



The Reflections of Postmodernism on Practices of Psychological Counseling and Guidance

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Abstract

Postmodernism, which has arisen in the last two decades, is briefly a new discourse for trying to give meaning to the world. It is generally termed with the thought that the era called 'modernity' has lost its popular room in almost all fields like art, architecture, philosophy, literature and science and that subsequently a new era has started. This new era is considered to be responsible for forming a postmodern culture. This culture implies that the rigid 'positivist' and 'rationalist' paradigm in science, as coming on the scene with the Age of Enlightenment, is no longer the basic originating point for most of intellectual context, especially social sciences. The most important valid acknowledgement for this new culture is the impossibility of reaching the 'perfect truth' just by the parameters of 'mind' and 'science'. In direct contradiction, the postmodernist approach supports the idea that there are multiple truths concerning the given context and that this leads to the thought that true knowledge is relative. As Nietzsche states: 'there can not be something called the representation of the reality; instead there are interpretations of the reality'. In this article, first a brief review of the default effects of postmodernism in educational sciences will be given and secondly the reflections of the paradigm will be discussed within the context of practices of psychological counseling and guidance.