

The goal of this diploma thesis is description and analysis of guessing strategy at school during teaching. It is focused on the reasons of using this strategy and its influence by a teacher. The text has two passages - the theoretical one and the empiric one.

The theoretical part is done in context with the empiric data. We are mostly interested in the research, but the theory is important for understanding the context. The guessing strategy here is compared with "Trial and error" strategy, heuristic of "Generate and try" and "Heuristic exploration" and Brunet's strategy of "Focus gambling". The result of comparison these strategies with the guessing strategy is our own definition - producing some answers in problem situation involving schoolwork. The problem situation is construed as a necessity of making some performance.

Empiric research is divided into three parts. Experimental data are from the elementary school. All these parts are particularly based on observation of a context where the guessing strategy was used. Some data were obtained by a quasiexperiment and by a short questionnaire for teachers.