

ABSTRACT

The central theme of the thesis is activating teaching methods, of which eleven were selected and used for its research. Specifically, these were the following ones: brainstorming, guided discussion, snowball method, inquiry-based learning, I.N.S.E.R.T. method, work with text, concept map, mind map, critical thinking method, rounds and CLIL (Content and Language Integrated Learning). These selected activating teaching methods were compared according to how the students evaluated them through attitude questionnaires, which is determined as the main aim of the work. Attitude questionnaires were created from the IMI (Intrinsic Motivation Inventory) tool. In the attitude questionnaire, the students evaluated the individual teaching methods in scales of interest/pleasure, perceived competence, effort/importance, pressure/tension and value/usefulness. In the scale of interest/pleasure, the snowball method was the best evaluated by the pupils, in the perspective of perceived competence also the snowball method, in the effort/importance scale the CLIL method, in the scale of pressure/tension inquiry-based learning and in the scale of value/usefulness again the snowball method. For further evaluation of the results, an index of subjective evaluation of teaching methods was created. It showed that the best method evaluated by students (out of the eleven above mentioned) was the inquiry-based learning method and the worst one was the method of critical thinking. The acquired knowledge and the effect of activating teaching methods were verified using pre-test and post-test. The results were evaluated as statistically significant (paired t-test, $p = 0,0047$). Pupils had better points after attending classes. In practice, it has also been found that activating teaching methods not only are suitable both for diversifying and making the lesson more attractive but they are also suitable for a comprehensive discussion of a particular topic.

KEYWORDS

activating teaching methods, inner motivation, high school, attitude questionnaire