

The text of this work is primarily based on the works of Wolfgang Brezinka, focusing on the philosophy of education and on many sociological works by Zygmunt Bauman, which are cited for better orientation in the philosophical-educational context of the chapter focusing on the philosophy of education used in the antiquity

The aim was to present the reader with at least a brief awareness of the individual aspects of the philosophy of education as presented by Brezinka and to supplement it with the possible aspects that can be taken from Bauman, who primarily focuses on exploring the socio-cultural phenomena of the modern society.

Gradually, the essential characteristics, features, and characteristics that accompanied the upbringing in antiquity are presented, just as the educational aims and beliefs in relation to the upbringing that is presented by Brezinka. Furthermore, there are discussed and examined the pitfalls of modernism and postmodernism in relation to personality, culture, society and philosophical-educational possibilities as pointed out by Bauman.

The amount of works on the philosophy of education is insufficient and even here, of course, it has not been possible to cover all the philosophical aspects of education which are available to the authors dealing with the philosophy of education, yet this work is outlining and summarizing at least the main philosophical and educational aspects of the authors Z. Bauman and W. Brezinka and their resulting comparisons.

It has been found and pointed out how much of an important milestone in the philosophy of education are the educational goals and their correct setting and the subsequent pursuit of their achievement, using the suitably chosen way and method. It has also been shown how hard is it to apply the philosophical-educational aspects based on the beliefs presented by Brezinka. The specific knowledge is the application of these aspects and their transformation into the direct use of the contemporary society in which there practically nothing has a lasting character.

Permanent values that need to be targeted and directed are, though, proved to be necessary in order to use the discipline of the philosophy of education correctly.

What are the likely trends in the application of philosophical-educational aspects by the current pedagogical staff? Shall faith and religion form a stronger or more authoritative position in this environment or disappear altogether? Is it possible that in the context of the educational aspects, faith remains on the very edge of interest, as it is so currently, even though it plays such an important role in teaching and learning ethical behavior? These are possible questions that need to be considered further. Managed risks of education, including their selection and a choice of the right tactics and appropriate approach to educators, are the key factors necessary in order to find a meaningful and correct application of the philosophy of education entirely, and these aspects also may have a positive impact on the other fields of study such as sociology, andragogy, and pedagogy.