GENERATIONS AND LIQUID MODERNITY IN THE EDUCATIONAL CONTEXT

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SUMMARY

This theoretical study proposes an analysis of the behavior and experiences lived by different generations, with an emphasis on the impact of these experiences on the formation of each group. It was observed that teaching underwent significant transformations over the generations, without establishing a standardized model, considering the training model to which teachers were subjected. The research addresses education in contemporary times, reflecting on the role of educational institutions and educators in this context. The peculiarities of the generations of veterans, baby boomers, X, Y, Z and alpha are explored, and their interaction with Liquid Modernity, a concept coined by Zygmunt Bauman. The methodology used consisted of a bibliographic review, using the Google Scholar and Scielo Brasil databases as sources. Generations are influenced by landmark events that shape their personal and social interests. Liquid Modernity, characterized by its uncertain and unstable nature, imposes a constant need to reevaluate educational practices. In this scenario, the role of the educator and educational institutions becomes paramount, especially with regard to the incorporation of technological tools in the teaching-learning process. This process allows students to take an active role in building their knowledge, resulting in more critical and socially aware individuals. The study aims to encourage educators to reflect on the use of technological tools in teaching, focusing on the centrality of the student in building their knowledge.
Key words: Generations. Liquid Modernity. Youth Protagonism. Educational Practices.

ABSTRACT

This theoretical study proposes an analysis of the behavior and experiences lived by different generations, with emphasis on the impact of these experiences on the formation of each group. It was observed that teaching underwent significant transformations throughout the generations, without establishing a standardized model, considering the training model to which teachers were subjected. The research addresses education in contemporaneity, reflecting on the role of educational institutions and educators in this context. The peculiarities of the generations of veterans, baby boomers, X, Y, Z, and alpha are explored, and their interaction with Liquid Modernity, a concept coined by Zygmunt Bauman. The methodology used consisted of a literature review, using Google Scholar and Scielo Brasil databases as sources. Generations are influenced by significant events that shape their personal and social interests. Liquid Modernity, characterized by its uncertain and unstable nature, imposes a constant need for reevaluation of educational practices. In this scenario, the role of the educator and educational institutions becomes paramount, especially when it comes to incorporating technological tools into the teaching-learning process. This process allows the student to take an active role in the construction of their knowledge, resulting in more critical and socially conscious individuals. The study aims to encourage educators to reflect on the use of technological tools in teaching, focusing on the centrality of the student in the construction of their own knowledge.
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1. INTRODUCTION

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> Liquid modern society is not fixed to a space or time, always open to change and free to try something new. Maintaining a fixed shape is not as easy as simply taking a new shape, and taking a new shape is a source of strength and invincibility, adapting to the environment and making the best of it for yourself, then moving on to the next shape. As a result, the forms of power in society are being reallocated and redistributed, and non-durable objects take over and durability no longer has the same value. The different families come across
> with different molds and inverted values   (de Souza, 2014).

The rapid transformations of the 21st century have brought with them a series of problems in the educational context. On the one hand, we have students increasingly dependent on technology, immersed in the universe of cyberspace and with compromised concentration. On the other hand, we have teachers who grew up and were educated in a generation with a teaching format that was completely contrary to what applies today.

Zygmunt Bauman, a renowned Polish sociologist, introduced the concept of "liquid modernity" to describe the fluid and volatile nature of contemporary society. In contrast to the "solid modernity" of the past, where social and cultural structures were stable and predictable, liquid modernity is characterized by constant change and uncertainty.

For Bauman (2001), social structures do not have time to solidify before dissolving again, creating a state of constant flux, where individuals are forced to continually adapt and reinvent themselves. At the same time, the concept of generations is fundamental in sociology and cultural history. Generations refer to groups of individuals who were born and raised in a specific period, sharing similar historical and cultural experiences that shape their attitudes, values   and behaviors.

Research on generations has focused on how historical events and cultural changes influence the perspectives of different age groups. The intersection of these two concepts - liquid modernity and generations - is particularly relevant in the educational context. Younger generations, such as "Millennials" and "Gen Z," are growing up in a world of liquid modernity, where technology and culture are in constant flux. This has significant implications for education, as educators need to understand how these changes affect student expectations and behaviors.

The objective of this study was to carry out an analysis of the behavior and experiences of each generation, generating reflections on how this impacted the formation of each group. Furthermore, it was observed that the teaching process also underwent several transformations within each generation group and that, currently, a standardized way of teaching has not yet been consolidated, considering the training model to which teachers were subjected.

