

ABSTRACT

The author's main focus of this study are the different forms of educational relationships as found in various types of literature. His general definitions and views on what kind of relationships teachers should have with their students are compared with the concept of educational relationship as perceived by the philosophy of education and psychoanalysis. The common element here is the condition of emotionally charged relationships between teachers and students, although opinions on what such a relationship should look like vary. Philosophy of education points out the antinomic character of education and highlights the term *eros*, which is perceived as the driving force of the educational process. Psychoanalysis focuses on the psychological aspects of educational relationship and warns of immediate intimate bonding of teacher and student. The work is based on analysis of academic and popular literature in which the educational relationship is further analysed, and on the Socratic educational relationship as defined in works of Plato, specifically the *Symposium*.

keywords: educational relationship, philosophy of education, psychoanalysis, Socrates, Symposium