

Review Article

Rethinking Education in the Context of Liquid Modernity and Performance Society

Adem İNCE*

 0000-0003-4126-2798

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ABSTRACT

This article examines the nature of education in late modern society through Zygmunt Bauman's conceptualisations of liquid modernity and Byung-Chul Han's performance society. Since education as a social institution is a phenomenon that cannot be understood in isolation from its sociological, political, economic and cultural aspects, it is vital to consider the issue with a holistic perspective to understand the truth of education in the face of the contemporary understanding of education that confines education to in-school practices. Therefore, Bauman's sociological and Byung-Chul Han's philosophical approaches constitute the main discussions in this article, as they reveal the characteristics of human typology produced in the late modern period. The main conclusion made within the scope of the study is that the complementary aspects of sociology and philosophy disciplines are also valid in the context of Bauman and Byung-Chul Han's views. In this sense, it is seen that the general characteristics of human typology, which is produced using tools employed within the scope of political and economic policies, are similar to each other in the late modern period analyses detailed by Bauman with the concept of liquid modernity and Byung-Chul Han with the idea of performance society. Moreover, it has been concluded that Bauman's sociological interpretations and Byung-Chul Han's philosophical views correspond to findings that complement each other in many places. The study results suggest that considering the complex structure of the late modern period, education-related issues can be understood more healthily if they are handled with an interdisciplinary approach to understanding education better.

*Yazar İletişim/ Corresponding Author: Adem İnce (Doç. Dr.), Samsun Üniversitesi, İktisadi, İdari ve Sosyal Bilimler Fakültesi, Sosyoloji Bölümü, Samsun, Türkiye ✉ ademince@hotmail.de

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