

# ADULT EDUCATION IN SECURITY IN ENSURING SECURITY OF THE POPULATION

## VZDĚLÁVÁNÍ DOSPĚLÝCH V OBLASTI BEZPEČNOSTI PŘI ZAJIŠTĚNÍ BEZPEČNOSTI OBYVATEL

Ivo Svoboda

Karel Kubečka

### ABSTRACT

*The present study investigates professional didactics of legal and security subjects and technical fields. The aim of the study is to present the authors' research results in the concept and structure of this extremely important discipline in the context of the current security situation. The introduction points to the justification of the topicality and necessity of the addressed problems; the goals of the study, the content of the study and the possible use of the results in educational practice in the given fields are defined there. The article is focused on the specific concept of didactics in the field of law and security, the justification of its erudition, scientificity and interdisciplinarity. At the end of the article, specific procedures are proposed to create the structuring of this discipline while ensuring the safety of the population.*

**Keywords:** *Crisis management, didactics, professional didactics, didactics of subjects of law and security.*

**JEL Classification:** K14

## INTRODUCTION

Issues of law and safety in adult education in the field of public safety and security are currently a highly topical national and transnational issue. Security experts today face a variety of threats in the field of crime (theft, fraud, murder, rape, terrorism, cybercrime, cyberbullying etc.) and therefore the training of professionals in this field requires a sophisticated scientific system of education in these fields and subjects. This leads us to address the issue of preparing a concept of disciplinary didactics in adult education with a focus on this area. Therefore, we have asked ourselves the following questions, to which we seek answers below:

- How can we justify the relevance and necessity of this didactics and for whom is it intended?
- What is the focus of the didactics of law and security?
- How can its scholarship be demonstrated?
- What is its connection with other disciplines (pedagogy, psychology, law, criminalistics, technical sciences, other sciences)?
- What is its structuring in relation to the current requirements of pedagogy and disciplinary didactics?

The aim of the present study is to present the results of the authors' research in the field of the proposed solution to the problem of the linking of disciplinary didactics in adult education, the justification of its scientificity, the clarification of its links to other scientific disciplines and a concrete proposal for the structuring of this disciplinary didactics. The content of the study consists of the following subtopics:

- Theoretical foundations of the didactics of law and security subjects
- A concept of didactics of law and security subjects
- Fundamental and scientific didactics of law and security subjects
- Interdisciplinarity of didactics of law and security subjects
- Structuring of the didactics of law and security subjects

The study can be useful to professionals who teach the subject at secondary and higher education institutions or in various courses and seminars. Furthermore, it

can be used by didacticists of vocational and other subjects, and possibly also by students of teaching faculties focused on this area.

## 1 CURRENT STATE OF THE ISSUE

At present, there is no elaborate and comprehensive system of didactics of law and security subjects and technical education in the field of crisis management in ensuring public safety in the Czech Republic. We can start from the analysis of teaching texts and teaching aids used in this field to partly assess the didactic level of these materials. However, it is not possible to draw any conclusions as to the effectiveness and quality of teaching in these fields and subjects. Experts who deal with and teach in the field can be recommended information resources on didactics of professional subjects by our authors (Kropáč et al., 2004; Pecina, 2012; Friedmann, Pecina, 2013; Veteška 2010).

In case of some of the sub-topics, it is possible to draw on selected monographic publications or even textbooks. In the area of teaching methods, we can build on the study by T. Kotrba and L. Lacina (2010). On the issues of the development of students' creativity in vocational education, the studies of M. Kožuchová (1995) and P. Pecina (2008) can be used. Equally important for us are the works by foreign authors (Shapovalenko, 1960; Turek, 1978; 1990; Bajtoš, 1999). Considering that we are looking into the area of secondary and university education, sources on university education pedagogy are also of importance to us (Slavík et al., 2012; Rohlíková, Vejvodová, 2012).

