

ABSTRACT

This thesis aims - based on my detailed analysis of the first one of the three Heidegger's lectures on *The Nature of Language* (Das Wesen der Sprache 1957/58) in which he deals with the possibility of undergoing the experience of speech with the support of the *onto-logical* starting point, which is overcome by meaning-compliant thinking (besinnlicher Nachdenken) into a poetic experience with a word and with its relation to the entity and non-entity of a thing from the poem by Stefan Georg titled *The Word* (Das Wort) - to contemplate on the assumptions and limits of the apprehension of the philosophically-educative questioning as the nurture towards thinking, which should inevitably be preceded by the knowledge about what it means to be or not to be brought up in thinking.

KEYWORDS

education, human being, language, experience, poetry, thinking, Heidegger