

ABSTRAKT

The diploma thesis is focused on the basics of legal awareness of pupils. Its aim is to examine children's conceptions of responsibility and the processes associated with it in pupils at the beginning of the secondary school, to identify gaps and misconceptions with which pupils come to teaching and to propose recommendations for teaching. The theoretical part introduces the concept of responsibility, especially from the point of view of law, the psychological foundations of children's concepts and research devoted to children's concepts in the field of law. The practical part consists of a probe into children's conceptions of responsibility. The probe is implemented on pupils before the transition to the secondary school and on pupils in the 6th grade. The probe is based on two situations, which pupils can meet in their daily lives. The situations take place in two familiar environments - school and park. We focused on these situations in semi-structured interviews, which were then qualitatively evaluated. Based on the probe, it was found that students at the beginning of the 2nd grade understand responsibility, but have difficulty identifying the rules according to which it is attributed and do not understand the relationships and powers of the institutions associated with responsibility. Also its origin and enforcement are not yet linked to the law and that they have trouble understanding the scope of responsibility in connection with adulthood. Based on the information from the probe, teaching recommendations are included.

KEYWORDS

children's concepts, quality probe, responsibility, prospective concept of responsibility, retrospective concept of responsibility, theory of conceptual change, research in the field of law