

This thesis deals with an introduction to variables. The aim of the thesis was to compare different approaches to teaching the introduction to variables in teachers who teach a method based on building schemes (known as Hejny method). The theoretical part of the thesis is a search of literature on the topic of introduction to variables and the theoretical background of teaching methods based on building schemes. Further, the thesis analyses textbooks designed for this method with a focus on tasks important for the propaedeutics of the variables. The research itself consisted of interviews with four teachers and observations of the lessons they taught in the 7th and 8th grades of secondary school, the topic of which was an introduction to the „language of letters“. In total, there were fifteen lessons taught by these teachers in six classes (2–3 lessons in each class). Data were analyzed by qualitative methods. Although the observed teachers taught using the same method, I identified differences in the approach to the introduction of the variables and in the style of their teaching. There were differences in the organization of the lesson, in the selection of tasks and their style of assignments to pupils, teaching methods and ways in which teachers communicate with pupils. At the moment of entering the variable into the pupil's solution of problems and their subsequent discussion, a connection can be seen both with the cognitive process according to the theory of generic models and with the historical development of algebraic symbolism.