## 2 THEORETICAL FOUNDATIONS OF DIDACTICS OF TEACHING ADULTS TO ENSURE PUBLIC SECURITY

At the outset, we would like to point out that subject didactics in adult education can be understood in two senses – in a broader sense and in a narrower sense. In a broader sense, subject didactics refers to the specifics and patterns of teaching a group of related subjects in a given field (electrical subjects, engineering, woodwork etc.) in relation to adult education. In this case, we are looking for intersections, common elements, regularities, strategies of teaching in the given group of subjects. If we talk about subject didactics in a

narrower sense, we mean the subject as a specific subject (general education, vocational).

In the following text we will focus on selected issues of didactics of a group of professional subjects of law and security in the conditions of secondary and higher vocational education. From this point of view, we can speak of didactics as a group subject didactics, i.e. *didactics in a broader sense*.

*Didactics is applied disciplines of particular importance.* They form a profile role in the disciplinary training of teachers of the given disciplines. In a broader context, they draw not only on general pedagogy and didactics, but also on the relevant professional dimension of teacher training. In turn, the didactics dimension of the field is linked to and draws on the pedagogical practice in the specialist subjects of these fields. As O. Asztalos (2008) points out, subject didactics is objective in nature and is an applied pedagogical discipline.

For didacticians in the field, two moments are crucial. The relation of the transition and application of the general to the particular and of the particular to the general (meaning the self-evident in education and upbringing). They examine the objective regularities of teaching in a given field. However, it is necessary to also consider their subjective nature, as they are based on the experience of educators.

### 3 APPROACHES TO DEFINING THE DIDACTICS OF SUBJECTS IN TEACHING TO ENSURE PUBLIC SECURITY

*Didactics of law and security subjects* is a discipline that applies general didactic knowledge to the teaching of subjects related to law and security (criminal law, extremism and terrorism, security policy, protection in emergencies etc.). Unfortunately, we cannot use an existing definition of this discipline, as there is none at present, particularly in view of the multidisciplinary nature of the field. We therefore draw on related disciplines, particularly the didactics of professional subjects.

According to Bajtoš (1999), didactics of vocational subjects is a discipline that examines the specific regularities of teaching vocational subjects in secondary schools. Its structure consists of objectives, content, organization, forms, meth-

ods, principles and means of teaching (Bajtoš, 1999). Čadilek (2005) defines didactics of vocational subjects as a discipline that investigates the content and course of the educational process, including the didactic transformation of the results of technical sciences. The essence of the transformation consists in the formulation of educational objectives, selection of theoretical and practical knowledge and their arrangement into a didactic system (Čadilek, 2005, p. 12).

The above approaches to defining the subject of didactics of vocational subjects, although relatively concise, are narrow and insufficiently specified. The scope of this extremely important discipline is broader. In the case of the subjects of law and security, it is a discipline that is highly interdisciplinary and cuts across many different disciplines.

Through critical analyses and work in this area, we have arrived at a definition of the disciplinary didactics of law and security subjects: *The didactics of law and security subjects deals with the requirements of practice for the preparation of qualified and competent professionals in the field, the determination of teaching objectives, the content of teaching, the application of didactic principles, lessons, rules, teaching methods, organizational forms and material means to the teaching of law and security subjects at secondary and higher education institutions. Its scope includes issues related to the requirements for teachers of law and security subjects, pupils and students of these subjects, and issues related to educational action in teaching (education for problem solving, development of formative aspects of personality, moral education, etc.). Equally important are the conceptual issues relating to the teaching of these subjects, issues relating to the fields of education, and issues relating to vocational training, professional qualifications, lifelong learning and retraining in this field.*

The basis of didactics of law and security subjects are not selected specific teaching subjects, but a set of disciplines and subjects with their specificities and content. However, we approach teaching subjects (and thus subject didactics) secondarily at the application level (useful specifics of particular teaching tools, specific teaching content, application model examples etc.). There is a strong intra-disciplinary link between subject didactics and subject didactics of these subjects. It should also be emphasized that subject didactics is, to a large extent, a reflection of the specificities, methods and content of the relevant disciplines, in our case law and security.

