

ABSTRACT

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The dissertation combines analytical passages with philosophical reflections focusing on the theoretical foundations of ethics education of police officers, especially in the initial education. Rather implicit theoretical basis of contemporary police ethics education is identified as psychologically overstressed, focused on the narrow sphere of common mores, limited by competence-based approach, and mainly as unclear as to the answering of the basic questions which can generate compact understanding of police ethics and its education in terms of its possibilities, objectives, content, means, etc.

In four chapters of this work we can see an attempt to offer such answers in an integral pedagogical model. These answers concern the differentiation of common mores from individual morals and ethics, the multidisciplinary nature of ethical discourse, the impossibility to “manufacture” results in ethics education, the meeting of the legal and the moral in The Code of Ethics of the Police of the Czech Republic, but also the context of ethics education within the postmodern spirit of the world-age, with its power, but also weakness.

Key words: ethics education, police, code of ethics, morality, postmodernism