

Abstract

Theoretical part of this theses discussed different types of motivation to learn, the extended cognitive model of motivation, attitudes towards school subjects, issues regarding interest and grades, flow theory and the conceptual model of student engagement and optimal learning environments.

In the empirical part was presented a pilot study focused on flow experience and engagement by task in German lessons. This study was realized in one class of a grammar school (n = 28). Questionnaire methods were used and acquired data were of both quantitative and qualitative nature. The aim of the pilot study was (1) to map motivational variables related to engagement and flow in the task situatuon in German lessons and (2) to discover, which contextual characteristics can facilitate student engagement from their point of view.

In this study has been investigated the connection between engagement before a task and after it, between engagement and flow in the task and their connection to attitudes towards German lessons, achievement motivation, grades and success in the task, emotions and concentracion.

It was discovered a more stable nature of flow and engagement in two consecutive tasks of the same type, but with increasing difficulty. In the pilot study were suggested connections of flow and engagement with attitudes towards German lessons, partly with achievement motivation, grades and success in the task. Difficulty of the task played a certain part as well.