## 4 KNOWLEDGEABLE AND SCIENTIFIC DIDACTICS OF ADULT EDUCATION IN THE FIELD OF CRISIS MANAGEMENT

If science is to be science, three conditions shall be met:

- The object of investigation of the given scientific field, the paradigm
- Scientific research methodology of the respective scientific field
- Institutional base of the scientific field

Didactics, especially of law and security subjects, but also of technical subjects, has as its object of investigation the regularities of teaching a selected group of relevant subjects and works with the scientific research methodology of pedagogy. In general, pedagogical research is considered applied research (Janík, 2009). Field didactics of law and security subjects should be especially addressed by field didacticians specializing in this area (for example, a Bachelor's degree in practical teaching/law and security is being prepared at the Faculty of Education of Masaryk University, Department of Physics, Chemistry and Vocational Education). Teachers who teach these subjects at secondary and university education level or are involved in this education in the form of seminars, courses and further education, should work with the outcomes of the didactics of the field.

The didactics of law and safety and technical vocational subjects should answer two basic questions for teachers: What to teach? How to teach it? Field didactics (formerly methodologies) used to develop as practical disciplines without more sophisticated links to pedagogical disciplines. Practical conceptions and methodologies prevailed and were mainly undertaken by practising teachers. For this reason, they have been disrespected as areas of knowledge rather than recognized disciplines. Practicism is understood as a preference for concrete practices and an underestimation of the grounded theory and conception of subject didactics (Kilián, 2008). Fortunately, the situation has changed and today they are considered full-fledged applied sciences, albeit with varying degrees of elaboration.

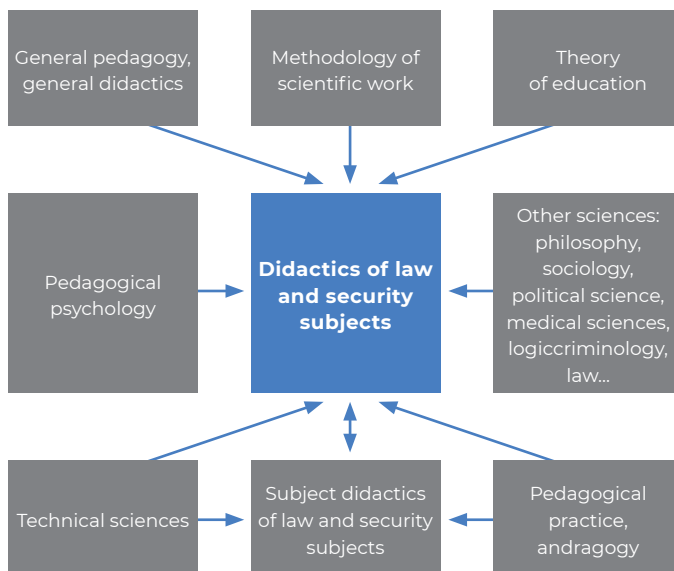
However, methodology (didactics in the field) is not merely methodical and prescriptive (practical instructions, procedures). The development of disciplinary didactics is an informed work, in which we apply proven and tested knowledge

in the field of pedagogy, didactics and educational theory to the teaching of a particular discipline. Both the component of theoretical foundations and the component of application and model examples carry their importance and relevance. From this point of view, the work on teaching texts, methodologies and methodological materials for teaching and practice is important, even if it cannot be compared with scientific research in the level and complexity. Even so, it is interdisciplinary work, requiring didactic, subject-specific didactic knowledge and knowledge in selected professional disciplines.

*Knowledge of didactics is essential, especially for teachers. However, this is not sufficient for pedagogical practice.* The aim of didactics is not to present a ready-made “cookbook” for teachers to use. The teaching process is a dynamic system that needs to be worked with creatively. Teachers must therefore be able to apply the knowledge in broader subject didactics of law and security to the teaching of the specific subject(s) that they teach (Pecina, Sládek, 2013). The development of society and the field of safety requires continuous education and innovation of the educational content of technical disciplines. From this point of view, it is necessary to not only have the current knowledge in the field of individual areas of law and related disciplines, but especially knowledge in the field of andragogy and adult education. This includes knowledge of the didactic transformation of the knowledge of the scientific system to the level of the didactic system and teaching project and a good knowledge of the technology of teaching subjects of law and safety.

