

ABSTRACT

This research work deals with the theoretical approach and ideas of the philosopher Martha Nussbaum in the fields of education and upbringing. The author presents a revolutionary perspective based on the concept of 'capabilities.' She defines it as a set of fundamental human abilities and possibilities that enable individuals to lead a full life and participate in society. This capability is not only about economic success but also includes emotional and social aspects. The work focuses not only on the context of the educational theory itself but subsequently analyzes key aspects, including the importance of emotions and moral guidance as integral components of the educational process. Furthermore, the work offers a critical view of Martha Nussbaum's theory, examining practical challenges in its implementation in real educational environments. It also analyzes critical opinions and controversies related to this theory, including discussions about the universality of the concept of capabilities and its suitability for different socio-cultural contexts. Among other things, it focuses on a critical evaluation of this approach with the aim of stimulating further reflective debate on the significance and prospects of education in the 21st century society.

KEYWORDS

Martha Nussbaum, education, upbringing, capabilities, emotions, criticism