

## **Abstract**

This Bachelor's thesis covers the topic of freedom of an individual in the process of education, which American psychologist Carl Ransom Rogers (1902-1987) elaborated in his work. His person-centered approach, originally introduced as a psychotherapeutic concept, was applied in education later in 1960's and had, above all, an impact on adult education and learning. In the Czech Republic, though, Rogers's work is mainly understood in the context of psychotherapy. Therefore, this Bachelor's thesis addresses the less known area of Rogers's approach as applied in adult education and deals with it from the point of view of the philosophy of education. This thesis understands the related topics of the definition of roles of the educating and the educated, the meaning of personal experience, authenticity, freedom and self-actualization possibilities in the education process as the cornerstones of Rogers's concept of ideal education. Using the findings of the psychology of personality and pragmatic approach to education, the thesis discusses the most important findings and disputable points of Rogers's way of thinking.