## 5 INTERDISCIPLINARITY OF DIDACTICS OF TEACHING IN CRISIS MANAGEMENT AND CIVIL PROTECTION

We have mentioned that didactics of law and security subjects and other subjects including technical subjects is a branch of science with a multidisciplinary scope and that therefore an interdisciplinary approach should be applied. However, this categorization requires a more detailed analysis. The interdisciplinarity of this discipline is expressed in the following diagram:

**Diagram 1:** »Relationship of didactics of technical subjects to other sciences

It should be pointed out that the link between subject didactics and subject didactics is two-sided. Equally important is the link to technical sciences and the pedagogical practice and professional practice of the disciplines concerned. The subject didactician must not only follow the current trends in pedagogical sciences and apply them accordingly to subject didactics, but must also follow the development of the sciences and be educated in certain disciplines (both flat and sub-discipline) at the level of the school at which they are involved in didactics (e.g. security policy, criminal law, security systems, public protection etc.), while taking into account the age and current competences of the students (Veteška 2010).

If this wasn't the case, they wouldn't be able to apply didactic knowledge to the teaching in the field in relation to the requirements of the students – especially their age, previous experience and acquired competences. They must have the ability to see the problem in a systemic, interrelated way, and to use the possi-



bilities of the relationships between the disciplinary and subject didactics and the given professional disciplines in an analytical and synthetic approach. The didactics of law and security is intertwined with a certain area of philosophy and sociology, namely the philosophy of security risks and its impact on societies. They also share a common methodological approach.

## 6 APPROACHES TO STRUCTURING THE DIDACTICS OF TECHNICAL SUBJECTS AND LAW AND SECURITY – GENERAL PRINCIPLES

When designing the structures of subject didactics, we had in mind the requirements of pedagogical practice and the labour market regarding preparing qualified teachers in the given fields. Operationalized objectives of didactics were crucial for us. Important information can be found in general didactic sources and research reports. The specificity and originality of didactics predetermine the actual structuring of didactics.

The subject didactics has its own structure. The structure of subject didactics can be divided into general and special parts. The general part deals with the common problems of subject didactics, while the special part focuses on the didactic analysis of the individual parts of a given field or subject (Asztalos, 2008). For the design of the structure of subject area didactics, the Painter's model of subject area didactics is often used, which works with the following parts (Painter, 1971):

- Predidactic reality – it deals with labour market research and the requirements for workers in the relevant profession
- Didactic reality – it concerns the actual pedagogical process in which knowledge is acquired. It is further divided into didactic operations (subject constitution, selection, implementation and transformation) and products (selection of knowledge from particular disciplines and practice and its inclusion in the content of teaching). Implementation deals with the materialization of the curriculum (creation of tools) and transformation expresses the rather complex process of knowledge acquisition by pupils under the supervision of the teacher

- Didactic products – the inclusion of a subject in the curriculum, the developed curriculum, the prepared teaching aids and the acquired knowledge of the pupils
- Didactic environment – equipment of specialist classrooms, laboratories, workshops, staff rooms etc.
- Post-didactic reality – it represents research on the employment prospects of school graduates in the field. It is research on the results of teaching and serves as feedback between the school and practice

Malíř's conceptual model approaches the problem comprehensively and in a relatively complex form, but it is necessary to take into account the specifics of adult education, especially in terms of the current competencies of students and their ability to complement or expand their competencies (Svoboda, Kubínyi, 2013). Other authors also refer to the mentioned concept (Painter, 1971; Asztalos, 2008). In particular, didactic reality, didactic products and didactic environment form the core of the real teaching process of teaching technical subjects. However, we have to start with the pre-didactic reality and subsequently, follow the post-didactic reality.

Here we see a starting point for larger-scale research investigations, and not only in technical schools. When designing didactics in the field, we should therefore base our approach on the requirements of contemporary practice in the field and the requirements of the labour market. Post-didactic reality, on the other hand, provides feedback on the degree of effectiveness of the chosen strategies. However, the conceptual models need to be developed into more precise and focused didactic structures. Shapovalenko (1960) lists the following range of problems of subject didactics:

1.

