only by using the fractions in different situations.