

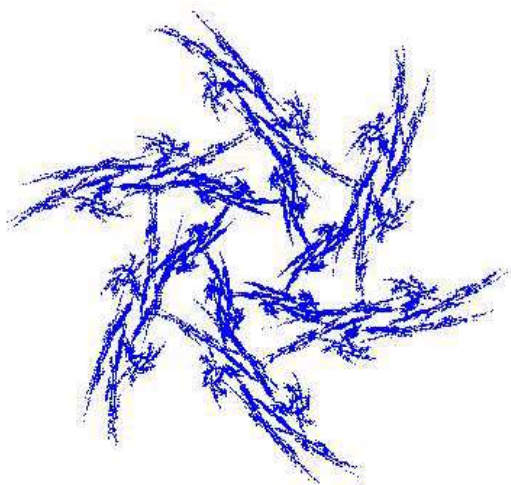


SLOVAK UNIVERSITY OF TECHNOLOGY IN BRATISLAVA
FACULTY OF MECHANICAL ENGINEERING



15th CONFERENCE ON APPLIED MATHEMATICS 2016

PROCEEDINGS



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CONTENTS

AMERI Reza, HOSKOVA-MAYEROVA Sarka: Fuzzy Continuous Polygroups	13
ANTOŠ Karel: How to Apply Creative Approach in Finding the Greatest Common Divisor of Natural Numbers	20
ASMUSS Svetlana, BREIDAKS Juris, BUDKINA Natalja: On Approximation of Density Function by Shape Preserving Smoothing Histospline	30
BÁLINT Vojtech, ADAMKO Peter: Minimization of the Parallelepiped for Packing of Three Cubes in Dimension 6	44
BAYERL Erik, ŽILKOVÁ Katarína: Interactive Textbooks in Mathematics Education - What Does It Mean for Students?	56
BIBA Vladislav, VARGOVÁ Michaela, HUSÁR Štefan: Numerical Methods in Teaching of Mechanical Engineering	66
BÍLKOVÁ Diana: Trimmed L-Moments in Modeling Wage Distribution	75
BOHÁČ Zdeněk, DOLEŽALOVÁ Jarmila, KREML Pavel: Is the Large Number of Study Materials a Benefit?	90
BOHDAL Robert: Improvement of Character Set Detector Chardet	97
BRANDI Primo, SALVADORI Anna: Mirrors, Lens and Magic Effects Mathematics to Discover the Real Life	106
BRUNETTI Federico Alberto: Through the Screen. Concepts and Typologies of Digital Vision Experience	115
BŘEHOVSKÝ Jiří, KNOBLOCH Roman: Forms of the Problem Presentation in the School Practice	126
CAPANNA Alessandra, LORENZI Marcella Giulia: Exploring Expo Geometric Exploits	135
CARFÌ David, CATERINO Alessandro, CEPPITELLI Rita: State Preference Models and Jointly Continuous Utilities	163
CARKOVŠ Jevgenijs, GOLDŠTEINE Jolanta: On Second Order Moment Lyapunov Spectrum for Markov Linear Impulse Dynamical Systems	177

CARKOVŠ Jevgeņijs, MATVEJEVS Andrejs: Stochastic Stability of Pipeline Induced by Pulsed Fluid Flow	189
CARKOVŠ Jevgeņijs, PAVLENKO Oksana: On Reducibility of the Covariance Semigroup for Markov Linear Dynamical Systems by 2-Moment Lyapunov Spectrum Subspace	197
CARSTEA Claudia-Georgeta: Object Oriented Dynamic Model for a Human Resource System - Based on Components	208
COCCHIARELLA Luigi: Perspective Reliefs in Italian Renaissance. Visual Styles and Geometrical Paradigms	213
ČEJKA Jiří, BARTUŠKOVÁ Pavlína, BARTUŠKA Ladislav: Application of Mathematical Methods in Transport and Logistic Area	225
ČERETKOVÁ Soňa, TIRPÁKOVÁ Anna, MARKECHOVÁ Dagmar: Inquiry Based Mathematics Education (Statistical Evaluation of One Part of Pupils Questionnaire Survey)	236
DEMLOVÁ Marie, GRIMOVÁ Nela: One Fast Algorithm for Finding Automaton Congruences	248
DI CARLO Biagio: Tensegrity Structures and Design Science	255
DOTLAČILOVÁ Petra, ŠIMPACH Ondřej: Smoothing of Mortality Curve: The Usage of Moving Averages and Gompertz-Makeham Function in the Case of the Czech Republic	262
DRAŽENSKÁ Emília: The Crossing Numbers of Cartesian Products of Seven Vertex Graphs with Path	274
ÉCSI Ladislav, ÉLESZTŐS Pavel, JANČO Roland: On the Stress Solution of Hypoelastic Material Based Models Using Objective Stress Rates	280
FABBRI Franco L., BATTISTINI Lorenza, BOCCARDI Beatrice, CAVICCHI Veronica, CAVINA Marco, GIURGOLA Giliola, GIANSAINTI Stefania, LORENZI Marcella G., NAPOLEONE Maria, PAROLINI Giovanna, SARTORI Renato, SEVERI Alice, SOLARI Amerigo, TORRE Matteo: The Birth of Adotta Scienza e Arte Nella Tua Classe A Project for Teaching and Popularisation of Science	298
FALCOLINI Corrado, TEDESCHINI-LALLI Laura: Compounds of Helical Curves: Medieval Twisted Columns	324
FECENKO Jozef, SAKÁLOVÁ Katarína: Solving Conditional Problems of Extreme Functions n Variables with m Conditions – Using Maxima	333
FECHOVÁ Erika: Modernization of Education and Utilization of Mathematical Software Tools in Teaching Natural Science and Technical Subjects	340

