

Abstract

The thesis is based on an analysis of the term general education, aiming at its specific conception. It provides an overview of historical conceptions of general education, distinguishing between the perspective of educational institutions, which is primarily focused on the minimum basis of education, common to all members of a particular society, and the idea of the term, pointing to the omnitude of knowledge and orienting the ways of apprehending it. It regards general education as a network of interconnections and relations between findings and examines its significance as opposed to vocational education, its influence on the holistic formation of a person, its importance for personal development and the formation of a person's particular life during the course of life. It deals with general education in the perspective of educational content, individual and social needs and draws attention to the importance of general education in the framework of contemporary pedagogical discourse and reform modifications.

Key words

General education, omnitude of knowledge, knowledge structure, educational content, curriculum selection, curriculum organization, findings, personal development, educational institutions, academic pedagogical discourse, reform pedagogical discourse, reform of education