

ANNOTATION

The author is reviewing the research that E. Kuruczová demonstrated in her diploma thesis called *The effect of social organization of games on the orientation in their moral dimension*. The main goal of the diploma thesis Kuruczová developed another contribution to Piaget's theory of the development of moral reasoning of school-age children. Piaget's empirical data suggested that social organizations could influence orientation in their moral dimensions. Kuruczová found that in her 180 children from one school (aged 1st - 9th grade) the development of orientation in the moral dimension of the game King of Deer Hunters (organized as a competition) performs ahead of the development of orientation in the moral dimension of the game Hot Potato (organized as a collaboration). Furthermore, in the research, children of Kuruczová think about the stories of unjust play situations organized by "Mrs. Teacher". Even the youngest and unoriented did not argue the evaluation of the situation as a fair authority of the teacher - which, according to Piaget's theory, could assume the key role of the criterion of obedience of authority in the heteronomous understanding of the criteria of moral evaluation. This thesis therefore answers the question of whether it can replicate these findings. Unlike Kuruczová, preschool children were also included in the research. This is to answer the sub-questions as to whether the heteronomous argumentation by the teacher's authority will not appear in children younger than youngest children of Kuruczová. To determine the moral orientation, 4 stories created for Kuruczová diploma thesis were used and the main method was clinical interviews with children. The research sample consists of 100 children from primary schools (1st, 3rd, 5th, 7th and 9th grade) and 20 children of preschool age. Boys and girls were represented in equal proportions. In the end, it was found that the argument of the teacher's authority did not appear in preschool children, and also that in the case of this work, understanding of cooperation preceded understanding of competition, so we couldn't replicate findings of Kuruczová.