FERDIÁNOVÁ Věra, PORUBA Jakub: Special 3D Models for Monge Projection	349
FERREIRA Manuel Alberto M.: Results and Applications in Statistical Queuing Theory	362
FLOREA Olivia Ana: Graphical Representation of Implicit Functions in Maple	376
FRIEDRICH Václav: Quantitative Methods in Education Analysis of Efficiency	383
GABKOVÁ Jana, HALUSKOVÁ Soňa: Steiner's Theorem in Physics and Numerical Mathematics	394
GELATTI Gabriele: The Golden Ratio in the Most Beautiful Triangle and the Process of Creation of a Work of Art	400
GEMERANOVÁ Mária, CHALMOVIANSKÝ Pavel: Data Approximation Using Lemniscates - Adding One Focus Method with Sequentially Adding Input Points	406
GRAF Vojtěch, TEICHMANN Dušan, DORDA Michal: Mathematical Model of Charter Flight Scheduling with Predefined Time Slots	417
GUNČAGA Ján, ŽILKOVÁ Katarína: Geometric Puzzle and Its Application in Primary Mathematics Education	424
HANDLOVIČOVÁ Angela, RIEČANOVÁ Izabela, ROOZEN Nicolaas Bernardus: Rigid Piston Simulations of Acoustic Space Based on Finite Volume Method	433
HECKENBERGEROVA Jana: Introduction to GNSS-SIM Algorithm	440
HECKENBERGEROVA Jana, DOLEZEL Petr: Genetic Algorithm Adaptation to Shipping and Storage Optimization of Schedule-Respected Production Planning	448
HEDVIČÁKOVÁ Martina, POZDÍLKOVÁ Alena, KOŽÁTKOVÁ STRÁNSKÁ Pavla, HECKENBERGEROVÁ Jana: Statistical Analysis of Mobile Platforms Utilization in Europe	457
HOFMANN Alois, HOSKOVA-MAYEROVA Sarka: Development of Applications in the Analysis of the Natural Environment	467
HOJDAROVÁ Marie: Setting the Technical State Normative for Machine Element Renewal - Significant Part of Technical Diagnostics in Engineering	482
HORÁKOVÁ Hana, JARUŠKOVÁ Daniela: Estimation of Spring Peak Timing Shift	489
HORSKÝ Richard: Algebra of Linear Filters in Time Series Analysis	498

HORVÁT František, ČEKAN Michal, ÉLESZTŐS Pavel, HUČKO Branislav, JANČO Rolan, KALOČÁNI Daniel: Nonlinear Finite Element Analysis of Helium Loop Structure	505
HREHOVA Stella: Creating the User Interface for Evaluation of Chosen Characteristic of Artificial Muscles	513
HUDEC Michal, FESZTEROVÁ Melánia, NOGA Henryk: Statistics Methods Evaluation of the Soil Humus Content Based on the Environmental and Ecological Characteristics	518
CHAVAGLIA José, FILIPE José António, FERREIRA Manuel Alberto M.: Neuroeconomics and Reinforcement Learning. An Exploratory Analysis	527
IDA Cristian, PĂUN Marius: On Holomorphic Vector Pseudo-Fields on Affine Complex Bundles	535
ILČÍKOVÁ Ivana, POLEC Jaroslav, BENEŠOVÁ Wanda, CSÓKA Tibor: Fuzzy Segmentation for Texture Aware Image Error Concealment	541
JANÁK Josef: Fractional Brownian Motion	557
JANÁKOVÁ Hana: Two Level Fuzzy Logic for Distributed System	568
JANÁKOVÁ Hana, TOMČÍK Róbert: Fuzzy Logic as a Part of Analytic Hierarchy Process	576
JANÁKOVÁ Hana, ZATROCHOVÁ Monika: The Numerical Methods Used in the Simulation of Economic Processes	583
JANČAŘÍK Antonín: Pre-Service Teachers' Understanding of Infinitesimal Calculus	591
JANIGA Ivan, GABKOVÁ Jana: Process Capability of Supply Water Modification With Respect to Chosen Quality Characteristics	597
JAROŠOVÁ Eva: Process Performance Evaluation	603
JASEČKOVÁ Galina, KRIVONÁKOVÁ Nad'a: Logic as a Key Tool in Education	614
JELEN Tomasz, TEICHMANN Dušan: Flight Schedule Creating Based on Mathematical Model	621
JELÍNEK Jiří: Application of the Simulation Model of Social Network in Education	627
JENČURÁKOVÁ Dana, PALENČÁR Rudolf: The Statistical Methods for the Management of the Measurement Process	636
KALOČÁNY Daniel, ÉLESZTŐS Pavel: The Possibilities of Effective Use of Welding Processes Computation Time in Numerical Simulations by Simplifying Spatial Tasks into Planar Tasks	644
KANĀKA Miloš: Approximation of a Planar B-Spline Curve by Polygonal Trail with Special Characteristics	652

