

## Factors Shaping the Historical Consciousness of Pupils, Students and Teachers in Czech Schools

### Abstract

This study presents the partial results of empirical research on historical consciousness among pupils, students and teachers in Czech schools implemented in 2011. Mixed qualitative and quantitative research was performed (focus groups, questionnaires, in-depth interview) with a group of 2524 respondents from 9 regions in the Czech Republic. This article clarifies its theoretical and methodological basis, and presents findings related to the factors shaping historical consciousness, especially incentives leading to interest in history, preferred sources of information about history, subjective evaluation of influences determining the development of human history, and respondents' concepts of historical development. Research results are being compared with the results of previous studies, including international studies.

*Key words: history didactics, quantitative and qualitative research on historical consciousness, history teaching, factors shaping historical consciousness*

### 1. Introduction

The current research on history didactics is headed in two main directions. The first investigates the way history is currently being taught at schools, especially the way the newest theoretical findings are being introduced into practice. The second research direction focuses on a comprehensive investigation into historical consciousness and its individual elements. This empirically hard-to-grasp socio-cultural phenomenon has been regarded since the 1970s as a fundamental category