To understand the scenario in question, a bibliographic study was conducted on the different generations and Liquid Modernity, a concept proposed by Zygmunt Bauman, which addresses the ephemerality of relationships in contemporary times. This study details the intrinsic characteristics of each generation, their experiences and the events that influenced their formation as individuals. In the contemporary context, the research focuses on the forms of interaction between different generations, in light of Bauman's Liquid Modernity theory, bringing reflections relevant to the school environment in the teaching-learning process scenario.

Finally, the nature of education is discussed in the face of current modernity and the current generation of students, in addition to reflecting on the crucial role of educational institutions and educators in this scenario. The objective is to encourage reflection on the need for adaptation and innovation in the educational process, considering the peculiarities of each generation and the demands of the modern world.

2. METHODOLOGICAL APPROACH

This study, of a theoretical nature, consists of a literature review developed based on bibliographical research, as defined by Gil (2002). The research was conducted using the databases from Google Scholar and Scielo Brasil, and involved the analysis of already published materials, which include books, scientific articles, magazines, newspapers, theses, dissertations, annals of scientific events, among other information formats available on the internet.

According to Gil (2002), bibliographic research is an invaluable source of information that assists in intellectual activity and contributes to the expansion of cultural knowledge. This is based on several methodological procedures and serves as a basis for future research. Furthermore, it allows for a vast range of information and the use of data scattered across various publications, helping to construct or more precisely define the conceptual framework that involves the proposed object of study.

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To develop the scope of this study, around ten articles were carefully selected, of which five were obtained through the Scielo Brasil indexer. The selection of these works was carried out using the keywords: "Generations and Liquid Modernity in the Educational Context". We chose studies produced within the last five years (2018 to 2023).

When choosing works in the Google Scholar indexer, the relevance filters, number of citations and language (Portuguese) were activated. Finally, a screening was carried out based on reading the abstracts, resulting in the selection of studies that aligned with the objective that this article intended to investigate.

3. GENERATIONS AND LIQUID MODERNITY IN THE EDUCATIONAL CONTEXT

> Everyone must create their ideal persona. Who is the person I dream of being? Then all we have to do is write the script and hire a good director (teacher) to direct the film of our lives. The solid world was the world of immutable and inflexible egos, the liquid world requires us to create many films in our lives in a process of continuous learning. Freedom is the power to create and write these scripts. The danger is when this power falls into the hands of others, as in Nazi dystopias or those resulting from Gramsci's superstructures (Fialho et al., 2019,
> P. 91-92).

A generation is a designation given to groups of individuals who, born in the same period, shared similar experiences and built different values. According to Granato (2023) and Zaninelli, Caldeira and de Souza Fonseca (2022), these generations differ by birth intervals and are shaped by cultural, historical, social, political and technological events.

Individuals born between 1925 and 1945 make up the veteran generation. According to Fonteles et al. (2023), Meroto et al. (2023), Fialho et al. (2019) and Zaninelli, Caldeira and de Souza Fonseca (2022), they experienced a period of significant transformations, such as the Second World War and the Cold War. They grew up in times of adversity, in an environment of scarcity, and learned to value stability and security. In the educational context, veterans are perceived as disciplined and respectful of authority.

The Baby Boomers Generation is made up of those born between 1946 and 1964, a post-World War II period that was marked by a population boom. Members of this generation seek professional and economic stability, are hardworking, loyal and committed. However, they resist change and are criticized for their individualism (Fialho et al. 2019; Zaninelli, Caldeira and de Souza Fonseca, 2022; Fonteles, et al. 2023; Meroto et al., 2023).

Also according to Fonteles et al. (2023), Meroto et al. (2023) and Fialho et al. (2019), Generation X, made up of individuals born between 1965 and 1980, emerged at a time marked by social, political, economic and technological revolutions. They value workplace flexibility and quality of life, lead digital transformation and are known for being adaptable, skeptical and independent. However, they are also criticized for being uncommitted, not very loyal and resistant to change.

Members of Generation Y, or Millennials, are those born between 1981 and 1996, pioneers of technological evolution. According to Comazzetto et al. (2016), Meroto et al. (2023) and Zaninelli, Caldeira and de Souza Fonseca (2022), they became interesting and important for companies due to their talent and experience with the use of technologies. Because they grew up in a period of rapid changes in the technological context and cultural diversity, they developed creativity, enjoy working as a team, are multiplatform and communicate through different means, with emphasis on social networks. They prefer less demanding jobs as long as they can cover their expenses and allow for a flexible lifestyle.

According to Meroto et al. (2023), Fialho et al. (2019) and Zaninelli, Caldeira and de Souza Fonseca (2022), Generation Z includes those born between 1997 and 2010, who grew up in an even more connected and technological world.