KASPŘÍKOVÁ Nikola:	
<u>Calculation of the LTPD Variables Sampling Plans in R Computing Environment</u>	661
KERTÉSZ Milan, KOZAKOVIČ Radko:	
<u>A Multi-body Dynamic System Formulation and Its Impact on Simulation Results</u>	668
KOLYSHKIN Andrei, KREMENETSKY Vladislav:	
<u>Stability of Shallow Mixing Layers with Free Surface and Nonuniform Friction</u>	674
KONEČNÁ Petra:	
<u>Entrance Examination as a Guarantee to Reduce Academic Failure Rates and Increase Number of Successful Graduates – Yes or No?</u>	680
KORENOVA Lilla:	
<u>Digital Technologies in Teaching Mathematics on the Faculty of Education of the Comenius University in Bratislava</u>	690
KOVÁČ Tomáš, HORVÁT František, ČEKAN Michal, HUČKO Branislav, SZARVAS Martin, DZUBA Jaroslav, VANKO Gabriel:	
<u>Numerical Solution of Aluminum Galium Nitride Membrane in Finite Element Analysis</u>	700
KRAUS Pavel, SZARVAS Martin, MUSIL Miloš, HUČKO Branislav:	
<u>FEA Analysis of Epoxy Granite Structure Based on Image Processing Using Matlab</u>	711
KREJČOVÁ Jana:	
<u>Analysis of Differences in the Scores of Math Competency Test</u>	722
KREJČOVÁ Jana:	
<u>Asymptotic Properties of Nonoscillatory Solutions of Neutral Difference Systems</u>	728
KRIVONÁKOVÁ Naďa, GALL Marián:	
<u>The Need to Implement E-Course to the Basics of University Mathematics Education</u>	734
LALATTA COSTERBOSA Cecilia, ROCCETTI CAMPAGNOLI Beatrice:	
<u>The Smart Greenhouse Responsive Surfaces for Agriculture</u>	740
LEJA Jozef, GMUCA Štefan:	
<u>Calculations of the Properties of Atomic Nuclei</u>	748
LORENZ Filip, DORDA Michal:	
<u>Network Synchronization of Discrete Transport Processes Using a Simulation Model</u>	755
LÖSTER Tomáš:	
<u>Modification of the Algorithm for Determining the Optimal Number of Clusters in Cluster Analysis</u>	762
MAGNAGHI-DELFINO Paola, NORANDO Tullia:	
<u>Alessandro Mazzucotelli: An Artistic and Educational Project</u>	771
MALÁ Ivana:	
<u>On the Residual Duration of Unemployment in the Czech Republic Based on Finite Mixture of Lognormal Distributions</u>	791
MAREK Jaroslav, DELIGIANNAKI Katherine, GKOSDI Maria:	
<u>Statistical View on The “Gold Bug” Story of E. A. Poe</u>	799
MARIN Marin, CODARCEA Lavinia:	
<u>The Initial Boundary Value Problem for Porous Bodies</u>	807

