ABSTRACT

This bachelor's thesis thoroughly examines the effectiveness of blocked and interleaved practice of motor and cognitive skills in 6th grade elementary school students and their impact on the retention of these skills. The aim is to accurately measure and compare the effects of both training methods on the ability to retain learned skills over the long term, with an emphasis on practical skills. The work focuses on identifying specific skills suitable for instruction, defining the length of individual practice sessions, formulating objective criteria for skill assessment, and determining the optimal time interval for conducting retention tests. The research will include a quantitative comparison of blocked and interleaved practice based on predefined metrics and the analysis of collected data. The result of my research is that interleaved practice is in this environment more effective for practise of selected skills.

KEYWORDS

Motor skills; cognitive skills; skill retention; physical education; quantitative comparison; assessment criteria.