

The thesis is consists of theoretical and empirical part. The theoretical part is analysis with of relevant specialist literature answers how to define the concept of motivation. If it is clearly defined. Than it answers, which self-adjustment motivation factors motivate or demotivate pupils in study of geography as a whole and then which ay self-reflection can be useful for motivation in teaching geography. Results of questionnaire inquiry reveal about preferences and pupils motivation in geography lessons, which should lead to reflection and self-regulation of geography teachers that can give positive motivation to pupils learning. The thesis also created a questionnaire revealing preferences, factors, activities and topics for teaching geography, usable for everyday school practice, used to diagnose of pupils and to self-regulation teachers of geography.