ABSTRACT

The text deals with bullying from the prospective of personal and social education. Personal and social education as a complex theory offers basic and methodical background for working with bullying. It is able to provide good reflexion of the educational reality. The aim of the work is to describe how the topics of personal and social education are personified in the programs of prevention of bullying. It concerns pupils in fifth, sixth and seventh grade of the elementary schools (12–14 years old). The research was performed as a field research of the etnographic character. In the theoretical section the study defines personal and social education as a theoretical framework and it is the basis for the research. The definition of the term personification follows as it is crucial for the work within the personal and social education. The following chapter describes bullying and explains how this term was understood earlier and how it is perceived today. The experimental section describes the methodology of the research. It gives basic information about the pertinent research and explains its results. The results are summarized in four categories: what leads to personification, what the obstacles to personification are, the lecturer's ideas on personification and methodical notes.