

ABSTRACT

This PhD thesis describes the ways of implementing the supplementary educational subject of ethics education into the educational system in Czech society. The primary focus is on the teaching of prosocial behaviour at primary school.

In the theoretical part of the thesis, the redundant repeating background of the PhD thesis topic was collected. Prosocial behaviour was defined as positive social behaviour with active participation in solving a specific life situation, where helping others is not connected with the expectation of reward. The presented methods of socialization of pupils were divided into directive and recommended non-directive methods promoting a positive classroom climate. Characteristics of moral growth in younger school-age students were viewed from several criteria. The concept of ethical education in curriculum documents in the Czech Republic and abroad was characterized.

The empirical part describes qualitative research with a case study design. Data collection was carried out by direct observation, semi-structured interviews and analysis of school artefacts. The thesis reports on the research conducted on the teaching of ethics education in two selected primary schools. The main aim of the research was to find out how the teaching of prosocial behaviour is implemented in the teaching process. The first sub-objective was to characterize what activities develop prosocial behavior and communication among students. The second sub-objective was to determine how teachers evaluate instruction on prosocial behavior. The third sub-objective was to describe how students perceive the classroom climate and daily classroom life.

The results of the survey indicate that teachers perceive a positive impact of the community circle activity on the classroom climate. In both schools, classroom rules were derived, but the ways in which the rules were incorporated into the normal classroom routine differed. Differences in the approach of the two selected schools were noted. The nature of the activities varied depending on the strategies of the teachers and school management. Different methodological approaches also resulted from the different number of pupils in the classes. The support of the school management for the inclusion of activities for the acquisition of skills leading to cooperation and pro-social behaviour of pupils differed. Different ways of assessing pupils' behaviour were evident. These different approaches by schools ultimately impacted on the quality of the classroom climate.

PhD thesis describes the ways of implementing the supplementary educational subject of ethical education into the educational system in Czech society. It primarily focuses on teaching prosocial behavior at the primary school.

In the theoretical part of the thesis, the theoretical basis of the PhD thesis topic was collected. Prosocial behavior was defined as positive social behavior with active participation in solving a specific life situation, when helping others is not associated with the expectation of reward. The presented methods of pupil socialization were divided into directive and recommended non-directive supporting a positive classroom climate. The characteristics of moral growth in younger school-age pupils were viewed from several criteria. The concept of ethical education in curricular documents in the Czech Republic and abroad was characterized.

In the empirical research, a qualitative methodology was used in the case study design. Data collection was performed by direct observation, semi-structured interviews, and analysis of school artifacts. The thesis reports on the research on ethical education teaching at two selected primary schools. The main goal of the research was to find out how ethical education is implemented in the teaching process. The first partial goal was to characterize what activities develop prosocial communication between students. The second partial goal was to determine how teachers evaluate ethical education teaching. The third sub-objective was to describe how students perceive ethical education activities in the context of the classroom climate.

The results of the survey show that teachers perceive the positive impact of community activity on the classroom climate. Class rules were derived at both schools, but the ways in which the rules were incorporated into the normal regular running of the class differed. Differences in the approach of the two selected schools were noted. The nature of the activities varied depending on the strategies of the teachers and the school management. Different methodological approaches resulted from different numbers of pupils in the classrooms. The support of school management for integrating the skills acquisition activities designated for cooperation and prosocial behavior of pupils differed. Different ways of assessing pupils' behavior were evident. As a result, these different approaches of schools affect the classroom climate.