This bachelor thesis deals with the solution of tasks monitored by the eye-tracker. We were examining high school students who solved 6 tasks focused on the interpretation of a graph in mechanics. They were monitored by the eye-tracker during their solving of the tasks. Based on their recorder eyes' position we can figure out their strategies of solution. We identified several typical misconceptions when working with graphs and typical students' approaches to the graph interpretation. Information about this topic can be useful, for example, to teachers for their future teaching.