

Abstract

The thesis deals with experiencing flow and intrinsic motivation of pupils at Primary Art School. The aim of the research was to find out the following: to what extent are pupils of Primary Art School intrinsically motivated towards music, to what extent the pupils experience flow while playing a musical instrument and what psychological aspects are related to this type of experience. The target group of respondents represented pupils from musical branch at the age from 11 to 18 (N = 108). The data were obtained from three questionnaires (Flow, Teacher, and Motivation Questionnaire). The first two questionnaires were created for the purpose of this thesis. Motivation questionnaire was translated from English version of SIMS questionnaire (The Situational Motivation Scale). The research proved that pupils of Primary Art School think that they experience flow quite often. Most of the observed variables are significantly related to flow, on the contrary the relationship was less close. The exception was a relationship between flow and intrinsic motivation where closer connection was established. It was not proved that flow experience of Primary Art School pupils relates to participation in any musical groups, range of homework, length of playing musical instruments or gender of the respondents.

Key words:

flow; intrinsic motivation; psychology of music; music education.