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Relationship of modernism, postmodernism and reflections of it on education

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Abstract

Making Modernism and Postmodernism a different sense of social life caused creation of different life and thinking styles. Modernism as a result of enlightening after the 18th century has taken its place in every area of the society. Post modern word has been defined as the further level of modernism. Every two kind of thinking styles have been effective at every point of life , also it affected education. Main elements of modern culture and postmodern education are combined and are being integrated with educational programs. The relationship of modernism and postmodernism is being examined since past till today in this essay and also their reflection on education has been examined. This research is in a survey model and documentary survey method has been used. As a result, the idea of entering postmodernism after modernism in our lives even in education, saturating the transition in the values of the society without realizing it and even not complaining about this situation awakened in us.

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1. Introduction

Modernism came along as a different view with 1970's. All field experts calls this period as postmodernism. Postmodernism is thought as a structuring and a reaction against modernism and separating modernity. While post modernism is being examined in visual media of 21st century, it is required to talk about the relationship between modernism and postmodernism. Whereas acting starts from producing principle, consumption principle has been more important in postmodernist period. As superficial subjects have been more important in radical in every part of life, more daily subjects have been in agenda instead of upper explanations, it is a period when upper explanations have been rejected and central structure has been removed. (Harvey, 1997, p:60).

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It is thought that as Postmodernist period created problems in itself by being accepted in the society and cultural, social and economic arrangements at every level of the society in the context of the effects of the period, this period can be thought as consumption culture. Postmodern period with its production, production structure and Dynamics has a structure provoking consumption. Because of this reason, firstly giving meaning to every aspect of life, objecting values is required to provide production and forming a positive value for the life. While modernity affects firstly human beings, it includes positivism, techno centrism, globalism and rationalism, so it affects the world of human beings. (Aslan and Aydın, 2005, p.96).

In other words, trying to institutionalize “modernism” by the society under the title of “cultural society” and consumption by this way is called postmodernism. The society named as cultural society are the individuals who produce and consume popular equipment not caring about the formation of serious cultural products and all communication channels, universities, publishing houses which live in this area and use all mass media in its own cultural sub-structure (Harvey, 1997, p.78). This research is important in the frame of examining the effect of postmodernism on society by the way of visual media.

1.1. Modernizm

Modernism corresponds to “enlightenment” concept in English. Modern word based on enlightenment has been produced from Latin “modo” and means that modern separates past and present. (Aslan and Yılmaz, 2005, p.94-96). Modern term the new one is used as synonymous of near future which has been furthered away from past (Kızılcılık, 1996, p. 9). This situation is the one which has been created form a radical change and been applied to human and its natural environment. Modernism is living and being in a qualified, different and new world which does not belong to the past (Yıldırım, 2009, p.382).

Modernism, as Jürgen Habermasın wrote in an essay named as “modernity, uncompleted Project” in 1980, is a product of an idea where the individual will be able to Orient everything as he requests and believes he can do everything by using his intelligence (Dohtaş, 2003, p.21). Modernism includes a change, transition to fine and beautiful things and also war. Modernism is formed of individuals who are living relationships basis for an intelligence world regularity formed of enlightened individuals and organizations of these individuals (Yıldırım, 2009, p.382)

So, according to Sarıbay (2001, p.4-5) modernism concept states as

“A situation in which a differentiation of progressing, economic and administrative rationalization and social world opposite to traditional order in parallel with modern capitalist –industrial government and which has been started to be used in West with the Enlightenment in the eighth century (Yıldırım, 2009, p.383).

Self-confidence of the individuals increased with modernism but human beings preferring narcissism of the individualism have been burst out in their internality by the loneliness of urbanization. Postmodernism, which is against aggrandizing the intelligence by modernism, came up by accepting multiplism and diversity instead of single mind(Gökçearslam, 2005, s.20-21).

1.2. Postmodernizm

Postmodernism is a society net which formed its own life forms. Postmodern societies do not foresee the freedom of mind, they defend local culture, they are formed of civil societies which have been formed of some pieces, there are relevant statement methods to their own living forms (Adak, 2010: 372).

Even Postmodern period had been in inclination of supporting with opposite cultural movements in 1960’s, the impulses are seen as an extension of discharging the will chains of instincts, conflict of rebel and bourgeois opposite to modernist actions in arts area(Best ve Kellner, 1998, p.29). The first one using this term is the historian Arnold Toynbee. Toynbee in his product called as A Study of History used postmodern term firstly. The period when west civilization entered a dark period since 1875 is called as postmodern period. (Dohtaş, 1999, p.187; Aydın, 2006, p.3). According to Tenner(1997, p.34) in case of expansion of the term postmodernism, the word “post” as an affix has been defined as determination of what has to be done to overcome modernism(Yıldırım, 2009, p.386). The word “post” includes two meanings with its English usage. It is used in the meaning of “Later” or education after bachelor’s degree(Odabaşı, 2004, p.20).

