

Annotation:

Since your birth you have learnt a number of facts. Recall them. What would you still like to learn? Three times since 1992 these questions dealing with attitude to cognition were put to students of the eight grade of three selected Prague schools; the students were asked to prepare written answers to the above questions using an arbitrary literary form. The result processed for investigation is called accounts of knowledge.

The technique was first applied in 1992 by Bernard Charlot who used it to investigate attitude to cognition of students from various social classes. In 1992 the Prague Classroom Ethnography Group was the first to undertake a quantitative analysis using accounts of knowledge in the Czech Republic; it identified the fundamental structure of students' attitude to cognition and the role played therein by learning including school learning. In 2002 the research was repeated in the same schools as before.

The submitted work repeated the original research. Accounts of knowledge of 117 students of three primary schools in urban district Prague 3 were investigated using the method of content analysis of balances and applying the statistical method to determine the significance of differences between the expected and empirical frequency of occurrence of items in individual areas and categories constituting the balance structure. The obtained data enabled us to determine the developing structure of students' attitude to cognition. The work focused on intellectual and school-related activities and observations.