

exclusively from one region was a limitation. However, we are convinced that this limitation has no major impact on the results presented here.

## **6. Conclusions**

In our contribution we focused on the correlation between two constructs (CPS and SR) that explore the basic skills prerequisite for solving different types of problems. The discovered correlations and dependences were analysed in detail. The possible reasons for the correlations between these constructs were shown. We should emphasize that the individual dimensions of SR are not independent but create a hierarchy, which means that successful solution of tasks from a higher dimension supposes the mastering of tasks from the lower dimensions. The findings from this research show that three of the dimensions (PROPOR, VARIABL and PROBAB) correlate more significantly with KNOW, READ and INTEL. Thus we are convinced that the mastering of KNOW and READ by pupils at the end of lower secondary school is tightly linked with the development of more general skills. This is very important for school practice in particular, since it is clear that development of learners in the STEM area (e.g. in mathematics) is a good precondition for development of more general skills that are also applicable in other areas of education.

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