

Abstract

The presented bachelor thesis deals with the learning tasks in terms of their importance and functioning while teaching at the level of intended curriculum. Specifically, the work is focused on learning tasks of two subjects, mathematics and geography, which are compared in terms of the nature of the learning tasks used. The analytical part of the work is based on a detailed analysis of learning tasks always in one set of mathematics and geography textbooks for the second level of primary school. The tasks are divided into six groups based on own taxonomy, which was created by a combination of known taxonomies according to Bloom and Tollinger. The aim of this bachelor thesis is both to identify the importance and contribution of learning tasks in teaching and specifically their potential in two pursued subjects and also to compare and critically assess the nature of learning tasks in mathematics and geography textbooks.

Key words: learning tasks, analysis of textbooks, taxonomy, mathematics, geography