

Abstract

The thesis examines Comenius' writing *The Way of Light* in the context of Comenius' universal pedagogy and religious roots. The thesis is divided into three chapters. The first chapter introduces the reader to the historical context of the writing of the work, which is related to Comenius' stay in England and his work for the Hartleb's Circle. The second chapter introduces the reader to the content of the work and analyses it in terms of its pedagogical and religious motives. The third chapter traces the existing commentaries on the work, especially as found in Patočka's interpretations, within his Comenius writings. The main themes and contexts with which these analyses are associated are: pansophism, pampaedia, pedagogy, chiliasm, omniscience, reform, and the syncretic method.

The main aim of this thesis is to show that the writings of *The Way of Light* link pedagogy and religion in a specific synthesis. One of the sub-objectives is to show the writing as still relevant for today. Another aim is to see how Patočka comments on the writing, since his understanding of Comenius stems primarily from his pedagogical efforts. I am also interested in the genesis and historical context of the work, as Comenius wrote the work under specific circumstances, namely in Hartleb's circle in England.

The method of the thesis is literary research in the first chapter. Then, in the second chapter, the method of content analysis of the writings of *The Way of Light*. In the third chapter the synthetic method is used to summarize the key findings of Patočka on Comenius' writings.

The thesis concludes that the writing is still alive for today's world. It contains stimulating ideas from both pedagogical and religious perspectives. Contemporary pedagogy should not be deprived of its moral and educational dimension. The aim of pedagogical work is not only to transmit information and facts to the next generation in a good way. The purpose of pedagogy should be to educate the best version of individuals and we should not neglect the moral, skill and holistic aspects of education.