

Abstract

The thesis is focused on issues of motivation for learning of pupils at the end of primary school.

The first part of the thesis elaborates theoretical solutions to the process of the motivation for learning of pupils at school. It explains the definition of motivation in the pedagogical and psychological point of view. The thesis also introduces internal and external factors which are considered to create the motivation for learning. For the support of the motivation a teacher has to know the age specifics of the children, orientation of their personality and their learning style. The crucial sources of the motivation for learning are cognitive needs, social needs and achievement needs which participate in individual motivation orientation of children. In the case the needs are not developed or satisfied they may happen to be frustrated and manifested as boredom or fear.

The action research in the second part of the thesis watch which methods the class teacher uses to actualize and develop the needs of her pupils. The complementary research is made with other teachers of the pupils at this age and investigates the competence to react to the motivation requirements of their pupils. This research also finds the subjective reactions of these pupils. The results of the research proved that pupils are ready and willing to develop their cognitive needs if the curriculum is prepared in a suitable didactical form. The results are presented both in written form and graphic form in view of the theoretic knowledge from the first part.