

ABSTRACT

This thesis focuses on children in the second year of elementary school. It is interested in their success rate, error rate and the use of strategies in solving calculative and word problems in additive operations.

In the theoretical part of the thesis, solving strategies for verbal and calculative problems are described. It also describes the didactic potential of the problems from the worksheet, which was compiled from the research problems of the Teacher's understanding of the causes of school failure and the effectiveness of pedagogical interventions, it was subsequently used for the experiment in the practical part. In the theoretical part, one chapter is devoted to a brief description of three series of textbooks for the 1st and 2nd year of schools that participated in the experiment in the practical part.

The practical part is an experiment where the methodology of the experiment is first presented and within it also the introduction of individual classes. These are three second year classes from different elementary schools. This is followed by an enumeration and analysis of errors, which are followed by comments on the pair's work where I looked for connections between the error rate in calculative tasks and the error rate in verbal tasks.

KEYWORDS

additive operations, mistakes and reeducation, numerical tasks, chaining operations, word problems, strategie