- Teaching content
- Organization and methods of teaching
- Teaching manuals and methodological resources
- Problems in studying the subject by pupils

- Ways and means of preventing failure
  - Content, organization and methods of training future teachers and further improvement of the qualifications of teachers in schools
  - The system of management of teaching subjects in schools
  - Ways and means of increasing the educational significance of the school and teaching of subjects
- 2.
- System of scientific and technical concepts and laws of their successful formation
  - Skills and habits and the laws of their formation and practical application
  - Conditions for the successful development of pupils' abilities
- 3.
- The subject of didactics and their tasks
  - Relationship between didactics and other sciences
  - The problem of objective law in didactics
  - General methods of scientific research in didactics

The above overview of the tasks of didactics is inspirational. In addition to the classical tasks of subject didactics, we look into the problem of learning of the subject(s). The fields of law and security are diverse, and a large part of the educational content requires extraordinary methodological attention due to its complexity, especially in the hectically changing security reality (Vaněček et al., 2016). Several other authors (S. Havelka, J. Kopecký, A. M. Dostál, O. Kilián, J. Veteška etc.) have attempted to specify and refine the problem areas of didactics in the field, including its relation to adult education. Among these, we will mention a relatively successful general approach to structuring the didactics of the relevant subject by O. Kilián (Kilián, 2008. pp. 15–16):

### **1. Didactics of the subject (field) as a scientific pedagogical discipline:**

- The subject, tasks and importance of the didactics of the subject
- Structure of the teaching discipline (subject)
- The place of subject didactics in the system of sciences
- Research work in the field of didactics of a given discipline

## **2. Educational objectives of the subject:**

- Formulation and analysis of objectives
- Concept of the field of study and graduate profile
- Formulation and analysis of the objectives of the field, a comprehensive conception of the taught field, an analysis of the objectives, their variability and influence of technical development

## **3. Content and structure of the teaching discipline:**

- Curriculum
- Arrangement of the curriculum in teaching documents
- Didactic analysis in terms of the educational impact of the content of the discipline
- Intra- and inter-subject relations
- Assessment of the content of the textbooks of the subject
- Processing of scientific and technical information

## **4. Means of teaching the subject:**

- Curriculum planning in the course
- Methodology of using didactic principles and teaching methods in the subject
- Organizational forms of teaching and their application in the subject
- Material teaching aids in the subject
- Analysis of the content of the teaching unit based on the preparation, implementation and evaluation of the teaching process
- Examination and evaluation of pupils' performance in terms of the learning objectives in the subject

## **5. Methodological procedures and analyses of selected thematic units and topics in the subject:**

- Formulation of educational objectives of the course
- Formulation and analysis of these goals and objectives in relation to the goals and objectives of the school
- Determination of content and structure based on didactic analysis Formulation of content in the form of basic general knowledge and skills
- Means of teaching thematic units and themes in the given subject

The relatively complex logical structure mentioned above can be used to design a specific structuring of subject didactics. Among other things, we used this

model when designing the didactic structure of law and security subjects for the needs of secondary and higher education. As stated in the study Veteška et al. (2020), however, it is necessary to understand that in many areas, broader subject didactics reaches the level of the intersection between a wider range of given subjects, and we work at the level of subjects in specific cases of modelling and in the processing of well-founded concrete examples (concrete examples of correctly formulated objectives, demonstration of a sample syllabus of subjects, a sample of the curriculum, examples of the use of specific methods and forms of resources, specific examples of research in the field of a specific subject etc.) (Veteška & Tureckiová, 2020). Approaches to education, however, must be adapted to different age groups depending on their ability to receive new information and specific didactic procedures associated with it (Vaněček et al., 2016).

