

ABSTRACT

The author is following up on Bachelor's thesis called School aged children and their moral judgment in the case of social games. Main topic of this thesis was to explore key drivers of moral orientation with focus on influence of type of game organization followed by influence of the adult authority and complexity of rules. The objective of this thesis was to extend Piaget's theory with new learnings from this area. Stories with unjust situation leading to apply justice of equity were composed to evaluate moral orientation. Main method used was clinical interview as part of which we led the discussion with children. Various types of game organizations were games organized as competition, games organized as cooperation, passing bully role, and cooperation. All these games had a common dexterity type of object throw with body contact. Experiment sample consisted of 180 primary school children with comparable representation of boys and girls, aging from 6 to 15 years (20 children from each class). For children in our sample the analysis outcomes have shown that adult authority doesn't present an obstacle to think independently. In contrast rules complexity presented significant obstacle in understanding the game principles. Key finding was that children were better oriented in the games organized as competition compared to game organized as cooperation. Hypothesis was proposed that moral orientation in the games organized as cooperation might be more difficult due to higher cognitive requirements or insufficient experience with such organization type.

KEYWORDS

moral development, social games, games organized as competition, game organized as cooperation, justice of equity, justice of equality, justice of merit, jealousy, dexterity, developmental challenges, rules of the game, morally problematic situation