

Abstract

The purpose of the diploma thesis is to interpret the philosophical concepts of the education, dialogue and totality against the backdrop of the potential contemporary educational crisis. The thesis demonstrates the contributions of philosophy in characterisation of education. The topics were inspired by the question whether the formal education can develop the authentic thinking of an individual. The author aims to expose the original and justifiable assumptions of education and demonstrate the potential consequences of education perceived solely as a matter of formation and integration into pre-set social structures and mechanisms. The thesis exposes the very essence of education as the fundamental capability of entering dialogue and points out its need for a free yet responsible self-determination of a post-modern individual whose inherent ability to surpass own assumptions prevents the society from the rise of the totalitarian thinking.

Key words

Education, pedagogy, crisis, philosophy, ethics, dialogue, totality, world, science, technology, authenticity, transcendence, object, freedom, spontaneity, will, thinking