PERCEPTIONS OF CLASSROOM TEACHER CANDIDATES TO THE TURKISH EDUCATION HISTORY COURSE: A METAPHOR ANALYSIS

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Özet

The Turkish History Education course provides information about the historical backgrounds of the program development, the personalities, institutions, works and laws that are stamped on educational and intellectual processes in the Turkish society to the prospective teachers. Classroom teacher needs to be aware of their own education and training as an important part of basic academic education. This requirement entails teaching Turkish Education History course at the undergraduate level. These forms of perception of teacher education candidates to Turkish Education History course is a matter worth investigating in terms of reaching the goals of the course. Metaphors are frequently used in educational areas and reflect participants' thought on the subject. The purpose of this study which class teacher candidates participated in is to determine the perceptions of classroom teacher candidates regarding Turkish Education History course through metaphors. The study group of research includes 108 class teacher candidates who are taking this course and studying at Mustafa Kemal University in 2016-2017 academic years. The data of research was collected through forms which include inscription like "Turkish Education History course is like/similar to…………because…….." In this qualitative study, the data obtained from the participant responses were evaluated according to the metaphor analysis. According to the analysis made, 66 different metaphors developed by the classroom teacher candidates have been identified. These metaphors have brought six different categories: knowledge, value, education, individual utility, structure and transfer. While information category is the category with the greatest number of metaphors, the tree metaphor is the metaphor most frequently used by participants.

Key Words: *Turkish Education History, Metaphor, Classroom Teacher Candidates*.

SINIF ÖĞRETMENİ ADAYLARININ TÜRK EĞİTİM TARİHİ DERSİNE İLİŞKİN ALGILARI: BİR METAFOR ANALİZİ

Özet

Türk Eğitim Tarihi dersi, öğretmen adaylarına eğitimde program geliştirmenin tarihi temelleri, Türk toplumuna eğitsel ve düşünsel süreçlerde damga vuran şahsiyetler, kurumlar, yapıtlar ve kanunlar hakkında bilgiler vermektedir. Sınıf öğretmeni, temel akademik eğitimin önemli bir parçası olarak kendi toplumun eğitim ve öğretim birikimlerini bilmesi ve onlara hâkim olması gerekmektedir. Bu gereklilik Türk Eğitim Tarihi dersinin lisans düzeyinde öğretimini zorunlu kılmaktadır. Bu öneme sahip Türk Eğitim Tarihi dersini öğretmen adaylarının algılama biçimleri, dersin hedeflerine ulaşması bakımından araştırılmaya değer bir konudur. Metaforlar eğitim alanlarında sıkça kullanılmakta ve katılımcıların araştırılan konuya ilişkin düşüncelerini yansıtmaktadır. Sınıf öğretmeni adaylarının katıldığı bu araştırmanın amacı, sınıf öğretmeni adaylarının Türk Eğitim Tarihi dersine ilişkin algılarını metaforlar

aracılığıyla belirlemektir. Araştırmanın çalışma grubunu, Mustafa Kemal Üniversitesi'nde 2016-2017 eğitim-öğretim yılında öğrenim gören ve bu dersi almakta olan 108 sınıf öğretmeni adayı oluşturmaktadır. Araştırmanın verileri araştırmacı tarafından hazırlanan "Türk Eğitim Tarihi dersi……………. gibidir/benzer, çünkü………." ibaresini içeren formlar vasıtası ile toplanmıştır. Nitel bir araştırma olan bu çalışmada katılımcı cevaplarından elde edilen veriler metafor analizine göre değerlendirilmiştir. Yapılan analizine göre sınıf öğretmeni adaylarının geliştirdikleri 66 farklı metafor tespit edilmiştir. Bu metaforlar bilgi, değer, eğitim, bireysel fayda, yapı ve aktarım olmak üzere 6 farklı kategori meydana getirmiştir. Bu kategorilerden bilgi kategorisi metaforların en fazla bulunduğu kategori olurken, ağaç metaforu katılımcıların en fazla kullandığı metafor olmuştur.

