

The aim of this rigorous work is to create a didactic material orientated at the outline and utilisation of activating methods for teaching psychology and to validate pilotly what effects these activating methods have on a student of a secondary vocational school in teaching concerning cognitive, social, personal (developmental) and didactic areas. The pilot testing was proceeded in the first year at a secondary vocational school social care specialisation. The theoretical part deals with current questions of general didactics, a characterisation of psychology as a school subject, the outline of teaching methods with the emphasis on activating methods and their utilisation for teaching psychology and pedagogical-psychological characterisation of a student of a secondary school. Didactic sheets for teaching psychology were created on the base of theoretical knowledge. Psychology was taught according to these didactic sheets. A record from the point of view of a teacher was kept (field notes) and students by means of questionnaires called „Lessons feedback“ evaluated individual educational units. The outcome is a detailed document about the fact how the activating methods in teaching psychology were perceived by the students and the teacher and what effects did they have in cognitive, social, personal (developmental) and didactic area. The knowledge was analysed properly. At the end I want to state that the pilot testing demonstrated that the activating methods in teaching psychology help to implement educational aims and contribute to observing the key competences according to the current new model of secondary vocational education and they do have an irreplaceable place in personal, social and cognitive students' development.