

ABSTRACT

The diploma thesis deals with the concept of fairness perception by pupils of primary school. The aim of this work is to get to know the ways in which children at primary school think about fairness and what they consider fair and unfair.

The theoretical part describes approaches to the topic in terms of psychology, pedagogy and ethics. The theoretical part consists of three main chapters. The first chapter deals with the concept of fairness and possible interpretations of this word. In the second chapter, the reader reads about the different concepts of moral reasoning. The thesis introduces the reader to the concept of moral development by Jean Piaget and the stage theory of Lawrence Kohlberg. The thesis also describes some theories of moral reasoning created by some of Kohlberg's followers or critics. The third chapter identifies some determinants that can influence moral reasoning when dealing with primary school pupils.

The practical part consist of a research probe concerning the moral reasoning of pupils. This research probe works with a moral dilemma created by Jean Piaget. The moral dilemma concerns the perception of fairness and works with fair punishment. This dilemma is discussed with pupils in group interviews. The research probe was conducted with pupils of the second and third grade of primary school. The output of the thesis are recommendations and suggestions for teachers.