According to Adak (2010, s.371) postmodernism is examined in three branches firstly aesthetically in different styles in arts and architecture, secondly as historical for a period starting from 1900's, and lastly ethical and philosophical as a questioning including an area in which the knowledge is being tested as radical epistemological (Gandy:1997, p.150).

Postmodernism period has been a historical period and also it has been serious paradox. In addition to individuals' getting used to development and changes in every area, the reason of increasing the importance of societies' life styles includes social and economic developments. Because of this reason, a differentiation or a collapse can be lived by the individuals who live concept chaos.

We can accept postmodernism as an extension of modernism as a living situation. However, postmodernism existed as a reaction against being modernism global in the context of knowledge, mind and values, development of humanist ideological values. Postmodernism internalizes objective approach in the realist ideal and has been objective society values. Because of this reason, it is understood that postmodernism is opposite to all values based on ontology, epistemology and rationalism. It exhibits an opposite attitude towards global human approaches and humanist ideologies (Aydm, 2006, p.1).

In other words, it can be told that postmodernism is a modernism which struggles and comes to an agreement with impossibilities living in itself and existing in life by itself. Also according to Kale Postmodernist artist is brave and criticizes the world he has been living in, he qualifies this period as the past of future period(Kale, 1993, p.284). In other words, individuals reverse the signs of the roof forming the structure of single type individual profile and globalism with postmodernism. This situation not only provides the individuals who internalizes postmodernism accept the differentiation of life styles but also live in this life style. So postmodern societies corrupts all rules by third learning , they leave all their behaviours (Bauman, 2005, p.156).

1.2.1. The features of Modernism and Postmodernism :

Modern/ Modernity

Regularity/Control
 Certainty/ determiner
 Fordism/Factory
 Content/Depth
 Development/tomorrow
 Homogeneity
 Hierarchy/Adulthood
 Existence/reality
 Cautious/External
 Design
 Relevancy

Postmodern/ Post modernity

Irregularity/ Chaos
 Uncertainty /Indecision
 Postfordism/Office
 Style/Superficial
 Stable/Today
 Inhomogeneous /Multiplier
 Equality/Youth
 Performance/Imitation
 suspicious/Self-centred
 Participation/Parody
 Irrelevancy/Luck (Odabaşı, 2004, s.29).

1.2.2. Social reflection of postmodernism forms six basic situation on the behaviours of individuals

Top reality
 Crashing
 Replacement of production and consumption
 The subject not being at the centre
 Association of opposites
 Losing commitment and trademark loyalty
 Multiplism is also added to the features related to Postmodern situation
 (Yeygel, 2006; 204; Odabaşı, 2004, p.32-33; Kayaman ve Armutlu, 2003, p.3;).

As Kayaman and Armutlu(2003,p.3), transferred from Brown (1993,p.19), the most important features of contemporary postmodern societies are living today, emphasis on shape and style, acceptance of irregularity and chaos.

1.3. Reflection of modernism on education

Modernism concept states changes related to arts and science in culture history. Modernism is seen as positivism in science beyond the reflection of its relationship with human being in a passive way. Because of this reason, modernism has developed as a reaction against realism.

The changes in social sciences affect education concept, institutions and educational services. So, there have been changes in the structure of the schools which carry out educational activities. The process of cultural differentiation, individualization, materialization and rationalization which form the roof of modernism will be effective in the development of individuals who will provide the sustainability of available status quo and changed the structure of the schools. Modern structure examining the schools ideologically pushes all structure, elements and staff of the school to a passive structure in the definition of duties. The teacher became the applier of the curriculum and transferring the knowledge and the student became the learner of rational knowledge related to the exams to provide the continuity of status quo (Aslanargun, 2007: 197).

The behaviours are based on reason-result relationship in the frame of behaviours in modernism. It is not related with feelings, beliefs or traditional forms. The reason of this situation is based on the change in cultural and social structure. In case of examining the change in reason and result relationship of social structure, it can be told that it is social mobility and the individuals' passing from general roles to special roles which they fictionalised in a specific way in their social lives. This situation caused changes in the general structure of the schools.

Modern educational approach is status quo and bureaucratic which defends management from centre. The individuals educated at schools did not meet the expectations who had been educated with the idea of happy ideal world of enlightenment thought; on the contrary a world which has been dominated with fright, chaos and war after the industrial revolution existed. The authority levels as hierarchically, determination of definition and duties of all school staff, priority of registration and documentation system for the students and also dominancy of individualistic preferences in addition to regulations in all central educational system are accepted as the basic features of modern schools. As a reflection of industrial revolution, transferring institution and factory environment to educational environments, using the rules and providing the sustainability of existent situation were accepted more important than the values they had (Aslanargun, 2007: 197).

