

Abstract

This thesis deals with the constructivist movement with a focus on mathematics didactics. The introductory part of the thesis summarizes the ideas and attitudes of significant figures of the constructivist movement, who have greatly influenced the approach to teaching not only in the field of mathematics. These findings are subsequently compared with the approach of two series of mathematics textbooks – on one side, the textbooks of the Hejný method, and on the other side, the textbooks of the Canadian publisher Pearson *Math Makes Sense*. The comparison is carried out both in a general sense and in the textbooks' approach to selected topics, namely the Pythagorean theorem, negative whole numbers, and the areas of plane figures. Within this comparison, it has been shown that both series of textbooks use similar tasks to introduce these topics and, in many respects, similar methods, although they differ in some aspects.

Key words: constructivism, Hejný method, Math Makes Sense, Pearson's