

ABSTRACT

The thesis focuses on differentiation of teaching by learning tasks at primary school. The theoretical background deals with possible ways how to effectively use learning tasks for children's development and to motivate them to the other activity. Furthermore it includes competencies which enable teachers to differentiate them to create variants of learning tasks. The practical background seeks which didactic variants of learning tasks teachers use in their teaching. As well as it verifies whether are the differential learning tasks included consciously by the teachers.

Key words

Differentiation, learning task, motivation, competencies, skills