1.4. Reflection of postmodernism on education

Postmodernism discussions existed as a result of questioning modern educational approach since 21st century. Post modern education as an alternative to modern educational understanding exists as a new understanding. Postmodern educational understanding has discussions and questions related to knowledge and scientific traditions, such as whether science is particular to the individual or is it definite, knowledge should be directed at understanding or questioning, knowledge should include arithmetical and verbal mind in addition to rhythmical and kinaesthetic development (Özden, 1999).

Postmodernism as a culturally entity is commented as the organizations which the individuals formed have a culture, because of this reason management of postmodernism with cultural content is the point in question. Because of this reason, positivist paradigm is used as basic point of view in post modern education fact. This situation creates problems in the context of culture and philosophy; as a result an educational approach that does not give importance to local and cultural values in educational management approaches is being lived (Şişman, 1998).

Post modern educational approach is a questioning in this meaning. It is the rebellion of crushed groups in societies all through the time. Postmodernism is the interpretation of the relationship between power, knowledge and wish. Because of this reason, while Post modern educational approach contributes to social changes, it also emphasizes the individuals' stating themselves and difference of them. So, the educational institutions are not only the places giving information and training individuals as a subject but also contributing subjectivism to the individuals.

The individuals who have been trained with this understanding should not only know their language but also know the world languages. Because of this reason, knowledge provides the individuals have education which increase their democratic ideas and trained as living cultural diversity in post modern education. Because of this reason, education provides opportunity for the individuals to use a definite content by adapting it to themselves (Kurt; 2009: 89). It is possible to talk about Postmodern educational approach as an approach where modernist educational approach problems exist and questioned. Standardization, centralization, catharsis from the values and

rationalism of postmodern paradigm colours the modern educational approach. Postmodern educational approach thinks that modern educational approach and the structure of the schools are inadequate. Science and education builds its roof over dynamic knowledge in postmodernism, it develops its productivity by searching new ideas and concepts (Fritzman, 1995).

Enlightenment with Postmodernism defends that knowledge can be extended and globalised in usage and this will be a social success (Terren: 2002, 161). Uncertainty lived with postmodern social change causes negative effects such as decreasing the socialization at schools (Aslanargun, 2007: 197).

Relationship with subject in modernism, emphasis on privacy by the majority in postmodernism is combined and creates a combining effect of abstract rights, cultural, historical structure of the society. Pluralist life and mind are structured together in postmodern education and transforms life to democratic actions. Because of this reason, postmodernism education is a system that forms global, questioning structure by rejecting science and knowledge types (Giroux, 1991).

2. Research Methods

It has been a research in the survey model and has been prepared with documentary survey method, the research is the total of scanned documents, paintings, pictures, voice records, plaques, equipment, sculpture belonging to the past and in addition to these it also includes every kind of reports, encyclopedias, books, statistics and minutes. (Karasar, 1999, s:183).

3. Conclusion

While individuals move with the idea of reaching ideal structure and production in modernist period, they start out with the idea of consumption in modernist period. The first priority of modernity is the building stones around the individual and the individual himself. However institutionalization of the structure defined as cultural society of modernism caused the existence of postmodernism. In the modernism period which means enlightenment, the individual is able to orient every kind of structure by using his mind. This situation has been seen as a movement of industrial revolution and capitalism, people became individualized in modernist period and have been drowned in their internalization. Post modernism is a rebel against the criticism of modernism. The questioning of arts in addition to architecture, history and epistemology has been talked about in post modernist period. Postmodernism society adopts objective approach in realism ideal and has been objective to the social values. Postmodernism reverse globalism and being single type of individual signs which are the central values of modernism. They also apply this life style. So, postmodern societies crash down all rules with third learning and give up all their habits. The changes lived in social sciences caused changes in work and functions of institutions in educational area. Claiming negative and invaluable approaches to individual and educational system at the experimental level by important changes and transformations realized in educational world and creation of dead-ends cause some critics. There have been some irregularities in the transition from modernism to post modernism and in the structure of postmodern educational system. Post modern educational institutions have an authorized structure in the context of curriculum, rules, knowledge and management. Because of this reason, cultural differences threat status quo, they have the quality that makes the provision of stability. They limit the education approach; they are not successful at not taking into account individual differences. So, quantity and quality chaos is lived along. There is a suspect about the absolute true. The schools are evaluated as the centre of the knowledge and the teachers are the ones transferring the knowledge. In modern period, educational activities are at the forefront, whereas individual satisfaction is at the forefront in postmodern period. Because of this reason, an understanding including different cultures in it should be adopted, not local values instead of post modern educational approach. You should work together with teachers and managers who have vision to adopt stability and flexible understanding. While educational activities are going on, the individualistic differences and emotional situations of teachers and managers, but firstly the students should be taken into account and flexible but an educational approach which has its own principles in it should be provided.

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