## 7 PROPOSAL OF A SPECIFIC STRUCTURE OF DIDACTICS OF TECHNICAL SUBJECTS AND LAW AND SECURITY SUBJECTS

Using the existing structures of subject didactics and didactics of professional subjects and having in mind the specifics of law and security subjects, we have proposed the following concrete structure of a broader subject didactics of law and security subjects with a specific approach to adult education:

### 1. Definition of the problem, didactics of law and security subjects as a study and scientific discipline

- Didactics of law and security subjects as a science and its position in the system of pedagogical sciences
- Interdisciplinarity of didactics of law and security subjects
- Scientific research activity in didactics of the field
- Structure of didactics of law and security subjects

### 2. Education in law and security subjects

- Subjects of law and security in pupils' education, specifics of subjects of law and security
- Educational disciplines, fields of study

### **3. Teaching process in the teaching of professional subjects**

- Teaching process, phases of teaching, types of teaching
- Systemic approach in teaching

### **4. Application of didactic principles, lessons and rules in the teaching of law and security subjects**

- Problem definition
- Classical didactic principles
- Modern didactic principles
- Relation of didactic principles to other didactic categories
- Didactic precepts and rules

### **5. Learning objectives in teaching law and security subjects**

- Learning objectives in teaching
- Hierarchy of learning objectives
- Taxonomy of learning objectives
- Teacher's work with objectives in teaching

### **6. Content of the teaching of law and security subjects**

- Definition of the problem, content of the teaching
- Basic teaching, extending teaching, deepening teaching

### **7. Educational methods in teaching**

- Definition of the problem, breakdown of teaching methods and specifics of the usage of methods in teaching law and security subjects
- Application of classical (traditional) teaching methods
- Students' activity in teaching
- Teaching tasks
- Application of activating teaching methods
- Aspects of the choice of teaching methods

### **8. Organizational forms in teaching**

- Problem definition
- Teaching unit
- Practical teaching and specifics of practical training
- Linking theory with practice, linking school with life. Field trips, internships, placements and outings in the teaching of law and security subjects

**9. Teaching aids, didactic technology and equipment for schools, classrooms and other teaching workplaces**

- Problem definition
- Specifics of the usage of teaching aids in teaching
- Didactic technique
- Equipment of classrooms and other teaching workplaces
- Possibilities of using distance education and e-learning in teaching
- Principles of using teaching aids and didactic equipment, maintenance of teaching aids and didactic equipment

**10. Student evaluation in teaching**

- Assessment of students in teaching, oral, written and practical examinations
- Didactic tests
- Final examinations

**11. Intersubject relations in the teaching of law and security subjects**

- Problem definition
- Content, time and methodological relationships in teaching

**12. Teaching projection and preparation**

- Instructional process of projects
- Curriculum documents related to teaching (framework educational programmes, school educational programmes, curricula)
- Prospective (long-term) preparation of teaching
- Current (short-term) curriculum preparation

**13. Teacher and student in teaching**

- Personality of the teacher of law and security subjects
- Class inspections
- Student in teaching
- Students' free-time activities

**14. Educational action in teaching**

- Problem definition
- Educational methods and principles
- Creativity and development of students' creativity in teaching

## 15. Examples of good pedagogical practice

- Sample curriculum
- Sample of an educational module
- Examples of specific written preparation for teaching
- Sample of teaching presentation and teaching support
- Sample of didactic test
- Sample class inspection record (observation chart)
- Multimedia demonstrations (lessons with method sheets, animations, instruction)

The above-mentioned key problem areas of didactics are the starting point for designing and preparing the teaching of didactics of law and security subjects as a study discipline within the forthcoming Bachelor's degree in teaching law and security subjects.

## CONCLUSION

In our study, we dealt with the didactics of legal and security subjects as well as technical and professional subjects in relation to adult education. We outlined the essence of the issue in a broader context and focused on the structuring of this scientific and study discipline. This is a topical and specific area in which we have formulated a number of new questions that need to be answered in connection with the current security situation. It is fair to say that we do not yet have enough up-to-date sources of information in this area (textbooks, academic books, research reports, articles) that would reflect and respond to the current security situation. Therefore, it seems necessary to refine the outlined concept into a concrete form and process both current teaching texts and teaching aids in this area of didactics and then carry out research investigations in this area (especially research into the teaching of subjects on the issue of safety).