...gic. They are known for their concern with social issues and environmental problems, in addition to valuing ...rem diversity and inclusion. However, according to Fonteles et al. (2023), are often criticized for their dependence on technology and lack of commitment. They tend to be individualistic, as they are more concerned with developing their own career or lifestyle.

It is important to highlight that they are open to change, as they have a concept of the world that does not recognize physical and geographic borders, as they interact with different people and cultures from all over the world through social networks. This gives them greater flexibility and adaptability.

For Fonteles et al. (2023), Meroto et al. (2023) and Fialho et al. (2019), the Alpha Generation, which comprises individuals born from 2010 onwards, is characterized by young people who are extremely connected and constantly

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exposed to a flow of information. They have an inclination to be protagonists and actively seek solutions to various problems. This justifies the need to employ dynamic, multiplatform and active methodologies in the teaching process of this generation.

According to Bondioli (2024), this generation is the first to be born completely immersed in the 21st century, facing a reality shaped by the climate crisis, the pandemic and early exposure to technology. Although they are still in development, they are already considered uncommitted and excessively dependent on technology.

In this sense, Félix and Koch (2021) discuss that, in the postmodern era, young people have undergone a significant transformation, mainly due to the emergence of new communication technologies and changes in family structures. They are part of an emerging generation, raised in a culture deeply influenced by technology. New means of communication have revolutionized traditional forms of interaction, allowing the absorption of foreign cultures through increasingly global networks. There is a kind of "blurring" of borders, where youth spreads and mixes. In today's consumerist society, the desires and aspirations of young people also change their behavior.

The study by Da Silva et al. (2023) brings important reflections on the education of the Alpha Generation in the context of Bauman's liquid modernity. The research points out that the transition from solid to liquid modernity has a significant impact on educational practices, requiring adaptations to meet the needs and expectations of this generation. Furthermore, Generation Alpha, who grew up immersed in digital technologies, demands an educational approach that is aligned with the technological and fluid context in which they live.

For education to be effective and relevant for these students, it must be adapted to this new reality. The study also emphasizes the importance of understanding the specific characteristics of Generation Alpha and the effects of liquid modernity on education in order to develop educational practices that meet the needs of this group. The coexistence of different generations in different social contexts requires special attention to guarantee inclusive and effective education. These conclusions highlight the need to adapt educational practices to meet the demands and peculiarities of the Alpha Generation, considering the constantly changing and innovative scenario of liquid modernity.

Polish sociologist Zygmunt Bauman uses the concept of Liquid Modernity to define today's society, characterized by its uncertainties and instability. He compares social, economic and production relations, which are fragile, ephemeral and malleable, to the liquid state. Bauman (2001) highlights that this concept emerged after the Second World War and gained strength in the 1960s.

He also highlights that the previous period comprises Solid Modernity, where human, social, scientific and philosophical relationships were more rigid. Respect for tradition, the search for truth, lasting family ties and trust in the rigidity of institutions are expressive hallmarks of this era.

According to Bauman (2008b apud Felix; Koch, 2021), in the consumer society of liquid modernity, the young person's complete identity is not fully revealed, which has moral implications for the individual. "Liquid Modernity" (Bauman, 2001) is characterized by fragmented relationships, where youth can be observed rapidly changing their appearances and adopting new identities in a disorderly way, according to their preferences and specific groups. In this context, difficulties arise in making decisions, especially regarding discernment between right and wrong (Félix; Koch, 2021).

> We understand liquid modernity from the perspective of Zygmunt Bauman, who defines it as a moment in which human sociability experiences a transformation that can be summarized in the following processes: the metamorphosis of the citizen into an individual in search of affirmation in the social space; the crisis of grand narratives; the transition from structures of collective solidarity to those of dispute and competition; the fragility of bonds between people; the weakening of state protection systems; uncertainties instead of certainties; the end of perspective of long-term planning (Volpato; Dias, 2019), p.09).

In liquid modernity, human relationships were trivialized. Bauman (2001) uses the term "connection" to name these relationships, considering their superficiality and inconstancy, in such a way that they can be undone at any time. For him, human beings began to quantify their relationships as a form of empowerment. In this sense, the more friends, sexual partners, followers on social networks, the more in demand the person will be.

Zygmunt Bauman's theory of liquid modernity, as explained by Fonteles et al. (2023), is a reflection of the fluidity and instability of social, cultural and institutional relationships in today's society. This theory, which describes a time without solid and permanent structures, where human relationships are flexible

and volatile, has a direct impact on the way different generations of students, especially generations Y, Z and Alpha, perceive and interact with the world. According to da Silva et al. (2023) these generations, who grew up in an environment of rapid technological evolution, cultural diversity and globalization, have their educational experiences and expectations shaped by this liquid modernity.

