

This thesis deals with the concept of education of German pedagogue and university professor Peter Petersen, on the basis of which he elaborated and verified a pedagogical concept called the Jenaplan, which is a synthesis of different lines of the international reform educational movement of the beginning of the last century.

It's only ten years left, and one centuries since the first verification of this concept at the practice school of university of Jena and the first book publication of *The Small Jena-Plan (Der kleine Jena-Plan, 1927)*. Yet it is still a challenge that encourages thinking about changes in the work of a regular school. Still again, he questions the stereotypes and serves as a contemporary model of the school as a workshop of humanity.

The first chapter deal with the historical background of the reform educational movement and the basic features of reform pedagogy. The second chapter describes the life of Peter Petersen. The third chapter is devoted to the basic elements of Petersen's pedagogy and the principles of the Jenaplan school. The fourth chapter forms the core of the theoretical part of the work and, on the basis of quotes from Petersen's writings, describes and interprets its concept of pedagogical anthropology, which is the starting point for education to humanity. The fifth chapter is a transition to the practical part and reflects on the current situation of society and schools, and proposes five basic areas for a regular school to be inspired by the Jena-plan and gradually to innovate. The sixth chapter describes the origin and educational concept of the Church Primary School and Kindergarten ARCHA in Petroupim, which was established as an alternative school and found a parallel to its educational concept in the theoretical base of the Jena-plan. Based on five areas of innovation, basic school documents and texts that the school presents on its website are analyzed.

Nowadays, under the cover of general welfare, spiritual oblivion is hidden in the midst of constantly changing waves of offerings of new theories, ideologies and opinions. This also applies to pedagogy, which Petersen understood as teaching subject to educational goals. He felt obliged to devote himself to the timeless task of education, and thus to the cultivation of humanity.

The aim of this work is to outline the basic starting point of the Jena-plan and to highlight its significance for the contemporary technologically advanced democratic society as a school of humanity based on an analysis of Peter Petersen's texts and an example of good practice.