MELE Giampiero: Geometrical Analysis of Lecce's Roman Theatre and Amphitheatre Drawings	817
MINCULETE Nicușor: About the Bounds of Several Statistical Indicators	831
MISKOLCZI Martina, KLÚFA Jindřich, LANGHAMROVÁ Jitka: Multistate Life Tables and Projection with Four Attributes (Gender, Age, Education Level, Marital Status) – Methodology	839
MORAOVÁ Hana, NOVOTNÁ Jarmila: Situations Suitable for Teaching Mathematics Through CLIL (Content and Language Integrated Learning)	850
MOŠNA František: Graphs in Everyday Life	861
NEHÉZ Martin: Analysis of the Randomized Algorithm for Clique Problems	867
NOVOTNÁ Jarmila, JANČAŘÍK Antonín, RUSEK Martin: STEM and Project-Based Education	876
PILOUS Derek, JANČAŘÍK Antonín: Critical Problems in 2015 Entrance Exams at Faculty of Education, Charles University in Prague	886
PIRČ Viktor, GALAJDOVÁ Alena, JENČÍK Marián, ŠIMŠÍK Dušan, DRAŽENSKÁ Emília: E-Learning Support of Study Math for Students with Visual Impairments	891
PIVOŇKA Tomáš, CSÉFALVAI Kornelia: Rationality and the Link with Permanent Income Theory	899
POLCEROVÁ Marie, POLCER Pavel: New Approach to Teaching of Differential Equations in Application Tasks	907
POTŮČEK Radovan: The Sum of the Series of Reciprocals of the Quadratic Polynomials with Double Non-Positive Integer Root	919
POZDÍLKOVÁ Alena, HEDVIČÁKOVÁ Martina, KOŤÁTKOVÁ STRÁNSKÁ Pavla: Data Mining and Analysis of Social Networks and Platforms for Tablets in Europe	926
POZDÍLKOVÁ Alena, MAREK Jaroslav: Investment Funds – Estimation of Appreciation	938
RIHOVA Elena, PECAKOVA Iva: Determination of the Optimal Number of Clusters	947
RICHTÁRIKOVÁ Daniela: Supporting Methods in Mathematics Effectiveness of Mathematics Workshop	959
RICHTÁRIKOVÁ Daniela: Present and Future of Geometry	967

RUMANOVÁ Lucia, SMIEŠKOVÁ Edita: Fostering Creativity in Geometry Through the Lesson Problem with Using Communication in Classroom	970
RUSEK Martin, JANČAŘÍK Antonín, NOVOTNÁ Jarmila: Chemical Calculations: A Necessary Evil or an Important Part of Chemistry Education	978
SAMKOVÁ Libuše, TICHÁ Marie: Developing Views of Proof of Future Primary School Teachers	987
SIVÝ Július, VRÁBEL, KRÁLIK Marián, GOWDA Thimme B.: Crystal, Molecular and Electronic Structure of <i>N,N</i>-Bis (4-Methylphenyl) Malonamide Hemihydrate	999
SMETANOVÁ Dana: On Lepagean Equivalents and Multisymplectic Forms	1004
TALHOFFER Vaclav, HOSKOVA-MAYEROVA Sarka: Verification Tests of Mathematical Model of Passage Through Terrain	1010
TEICHMANN Dušan, DORDA Michal: A Model for Design of Public Transport Network with Predefined Route Headways	1026
TORRE Matteo: Which Was Born First, Art or Science? From Rock Paintings to Feynman Diagrams	1034
TURNĚA Lubomír: Manifestation of Memory Properties and Selective and Dynamic Behavior of the Technical and Social Environment	1045
VAGASKÁ Alena, GOMBÁR Miroslav, MICHAL Peter: The Application of Mathematical and Statistical Methods in Technical Practice	1054
VALLO Dušan: Using Geometry Software GeoGebra in Solution of Stereometric Problem	1064
VARGA Marek, NAŠTICKÁ Zuzana: Multiple Proofs	1070
VARGOVÁ Michaela, SMETANOVÁ Dana, BABULÁK Eduard: Visualization of Functions of Two Variables by Anaglyphs	1078
VELICHOVÁ Daniela: Minkowski Combinations of Free-Form Curves	1084
VISKOTOVÁ Lenka, ŘÍHOVÁ Dana: Annuity Due and Ordinary Annuity Using Linear Difference Equations and CAS	1093
VISNYAI Tomáš: Convergence of Series Along the Sets from Ideals	1105
VITÉZOVÁ Zuzana, NAŠTICKÁ Zuzana, SZABOVÁ Edita, KMEŤOVÁ Mária, ČERETKOVÁ Soňa: Blending Experiential Mathematics Learning and Clil to Teach Fundamentals of Orthographic Projections	1110
VOŠTINÁR Patrik, HANZEL Pavol: Mobile Applications – a Tool for Teachers, Pupils and Their Families	1118

VYSOKÁ Jana, SMETANOVÁ Dana:	
<u>Analysis of Attitude of Students Towards Mathematics and Physics</u>	1126
WINITZKY DE SPINADEL Vera Martha:	
<u>Mathematics and Artistic Design</u>	1139
ZEITHAMER R. Tomáš:	
<u>Methodology of Theoretical Physics in Economics: Intensity Vector of Retail Gravitation</u>	1147
ŽDÍMALOVÁ Mária:	
<u>Mathematics in Architecture, Design and Structure Engineering</u>	1154
ŽILKOVÁ Katarína:	
<u>Axial Symmetry in Pre-Primary and Primary Teachers Education</u>	1164

MOBILE APPLICATION – A TOOL FOR TEACHERS, PUPILS AND THEIR FAMILIES

VOŠTINÁR Patrik (SK), HANZEL Pavol (SK)

Abstract. In the current school environment, tablets and mobile telephones are gradually becoming standard integral teaching aids. Although terms such as the “informatisation of education” may be increasingly encountered, we should not forget, though, about the use of information-communication technologies in mathematics. The aim of education informatisation is to increase the effectiveness of the teaching process, whereby a pupil is not only passively receiving information, but he-she is also taking an active part in the teaching process. Even though our school is currently undergoing a process of modernisation, the use of modern technologies may still not be considered as standard practice in the field of mathematics. In this article an application of geometric shapes is described which may be used as a tool in the teaching process.