Thus, understanding this interconnection between Bauman's liquid modernity and the characteristics of different generations of students is crucial so that educators and educational institutions can adapt their pedagogical practices and educational strategies to meet the needs and demands of these students in a world in constant change.

According to Tessaro (2019) and da Silva et al. (2023), in the educational context, liquid modernity brought significant changes in relation to the process of knowledge construction. The student is no longer a mere passive receiver and has become an integral part of the construction of their own learning. Therefore, it is no longer possible to return to the situation in which the teacher was the only holder of knowledge. Now, he becomes the mediator, curator of information and tutor, stimulating the student's critical thinking, enabling the development of the ability to question obsolete models and dialogue with the current scenario.

According to Fonteles et al. (2023), contemporary education, considering the different generations of students, presents specific characteristics and challenges. Characteristics include the diversity of student generations, the influence of technology, the value of collaboration and the need for flexibility. Younger generations, such as Generations Z and Alpha, who grew up in a digital environment, are more familiar with using technology, which influences their learning preferences.

For da Silva, et al. (2023) Generation Alpha and liquid modernity bring challenges and opportunities to education. Among the challenges are technological adaptation, changing paradigms and the need for continuous training of educators. Opportunities include educational innovation, personalization of learning, and valuing collaboration and connectivity. These aspects highlight the importance of rethinking education to meet the needs and characteristics of Generation Alpha in this fluid and technological context.

In this sense, according to Nicodem, da Silva and Nicodem (2020), taking into account the context of liquid modernity...

> The classroom is the locus par excellence in which contemporary technologies gain didactic strength through teaching intervention. Digital inclusion is addressed, but it is necessary to identify which digital inclusion is being referred to. This inclusion is understood not purely through access, but through which paths it arrives and what the knowledge that comes through it provides to the student [...]. Despite the slowness with which phenomena were experienced in the civilizations that preceded us, contemporary civilization experiences cultural phenomena that appear and dilute, liquefy with an unprecedented speed, with a fluidity to a certain extent. scary point.

Following the reasoning of Nicodem, da Silva and Nicodem (2020), for Fonteles et al. (2023), challenges include educational inequalities, the effective integration of technology in education, student engagement and teacher updating. Different generations may face inequalities in access to quality education due to socioeconomic, cultural and geographic factors. Furthermore, maintaining student engagement and motivation in a diverse and constantly changing educational environment is a challenge for educators. Therefore, understanding these characteristics and challenges is fundamental to promoting inclusive, innovative and effective education.

Considering this situation, the need for innovation on the part of teachers is urgent and necessary. However, it is worth highlighting that there are many active teachers who are from previous generations, many of whom did not have access to technology in their training, and for this reason do not relate well to these technological resources. On the other hand, the role of educational institutions is to strengthen the use of these tools and prepare their teachers for application in classrooms, as "there is no way to conceive the society of the future without technology. So, if you can't beat it, join it (Alfano, 2015)."

Given this scenario, for da Silva (2021) it is important to rethink teaching action in a more democratic and emancipatory in the context of contemporary education and Bauman's liquid modernity. According to him, a democratic and emancipatory teaching practice promotes active citizenship, encourages critical thinking, values   diversity and inclusion, empowers students and combats inequalities and injustices. This approach not only strengthens the quality of education, but also contributes to the formation of critical, conscious citizens committed to building a more democratic, just and

egalitarian, in line with the thoughts of Bauman (2021).

In addition to the aforementioned problems, what is currently highlighted is the inattention of students. They are bombarded with an avalanche of information at astonishing speed. This significantly affects your psychological capabilities, attention, concentration, consistency and linear thinking. Previously, you had to read multiple books to get an answer about something, now, a simple click offers millions of answers.

For Carrara (2019), this immediacy makes the teacher's work even more challenging in relation to controlling the room, especially when the activity requires reading and concentration. In this context, it becomes - the need for teachers to be in constant search for innovation and to use technological resources as teaching allies is evident.

In this context, Fonteles et al. (2023) propose a series of strategies for educational institutions to adapt to the needs of different generations of students. These include personalizing teaching, integrating technology, promoting collaboration, continuing teacher training, creating flexible learning environments and encouraging innovation. Such strategies imply the adoption of teaching approaches adapted to the student, the effective incorporation of technology in the educational process, the encouragement of collaboration between students, the continuous investment in teacher training, the creation of adaptable learning environments and the promotion of innovation and creativity in the educational field.

