

Abstract:

Text of thesis is focused on the development potential of students self-realization, using humanistic principles in the educational process. The work includes theoretical background of the issue, psychodidactic processed material, allowing the application of humanistic considerations in teaching process, and empirical research, verifying the real efficacy of theoretical knowledge and psychodidactic processed material.

In the introductory part, the theoretical concepts of self-actualization and humanistic psychology are defined, and also relationship between these concepts and explanations of the significance of these concepts in the educational process to support the holistic development of pupils and to help the student to use their capabilities and dispositions in life.

Furthermore, in this part of the work, the possibility of transformation of elements of humanistic psychology, supporting the development of self-fulfillment in teaching, are discussed from a theoretical point of view. Individual chapters deal with the theoretical knowledge on the development of personality, philosophical conception of man in history, the emergence of humanistic psychology on the basis of philosophical orientations, context humanistic psychology and self-fulfillment and justification and utilization possibilities of humanistic principles in teaching.

Second psychodidactic part contains the application of humanistic considerations and cognitive development of psychologic dimension in model task situation, useful in teaching teachers, and is prepared on the basis of the theoretical part.

The third part of this thesis includes preliminary evaluation section, dealing with research among teachers to probe the use of selected elements of humanistic psychology in educational practice and confirming the importance of creating a program to promote the use of these elements. Its main part consists of an empirical investigation. This verifies the effectiveness of model task situation, presented in the second part, on a selected sample of teachers and pupils. The investigation was verified by the positive acceptance by teachers and most pupils.