

The topic of this thesis is the issue of construing psychological concepts studied from the didactic-pedagogical and especially from the psychological point of view. The complicated processing of notions into concepts construction found its theoretical resource mainly in the theories of Vygotsky, Piaget and Bruner. The thesis analyses individual, social and educational constructivism and compares transmissive and constructivistic approaches within the school education. A separate section of the theoretic part deals with the didactics of psychology and with the definition of the term psycho-didactics. The topics of adolescent characteristics (with the focus on their cognitive development) and the concept of temperament (mainly its typologies) are included for empirical research reasons. The empirical part of the thesis confirms the patterns described in theories on a concrete psychological concept. For experimental research, the relatively well defined concept 'temperament' was purposely chosen (specifically types of classical temperament typology). The appropriation and understanding of these psychological notions/concepts are affected by several factors. The thesis explores the influence of the teaching method (transmissive vs. constructivistic approach) and the influence of knowing the student's personal temperament type as well.