

ABSTRACT

The diploma thesis describes the topic of manipulation in connection with education. Theoretical part analyzes the concept and related essential phenomena and approaches the links between manipulation and education. Mainly, it draws from pedagogical literature, in its social and philosophical context. Qualitative research is based on interviews with primary school teachers. The aim of the survey was to bring closer how educators perceive manipulation in the school environment based on their experience. The results show that manipulation itself manifests, with a few exceptions, as normal part of the educational process. Teachers manipulate pupils directly during teaching. Some of them consider it present at the moment when they apply coercion to pupils, others as more hidden procedures. They perceive manipulation mainly as harmful, which is why some teachers try to avoid it. At the same time, it is partly viewed as a necessary part of normal teaching. Therefore, the phenomenon of manipulation appears to be variously understood. The unifying sign of manipulation is the perception of its realization from a position of power. It is mainly used with the aim of facilitating the education process.

KEYWORDS

Manipulation, enforcement, objectification, intencionality, education