

ABSTRACT

This paper focuses on the implementation of methodological materials based on concept cartoons for teaching word problems at the lower level of secondary school. The theoretical part of the work deals with the description of word problems and their teaching in schools, including the role of the teacher and the constructivist approach. It also addresses the concept of concept cartoons, which is used as the basis for implementing methodological materials. In the practical part, these materials are implemented over five teaching hours in the seventh and eighth grades. The results indicate that the implementation of methodological materials using concept cartoons in teaching word problems at the lower secondary school level was successful, and students evaluated this new teaching approach positively. One of the main benefits of using concept cartoons, based on the experience from teaching experiment, is that they create a non-threatening learning environment where students do not experience the fear of failure. This is because mistakes and difficulties in solving problems are attributed to fictional cartoon character. Additionally, the use of concept cartoons encourages discussion and interaction among students, as there is often more than one correct solution to a given problem. This approach helps to promote a more collaborative learning environment and fosters the development of critical thinking skills. Overall, the positive results of this study suggest that the use of these materials could be a valuable tool in teaching word problems in secondary schools, and further research in this area is warranted.