

ABSTRACT

This diploma thesis investigates implementation of digital competences in teaching of mathematics from the position of a teacher, and its goal is to identify those aspects of tasks that are aimed at building digital competences of pupils in teaching of mathematics.

The theoretical part of the thesis focuses on the anchoring of digital competences in Czech and foreign documents. Based on the research of materials suitable for building digital competences, two different perspectives on the use of digital competences in teaching of mathematics are presented. The first of them is the use of digital competences as a means of mathematical cognition. The second perceives mathematics and its content as a supporting means for development and building of digital competences.

Interviews with mathematics teachers form the key basis for the practical part of the work. The aim of these interviews is to describe different perspectives on how mathematics teachers perceive digital competences, including how their attitude may be reflected in their teaching.

At the end of the thesis, an analysis of the interviews and a discussion of the results of the analysis in connection with the theoretical part of the work is carried out. It turned out that teachers use digital competences rather as a supplement to teaching, perceive them as a secondary goal and include them only sporadically. It also emerged from the interviews that in their teaching teachers would include tasks that they understand at first glance and place more emphasis on mathematical cognition through digital competences. This can understandably have an impact on the development and cultivation of pupils' digital competences.

KEYWORDS

digital competences, digital technologies, mathematical cognition, task analysis