Keywords: ICT, teaching geometry at primary level, 2D shapes, 3D shapes, spatial bodies, mobile phones, tablet, perimeter, area, surface, volume

Mathematics subject classification: 97U20, 97G50, 97U50.

1 M-learning

M-learning is a form of electronic education based on the use of mobile technologies such as laptops, pocket computers, smart phones, tablets, etc. [1]

As e-learning is slowly ceasing to meet current needs, M-learning is gradually occupying this niche. The amount of information which we have access to is rapidly growing. In our current hectic period, people require information quickly and whenever they desire. The use of mobile technologies therefore, simplifies access to information, encourages at any time or place the spread of information literacy, increases opportunities for student co-operation and that for independent distance learning. [2]

Thanks to the ‘School at a touch’ and the Electronification of the Education System of Regional Schooling projects, Slovak schools have obtained tablets.

The use of communication and information technologies supplements and increases effectiveness of mathematics teaching as well as it is extending opportunities for study in this field. Furthermore, it

concurrently serves as a motivational tool for students. If we build on the ideas of Ján Amos Komenský that school games are an effective form of education, it would seem appropriate that the use of tablets and mobile telephones serve as a connection between games and maths teaching. Primary school pupils will subtly extend their mathematical knowledge when using the *Geometric shapes* application, and at the same time they are picking up new computing skills. Those benefits, however, connected to the utilisation of modern technology in maths teaching, depend to a great extent upon the attitude of the teacher towards information and communication technologies.

Therefore, we have intentionally developed an application for mobile telephones and tablets using the *Android* application system. These applications are designed for primary school pupils and teachers, or even parents. They are accessible in three languages – Slovak, Czech or English (according to the language setting on the mobile). In the case when the language setting is not in Slovak (or Czech), the application is displayed in English. The advantages of this application are its simple appearance and easy installation and use.

2 Installation of application

The *Geometric shapes* application is directly downloadable onto a mobile phone by means of the *Playstore* which may be found on every mobile phone or tablet using the *Android* system. *Playstore* can be found in the telephone's menu - in the section listing all installed applications (Fig. 1). After opening the store, enter *Geometric shapes* in the search field. Select *Geometric shapes – Patrik Voštinár* in the list of displayed applications (Fig. 2). The final thing required before running the application is to click on *Install* thus installing the application on to the mobile (Fig. 3).

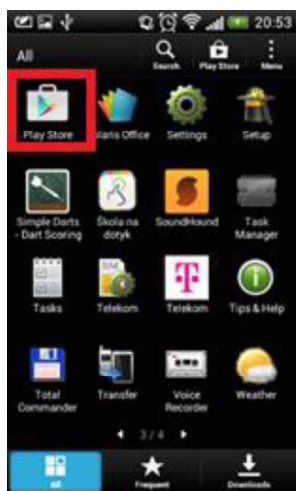


Fig. 1. Android phone menu

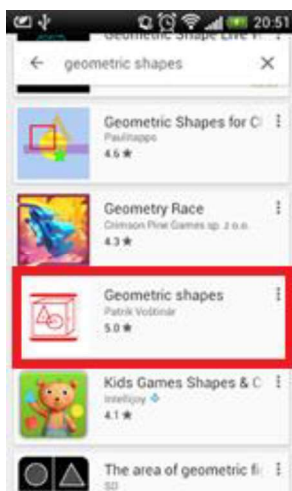


Fig. 2. Search in Playstore

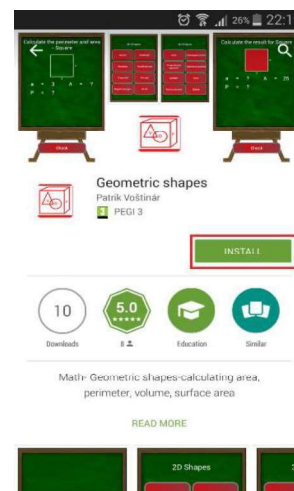


Fig. 1. Installation of application

A further alternative is to download the application by means of a computer's search browser. The application is accessible at the following address:
<https://play.google.com/store/apps/details?id=com.pavo.geometricketvary>. In order to download, it is necessary to log in to *GooglePlay* and subsequently click on the *Install* button. In the displayed window the device on to which the application is to be installed needs to be selected

(Fig. 4). This second option is preferential in the case where the application is to be installed on several devices using the Android operating system.

