The impossibility of mastering the entire existing knowledge of humankind, which means entire knowledge that has been produced up to know, by independent and individual human being, and also the development and massive expansion of computer technologies and the Internet, imply the necessity of rethinking current educational practices. Despite that, implementing new means of education, progressive didactic methods and crossing the boundaries of study and self-study, is being obstructed by institutional conventional educational system and related methods. Even though the system responds to the transformation of the labour market, it does not put the main emphasis on information technologies, which are great facilitators in achieving these goals. The ongoing reform of the Czech educational system has the spirit of broader European reforms. This dissertation is concerned with description of the current trend, implementation of new educational methods and associated stances and attitudes of ninth grade pupils, who are one of the first generation in the Czech Republic which has been affected by the revolution in IT and by the above mentioned reforms of educational system and teaching methods, for entire duration of their primary school studies. The ongoing transformation do not influence just the field of school classes/lessons but it also interferes in the topics of autodidactism (self-directed learning), after-school education, cheating and attitudes of pupils to school subjects and to their teachers and/or other educators. This thesis, which is based on papers and monographies of experts in different fields, sociological researchers and the author’s personal research, analyses the above mentioned topics in the terms of reforms and technological revolution. It begins with general global features, then followed by the state of affairs in the Czech Republic, it’s finished with the pupil’s point of view.