

The aim of the graduation theses was to describe and explain the differences between Czech and Roma children in the scope of cognitive modifiability. The second aim was to consider the progressive matrices as tools for measurement of intelligence. To evaluate the cognitive modifiability I used the pretest and retest sets of matrices chosen from the Raven's Standard Progressive Matrices and Raven's Advanced Progressive Matrices. In addition, I also designed three separate sets of matrices that were used for explanation of matrix task principles. I confirmed the learnability of these principles, i.e. the matrix task results are influenced not only by the biological factors but primarily by the cultural background. It means that matrices cannot be considered as a culture free test. The results of Czech children in pretest and retest were significantly higher than the results of Roma children (however, the differences in the retest reached the borderline of statistic significance). On the other hand, the level of improvement (defined as retest minus pretest) was higher in the group of Roma children. So, the worse results of Roma children cannot be explain due to cognitive inferiority. They seem to be associated with the socio-cultural background and with the absence of Mediated Learning Experience. The consequence of it is that Roma children realize the potential of the Zone of the Proximal Development at the lower level than Czech children.

In addition, I also studied the differences between Czech and Roma children during the learning period and the data was qualitatively analyzed and categorized according to the degree of necessary help, which was provided for children. The majority of task groups proved again that the improvement of Roma children among particular periods of learning is higher than in case of Czech children.