In the light of this study, a systematic approach to the identification and theoretical solution of threats in the educational process and the choice of appropriate methods was stated in Chapters 5–7 of this study. Last but not least, it would be appropriate to immediately implement the legislative anchoring of this activity – i.e. establish a legal obligation to ensure a suitable form of education, as was the case in the past –



e.g. in the form of Act No. 73/1973 Coll., on Military Education. The absence of such a legal obligation leads to disregard of the need for educational practice and social demand, especially in relation to the current security situation.

## REFERENCES

- ASZTALOS, O. (2008). Konstituování oborové didaktiky (OD) jako pedagogické disciplíny. In: *Podpora rozvoje oborových a předmětových didaktik v odborném vzdělávání*. Prague: NUOV, pp. 7–9. ISBN 978-80-87063-05-7.
- BAJTOŠ, J. (1997). *Úvod do didaktiky odborného výcviku*. Bratislava: Metodické centrum města Bratislavy, ISBN 80-7164-180-4.
- BAJTOŠ, J. (1999). *Didaktika technických predmetov*. Žilina: Žilinská univerzita v Žilíně, ISBN 80-7100-646-7.
- ČADÍLEK, M. (1995). *Didaktika odborného výcviku technických oborů*. Brno: MU. ISBN 80-210-1081-9.
- ČADÍLEK, M. (2023). *Didaktika praktického vyučování I*. Brno: CERN, S.R.O.
- DRAHOVZAL, J., O. KILIÁN & R. KOHOUTEK. (1997). *Didaktika odborných předmětů*. Brno: Paido. ISBN: 80-85931-35-4.
- FRIEDMANN, Z. & P. PECINA. (2013). *Didaktika odborných předmětů technického charakteru*. Brno: PdF MU. ISBN 978-80-210-6300-6.
- JANÍK, T. (n.d.). *Didaktika obecná a oborová: pokus o vymezení a systematizaci pojmů*. [online]. [cit. 2024-06-24]. Available at: [http://www.akreditacnikomise.cz/attachments/article/279/didaktika\\_obecna\\_a\\_oborova\\_Janik.pdf](http://www.akreditacnikomise.cz/attachments/article/279/didaktika_obecna_a_oborova_Janik.pdf)
- JANÍK, T. et al. (2009). *Kurikulum – výuka – školní klima – učitelské vzdělávání*. Brno: MU. ISBN 978-80-210-4771-6.
- KILIÁN, O. (2008). Základní otázky oborových didaktik. In: *Podpora rozvoje oborových a předmětových didaktik v odborném vzdělávání*. Praha: NUOV. pp. 9–18. ISBN 978-80-87063-05-7.
- KOTRBA, T. & L. LACINA. (2010). *Praktické využití aktivizačních metod ve výuce*. Brno: Barrister& Principal. ISBN 978-80-87029-12-1.
- KROPÁČ, J. et al. (2004). *Didaktika technických předmětů, vybrané kapitoly*. Olomouc: UP. ISBN 80-244-0848-1.
- MALÍŘ, F. (1971). *Didaktiky cizích jazyků jako vědní obory k problematice jejich předmětu*. Praha: Academia.

MELEZINEK, A. (1994). *Inženýrská pedagogika*. Praha: ediční středisko ČVUT. ISBN 80-01-01214-X.

NEZVALOVÁ, N. Didaktika fyziky v České republice: trendy, výzvy a perspektivy. In: *Pedagogická orientace*. 21(2), pp. 171–192. ISSN 1211 – 4669.

PECINA, P. (2021). *Didaktika odborných předmětů*. Výuková opora. Brno: PdF MU.

PECINA, P. & SLADEK, P. (2013). Pojetí a struktura didaktiky technických odborných předmětů pro střední odborné školy. In. BŘEHOVSKÝ, J., J. NOVOTNÝ & J. ZUKERSTEIN. (2013). *Strategie technického vzdělávání v reflexi doby 2013*. 1. ed. Ústí nad Labem: UJEP v Ústí nad Labem, pp. 131–141. ISBN 978-80-7414-577-3.

PECINA, P. & Z. FRIEDMANN. (2013). *Didaktika odborných předmětů technického charakteru*. Brno: MU. ISBN 978-80-210-6300-6.

PÍŠOVÁ, M. (2014). Didaktika cizích jazyků: otázky identity. In *Pedagogická orientace*. 21(2), pp. 142–55. ISSN 1211 – 4669.

