

The subject of this dissertation is a topic that has not received attention in professional literature to date, and examines the theory and practice of body culture in the context of andragogy. The compilation of this paper required an examination of the relationship between andragogy and body culture, including prerequisites for the utilisation of andragogy in body culture.

The primary consideration for this was to examine, if only in general, lifelong learning and its role in society, with an emphasis on related adult education or andragogy. It then shows the connections between lifelong learning and culture, divided into material and spiritual (intellectual) aspects. This division enabled an initial, general formulation characterising body culture in terms of the intellectual and spiritual conception of Man to be drawn. From this perspective, as the creator of body culture, Man imprints it with a spiritual and material nature. Defining the nature of body culture and some of its aspects was, together with information on lifelong learning, the foundation in the search for the roots of the relationship between andragogy and this culture.

According to this paper, these roots primarily lie in the identical content of andragogy and body culture goals. After all, this content bears on the contribution of both andragogy and body culture to the formation of the personality of individuals capable of living a full life in current societal development. Equally, these roots also lie in certain identical or similar values in andragogy and body culture. Yet the determining factor here is that, in a certain sense, andragogy is a part of culture overall, and is therefore also a part of body culture; not just because the origin and development of andragogy is culturally conditioned, but also because andragogy significantly contributes to the birth, development and perhaps dissemination of culture.