

This diploma thesis studies various ways of observing mathematics teachers' questions, with particular respect to the possible influence of the questions on learners' cognitive processes and on the quality of acquired mathematical knowledge. There are two main aims: to create plausible criteria for characterising mathematics teachers' questions and to compile a collection of authentic communicational situations.

On the basis of empirical research, certain phenomena of communication that are worth observing in mathematics classrooms for the purposes of the study of teachers' questions are described. A collection of concrete examples illustrating the actual occurrences of each of the described phenomena forms an integral part of the results.

The significance of corrective questions from the point of view of cognitive impact on learners is emphasized and their further exploration is suggested.