

## ABSTRACT

In the following thesis we studied the development of performance motivation of pupils and its possible mutual connection with external evaluation according to relation norms.

In the theoretical part we deal with scientific solutions of terms as performance motivation and relation norm. Mainly we concentrate on the analysis of the so called process model of performance motivation and on the analysis of types of relation norms. We also investigate in detail the issues of genesis of fear and anxiety of individuals during performance activities. We also occupy ourselves with the issues of causal attributions and different perspectives of term range of internal and external motivation. Subsequently, we made causal links between theoretical solutions and school performance. In this part we refer in particular to works of Heckhausen and Rheinberg.

In the practical part we present a research, which is focused on the search for links between the use of individual relation norms in pedagogical situations of a teaching lesson and the development of performance motivation of pupils. In the research we took advantage of combination of quantitative and qualitative investigation. Triangulation of these methods helped us to understand better the contemporary school reality and to obtain relatively clear and objective reflection of examined issues.

Key words: motivation, evaluation, relation norm, active fear, passive fear, positive performance motivation, causal attribution