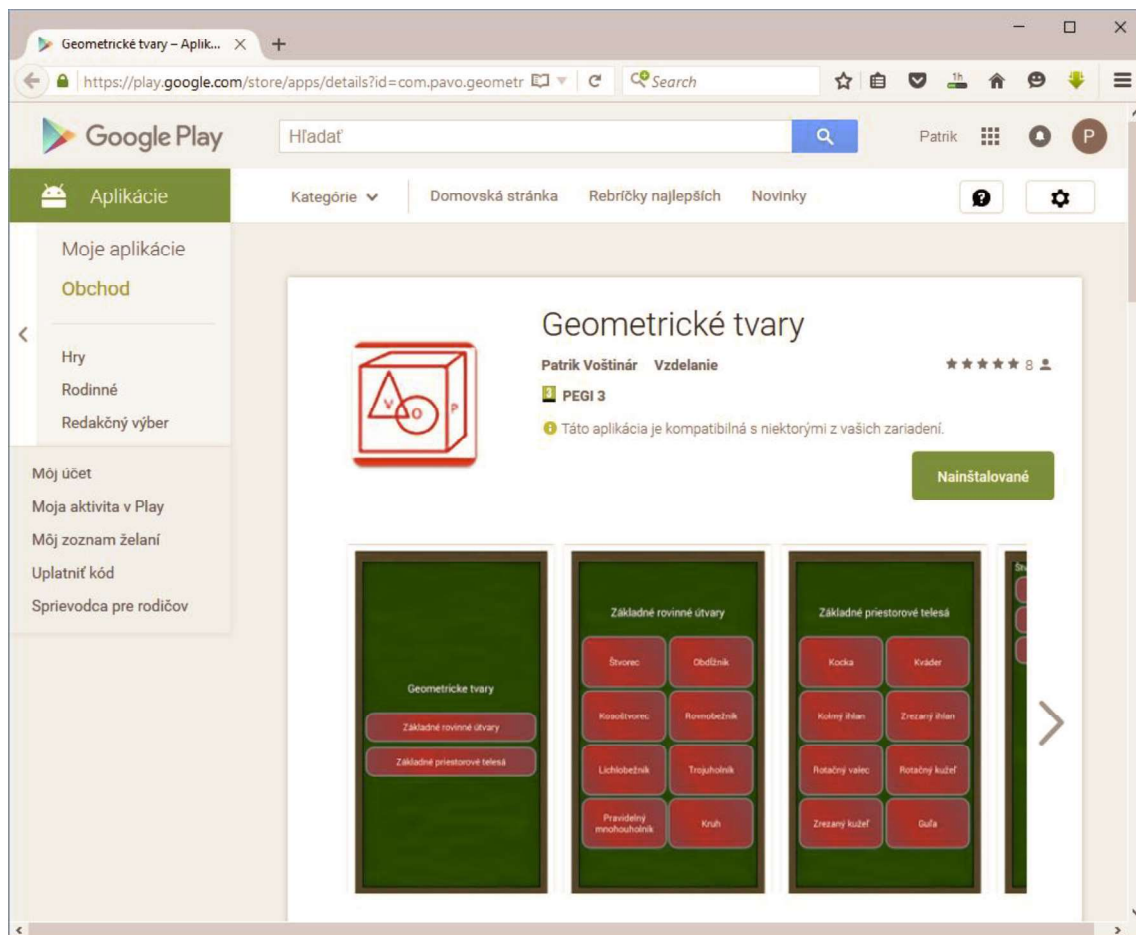


Fig. 4. Google PlayStore on internet search engine

After installation is complete, the following icon is displayed on the tablet or mobile (Fig. 5).

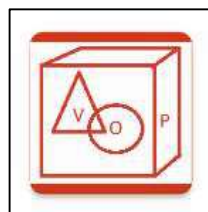


Fig. 5. Geometric shapes icon

3 Structure of the application

A few seconds after running the application a main introduction menu is displayed wherein the use may select whether to work on 2D Shapes (basic planar shapes) or 3D Shapes (basic spatial bodies) (Fig. 6).

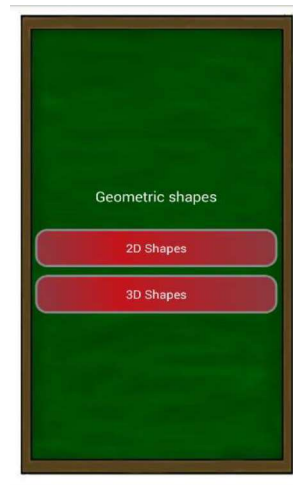


Fig. 2. Main menu of *Geometric shapes* application

If the user decides to work on the Basic Planar Shapes, the following shapes/formations are available: *Square*, *Rectangle*, *Rhombus*, *Parallelogram*, *Trapezoid*, *Triangle*, *Regular Polygon* and *Circle* (Fig. 7). In the Basic Spatial Bodies section, it is possible to work on: *Cube*, *Rectangular prism*, *Perpendicular Pyramid*, *Truncated Pyramid*, *Cylinder*, *Cone*, *Truncated Cone* and *Sphere* (Fig. 8).