ROHLÍKOVÁ, L., & J. VEJVODOVÁ. (2012). *Vyučovací metody na vysoké škole*. Praha: Grada. ISBN 978-80-247-4152-9.

SEMRÁD, J. & M. ŠKRABAL. (2007). *Úvod do studia odborných předmětů*. Praha: ČVUT. ISBN 978- 80-01-03744-7.

SLAVÍK, M. (2012). *Vysokoškolská pedagogika pro odborné vzdělávání*. Praha: Grada. ISBN 978-80-247-4054-6.

SVOBODA, I. & L. KUBINYI. (2013). Efektivita vzdělávání managementu v oblasti krizového řízení. In: *Sborník z mezinárodní konference Metody a postupy ke zkvalitnění výuky krizového řízení a přípravy obyvatelstva na řešení krizových situací*. Uherské Hradiště: UTB ve Zlíně, Fakulta logistiky a krizového řízení, pp. 337–343. ISBN 978-80-7454-282-4.

SVOBODA, I. & R. VIČAR. (2012). *Právo bezpečnosti a ochrany člověka*. Brno: Pedagogická fakulta. ISBN 978-80-210-6004-3.

SVOBODA, I. & M. JURISOVÁ. (2018). Trestné činy z nenávisti v podmienkach Slovenskej republiky. In: *Sborník z VI. ročníku mezinárodní konference Kriminologické dny pořádaný ve dnech 18.–19. 1. 2018 Českou kriminologickou společností ve spolupráci s Právníckou fakultou Univerzity Palackého v Olomouci, 1. vydání*. Olomouc: Iuridicum Olomoucense, o.p.s., pp. 26–42. ISBN 978-80-88266-15-0.

- SVOBODA, I. (2017). Vybrané otázky oborové didaktiky výuky odborných předmětů práva a bezpečnosti při vzdělávání dospělých. In: 8. *Medzinárodná vedecká konferencia „Národná a medzinárodná bezpečnosť 2017*. Liptovský Mikuláš: AOS GMRŠ, pp. 485–496. ISBN 978-80-8040-551-9.
- ŠAPOVALENKO, G. S. (1960). *Hlavní zásady výchovy a vyučování*. Gottwaldov: Ústav pro další vzdělávání učitelů a výchovných pracovníků.
- TRNA, J. (2005). *Nastává éra mezioborových didaktik?* Pedagogická orientace, Brno: Konvoj. 2005(1), pp. 89–97. ISSN 1211-4669.
- TUREK, I. (1990). *Didaktika technických predmetov*. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-08-00587-4.
- VANĚČEK, D. et al. (2019). *Didaktika technických odborných předmětů*. Praha: ČVUT. ISBN 978-80-01-05991-3
- VETEŠKA, J., M. KURSCH, Z. SVOBODOVÁ, M. TURECKIOVÁ & L. PAULOVČÁKOVÁ. (2020). Longitudinal co-teaching projects – scoping review. In: *17th International Conference on Cognition and Exploratory Learning in Digital Age*., pp. 115–123.
- VETEŠKA, J. (2010). *Kompetence ve vzdělávání dospělých*. Praha, UJAK. ISBN 978-80-86723-98-3.
- VETEŠKA, J. & M. TURECKIOVÁ. (2020). *Kompetence ve vzdělávání a strategie profesního rozvoje*. Praha: Česká andragogická společnost. ISBN 978-80-907809-1-0.

**doc. JUDr. PhDr. Ivo Svoboda, Ph.D., MBA**

Department of Criminology, Academy of the Police Force in Bratislava  
Sklabinská 1, 835 17 Bratislava 35, Slovakia

Department of Security and Law, AMBIS. University, Prague  
Lindnerova 1, 180 00 Prague, Czech Republic  
Email: ivo.svoboda@ambis.cz

**doc. Ing. Karel Kubečka, Ph.D., MBA**

Department of Security and Law, AMBIS. University, Prague  
Lindnerova 1, 180 00 Prague, Czech Republic  
Email: karel.kubecka@ambis.cz