

Abstract: The aim of this diploma thesis is to introduce ways how teachers can make their elementary school pupils more receptive to learning physics by the means of specific methods. The thesis first examines how the subject is perceived by pupils. It later inquires whether the usage of physical experiments changes how they feel about physics.

Initially, the work makes use of an Intrinsic Motivation Inventory (IMI) questionnaire. The collected information is later compared and hypotheses are made. Next, the thesis describes how the structural dialogue with elementary school pupils was prepared and subsequently executed to prove the hypotheses. The questionnaire results put a base to the final conclusions and suggestions which can be applied in a classroom.