Fig. 3. 2D shapes



Fig. 4. 3D Shapes

After clicking on one of the offered selections, further alternatives are displayed to the user: “Help”, “Examples”, “Verification of Result” (Fig. 9, 10).

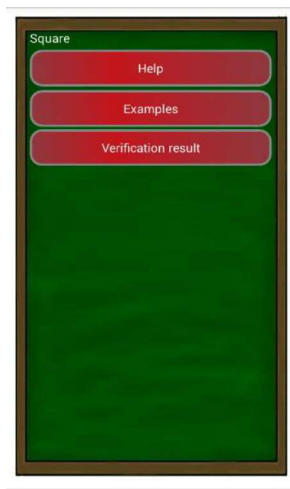


Fig. 5. Help, Examples, Verification of result for square

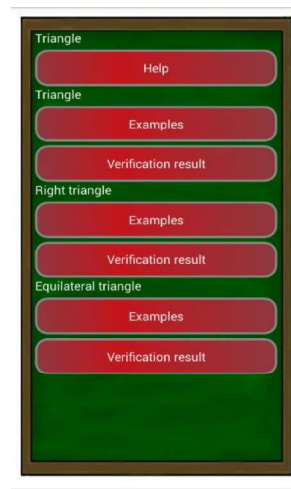


Fig. 6. Help, Examples, Verification of result for triangle

Every option has its own function. “Help” offers some brief theory combined with a model example of solution (Fig. 11-13).

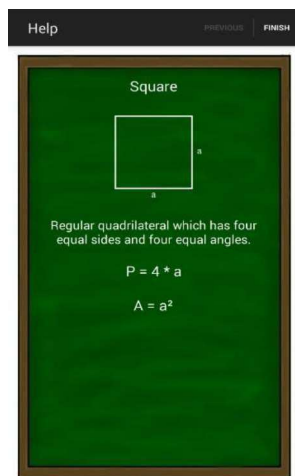


Fig. 7. Example of Help function for square

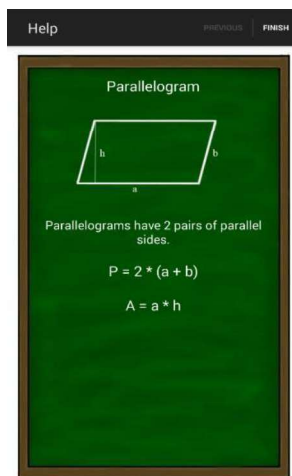


Fig. 8. Example of Help for parallelogram

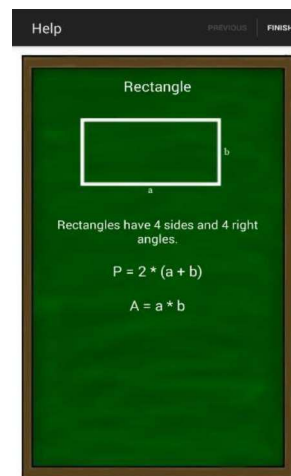


Fig. 9. Example of Help for rectangle

The “Examples” section enables the user to practise calculation of circumference or areas of planar shapes and surfaces, or even the volume of spatial bodies. The user may select the level of difficulty for solution of examples. For the majority of examples, the user may choose from two levels of difficulty – easy and difficult (Fig. 14).

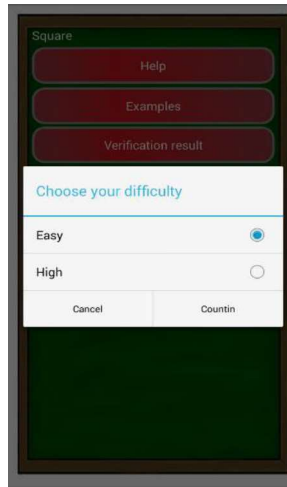


Fig. 10. Difficulty selection for generated examples

After difficulty selection, the application generates tasks which the user subsequently attempts to solve (Fig. 15).