By adopting these practices and strategies, for Fonteles et al. (2023), educational institutions can adapt more effectively to the needs of different generations of students. This promotes an inclusive, innovative education aligned with the demands of contemporary society. Active methodologies, for example, offer different forms of teaching, placing the student as the protagonist of their learning process. It is worth highlighting among these methodologies gamification, which is the use of games to capture content.

Fonteles et al. (2023), also points out that there are several free platforms that can be used by teachers to create and run games in the classroom. As students are already immersed in the universe of cyberspace, it is very valuable to use these tools in the school environment and make teaching increasingly enjoyable for the student and less stressful for the teacher.

Nicodem, da Silva and Nicodem (2020) highlight that schools are increasingly immersed in media culture. Technologies that facilitate the rapid exchange of information and communications are a reality everywhere. The classroom is the main place where modern technologies become effective teaching tools through the teacher's intervention. Although digital inclusion is discussed, it is important to clarify what type of digital inclusion we are referring to. This inclusion is understood not only as access, but also as the means by which it is achieved and the knowledge it brings to the student.

Gaidargi (2021), explores dialogicity, a concept proposed by Paulo Freire, and liquidity, introduced by Zygmunt Bauman, with an emphasis on its implications for media education in liquid modernity. Gaidargi (2021) highlights dialogue as a crucial component in the educational process, where dialogicity promotes participatory and horizontal interaction, facilitating the collective construction of knowledge, critical reflection and awareness of the surrounding reality. In contrast, the idea of liquid modernity is proposed to characterize the volatility and instability of social and cultural relations in today's society, where uncertainty and constant change replace structures and certainties.

For Gaidargi (2021), this liquidity affects the relationships between education, communication and media, requiring a flexible and adaptable approach to deal with rapid and unpredictable transformations. Therefore, media education in liquid modernity must take this fluidity into account and encourage a critical and reflective view of social and technological changes.

Finally, according to Carrara (2019), the complexity and problems of liquid modernity, especially in the educational field, lead us to rethink educational practices and, above all, to encourage critical thinking in students, so that they can, beyond the school environment, live in society with knowledge pain and discernment. For Carrara (2019, p. 12).

> A multitude of students and teachers spread across educational institutions in the country and around the world. This variety becomes a challenge for teachers who lack sufficient training and training to be able to clarify, inform and make this new era known, since traditional classes are no longer able to serve the digital student who arrives at school. eager for digital knowledge, which for Bauman is characteristic for a liquid time.

4. FINAL CONSIDERATIONS

Liquid modernity, a concept proposed by Zygmunt Bauman, has significant implications for education in the digital age. Social, cultural and institutional relationships in today's society are characterized by fluidity and instability, which directly affects the way different generations of students perceive and interact with the world. The most recent generations, who grew up in an environment of rapid technological evolution, cultural diversity and globalization, have their educational experiences and expectations shaped by this liquid modernity.

In this context, the need for innovation on the part of teachers is urgent and necessary. Digital inclusion, understood not only as access, but also as the means by which it is achieved and the knowledge it brings to the student, is a crucial aspect. Furthermore, the adoption of personalized teaching approaches, the effective incorporation of technology in the teaching-learning process, the encouragement of collaboration between students, the investment in teacher training and training, the creation of adaptable learning environments and the encouragement innovation and creativity in the educational process are suggested strategies to adapt educational practices to the needs of different generations of students.

Over the years, society has experienced a series of transformations driven by significant social, cultural and technological revolutions. These experiences shaped the thinking, behavior and learning of different generations, playing a determining role in the formation of future generations. In the educational context, we observe that the teaching process is marked by generational conflicts. While the contemporary student is immediatist and seeks to be the protagonist of their own knowledge, the teacher, on the other hand, is still adapting to this new way of teaching and looking for tools to serve this increasingly demanding audience.

In this scenario, the uncertainties and challenges of liquid modernity require that teachers and students are willing to jointly develop skills and competencies that allow them to navigate wisely in an increasingly complex and dynamic world. To this end, it is essential to rethink practices and encourage students' critical thinking. As a result, the traditional educational structure is being defragmented to make room for a new teaching model.

Liquid modernity, with its uncertainties and instabilities, requires a constant reevaluation of educational practices. More than ever, it is necessary to encourage critical thinking in students, allowing them to not only thrive in the school environment, but also navigate wisely in an increasingly complex and dynamic society. The traditional educational structure is being challenged and, in its place, a new teaching model is emerging, more adaptable and receptive to the needs of the 21st century.

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