

Doctoral dissertations: *Philosophy of Education and Hermeneutics of the Chorismos*

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ABSTRACT: The dissertation addresses two areas of philosophical thinking, philosophy of education and an area of thinking of chorismos. The task of this dissertation is to indicate the possibility of rethinking their mutual concurrence. The work explores the philosophy of education as idiosyncratic ground of thought capable of receiving inspiration coming from thinking of chorismos. The author was inspired by interpretations of chorismos written with regard to Jan Patočka's thinking.

The dissertation starts with an *opening* (the first chapter.) and with an *introduction to problems* (2nd ch.). The next chapter focuses on *searching for the the meaning, essence and basic opportunities of philosophy of education* (3rd ch.) that is followed by preliminary *inquiry of hermeneutics of chorismos in relation to the philosophy of education* (4th). There is a key section *reflecting on the importance of hermeneutics of chorismos for philosophy of education* (4.4) in the 4th chapter. Hermeneutics of chorismos is not perceived not only as an interpretation of chorismos, but foremostly as a philosophical inquiry of essential problems of philosophy and philosophy of education thought with regard to problem of chorismos. The dissertation finishes with *a summary and a discussion* of other possibilities for further and thinking and with *a conclusion*.

In the narrower meaning, the work is meant to be contribution to the debate on the nature and the meaning of philosophy of education, and therefore its goal is also to emphasize a distinctive and a crucial role of philosophy for education and training. Author intends to bring into play such philosophical possibilities that could help people deeply interested in education find not only a source of inspiration, but also a source of hope and of professional and personal self-esteem. In the broader meaning, for the author who searches for ways of learning to philosophize, the objective of dissertation cannot be anything else than just to give an account of the very experience of thinking.

KEYWORDS: Philosophy; Philosophy of Education; Phenomenology; Hermeneutics of Chorismos; Topological Phenomenology; Chorismos; Ideas; Khora; Plato; Martin Heidegger; Jan Patočka.