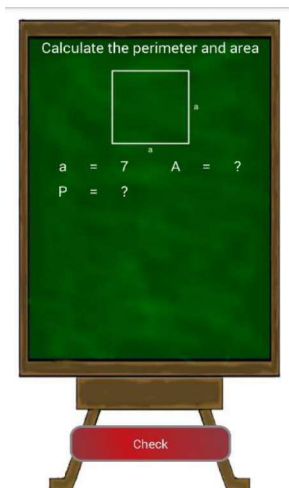


Fig. 11. Random generated task

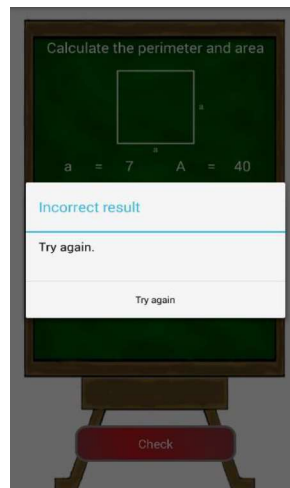


Fig. 12. Incorrect result

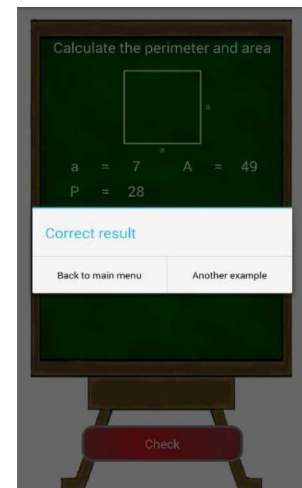


Fig. 13. Correct result

After solving, the user enters his/her result in the place where there is a question mark and selects the “Check” button. The application subsequently checks the given solution. If it is not correct, the user has to repeat task solving (or make use of the telephone’s hardware button and return to the previous menu) (Fig. 16). In the case of a correct answer, the user may select another task or return back to the main menu (Fig. 17).

Apart from the “Help” and “Examples” options, the user may select “Verification of Result”. This option enables the user to verify the result of whichever task in the relevant category. The application challenges the user to enter his/her example into the device, which is subsequently solved by the application, and the correct result is displayed (Fig. 18-22).

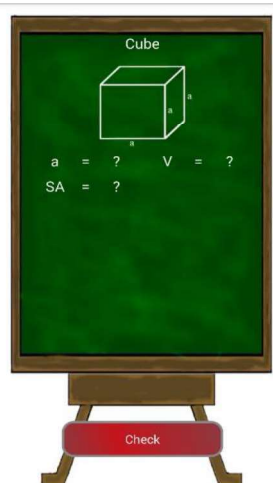


Fig. 14. Working out the result for a cube before pressing button

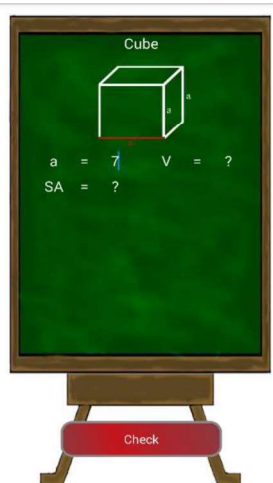


Fig. 15. Working out the result for a cube after entering the side length

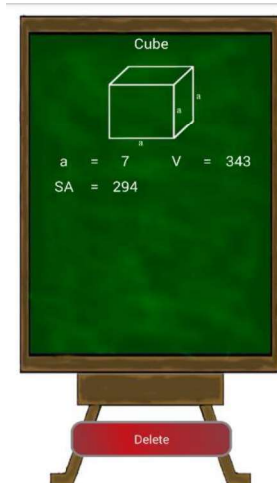


Fig. 16. Working out the result for a cube after pressing button

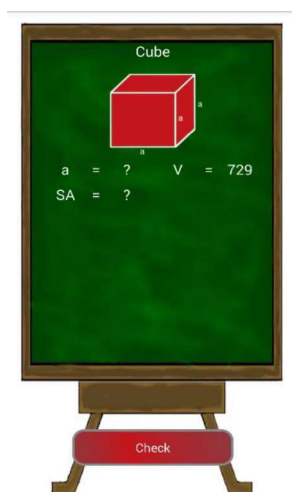


Fig. 17. Working out the result for a cube before pressing button

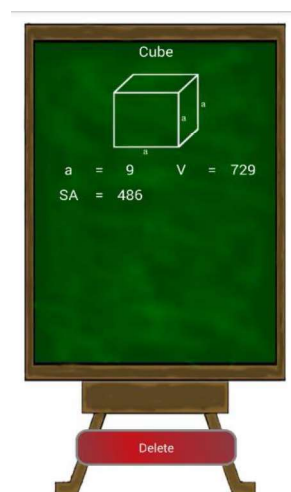


Fig. 18. Working out the result for a cube after pressing button

4 Conclusions

The efforts of our work concern the development of an application for practicing the topic of geometric shapes. It supplements existing teaching material and aids in the teaching environment. Moreover, it serves as an electronic source of examples. It can be used by students as well as teachers. In fact, parents can make use of it too, when checking their children's homeworks. The application was developed with the aim of enhancing and supplementing the teaching process. Teachers, pupils and students have the opportunity to have this application always at hand, since mobile telephones became an ordinary part of our

daily lives. Tasks may be solved during spare time, for example, when travelling in the means of public transport or sitting in the waiting room at the doctor's.

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