

ABSTRACT

This bachelor thesis deals with the development of moral reasoning. One of the best-known theorists of moral development is the Swiss psychologist Jean Piaget, whose research findings on development from heteronomous obedience to authority to autonomous morality have long been presented in developmental psychology textbooks, but are currently often criticized. William Damon, who in his 1977 book *The Social World of the Child*, directly refers to Piaget's theory of moral development and criticizes it in essence, states that he created his own theory of the development of children's conception of authority and its legitimacy. . The aim of the work is to contribute to this discussion on the basis of work with comparable empirical data.

The theoretical part summarizes the most important findings from the research of both authors and introduces the most important concepts of their theories. At the same time, the first two research questions related to the comparison of the research situations of Piaget and Damon are answered. Semi-structured clinical interviews over three stories with a moral plot, which deals with unfairly tasking authority, were chosen as the research method. The research sample consisted of 60 respondents with a composition of children from kindergarten and two primary school classes. The aim of the research was to find out whether the research of the mentioned authors can be replicated today and in our terms and conditions, as the results of data analysis suggest.

KEYWORDS

Moral reasoning, preschool age, younger school age, obedience to authority, heteronomous morality, autonomous morality, attributes legitimizing the position of authority