RESUME

The publication's goal is to delimitate the possibilities of integrating a discrete mathematics into an elementary school math syllabus. It exerts the issue of modernisation of education in an effort to make math a more attractive subject. It also provides both elementary and junior grade teachers with stimuli and proposals to motivate and win them over to introduction of discrete mathematics in the elementary school math.

With respect to the way of treating the problem, the publication is of applied character.

The theoretical notes that served as starting points of the publication are given in the first chapter. We list various views on what constitutes the discrete mathematics. We note the wide options of applying the discrete mathematics in practice and give overview of previous attempts to integrate the elements of the discrete mathematics in primary school math.

The pedagogical research's objectives and tasks as well as the methods applied are formulated in the second chapter.

The contents of the third chapter forms the publication's principle part. Its first subchapter discusses the points of departure for integrating the elements of the discrete mathematics into a primary school math syllabus. The second subchapter focuses on the elementary grade of the primary school. Curriculum, textbooks and workbooks are analysed from the discrete mathematics point of view and the relationship of teacher and the discrete mathematics is under scrutiny. We describe the pedagogical experiment carried out in the elementary grade of primary school and subject it to quantitative evaluation.
In the third subchapter we focus on the junior grade of primary school and provide an analyses of curricular documents and textbooks from the perspective of the discrete mathematics. The relationship between math teacher and the discrete mathematics is examined. We point out at the occurrence of the discrete mathematics in the entry tests for secondary schools and eight year grammar schools. We describe the pedagogical experiment carried out in the junior grade of primary school and subject it to quantitative evaluation.
The integration of the discrete mathematics into an elementary math syllabus is discussed in the fourth subchapter. Quantitative analysis of the realised pedagogical experiments is given accompanied by the proposals for natural introduction of elementary discrete mathematics knowledge into primary school math.

In the fourth chapter we summarise the results of the pedagogical research and postulate the recommendations in the area of integrating the discrete mathematics into primary school math education and the classroom practice as well.

With submitted publication we strive to contribute to the quest for the ways via which the discrete mathematics can find its position in the primary school curriculum. Our effort is to modernise the mathematics in the primary school thus make it more attractive.