Anahtar Kelimeler*: Türk Eğitim Tarihi, Metafor, Sınıf Öğretmeni Adayları.*

INTRODUCTION

The Turkish History Education course provides information about the historical backgrounds of the program development, the personalities, institutions, works and laws that are stamped on educational and intellectual processes in the Turkish society to the prospective teachers. The necessity of learning this course by prospective teachers can be listed as: (a) it is necessary for the teacher to establish the historical bases of the program developer as a program development specialist, (b) to know the education and instruction accumulations of the Turkish society and use them in the learning-teaching process, (c) to offer social, cultural and moral contents for teachers so that education can fulfill the duty of cultural transfer in the socialization of the individual.

It was realized that all the activities that the Turks carried out in the name of education and education, starting from the period when they migrated from Central Asia to the now when it comes to the history of Turkish education (Güven, 2014). The teaching of the Turkish Education History, which has a very wide range of time and geography, has important purposes. Akyüz (2012) describes the aim of the Turkish Education History as to investigate the humanitarian and how to train a human type, to put forward the ideas, institutions and practices related to the education that the Turkish nation has produced, adopted and developed from the earliest dates. In this definition, dimensions that stand out for Turkish Education History are;

> Turkish culture,
> Individuals,
> Institutions and structures,
> Speech, statements, books and politics,
> Laws, decree and administrative changes.

The history of education is being studied as a branch of educational sciences which examines the course of education over time and being taught under the name of Turkish Education History course in education faculties and related institutes (Yaşayan and Topçu, 2014). It will be possible to teach our students the our history

and culture under the guidance of these valuable works through teaching these works in history and social studies courses.

Teacher training in Turkey is carried out by undergraduate programs and also pedagogical proficiency education (Bolat, 2016a; Cengiz, Sarıgöz ve Dönger, 2015). The importance of general culture courses in teacher education curricula have increased thanks to the new curriculums that have been started to be implemented since 2006-2007 academic year. The programs included 50% pedagogical content knowledge, 30% teaching profession knowledge and skills, 20% general culture courses through the courses such as Science History, Scientific Research Methods, Introduction to Philosophy, Effective Communication, Turkish Education History (Arıkan, Ünver and Süzer, 2007). Turkish Education History course has got an increasing emphasis after this arrangement in the context of teacher education graduate programs. Moreover, the importance of Turkish Education History course and history of education researches is increasing day by day in the understanding and resolution of current educational problems, the development of contemporary educational thought and the right educational planning for the future (Uygun, 2012). Well-equipped training of classroom teacher candidates in terms of Turkish Education History will provide positive gains in terms of the outputs of the education. It is revealed that Turkish education history courses are necessary to learn for the teacher candidates when these reasons are taken into account.

Metaphor from conceptual view

Metaphor, an English word, is met with the words "analogy" in Turkish, "metaphor" in ancient Turkish, and "metaphor" in Arabic (Aydın, 2006; Yalçın Wells, 2015). Metaphor is known rooted from metaphorin or metaphora roots in Greek. Here, "meta" is used to change and "pherein" to move (Levine, 2005: 172). Apart from the root of the concept, different definitions are made about the concept of metaphor. Considering these definitions, we can list some of the prominent metapfor definitions in the literature as follows:

➢ Use a word or concept in a way other than accepted (TDK, 2017),

➢ The language of experiences in terms of making individual sense of personal experience (Miller, 1987)

➢ One of the most powerful mental tools to construct, direct and control our thinking about the formation and functioning of events (Saban, 2004)

➢ To comprehend and encounter a sort of thing as indicated by another sort of thing (Torlak, 2008),

➢ Not only the words used, but the manner in which the individual acts according to the manner in which they are animated (Lakoff and Johnson, 2005)

➢ How people see life, environment, events and objects; A tool they used to try to explain using different metaphors (Cerit, 2008),

➢ The use of a word as a substitute for another word (Nesterova, 2011)

➢ Transfer of meaning from one object to another with perceptual similarity (Ergen and Yelken, 2015).

Tompkins and Lawley (2002) list the some features related concepts of metaphor given different definitions above as: (a) definition of a concept with a different concept, (b) description of a different concept by analogy, (c) vision at a different dimension, (d) interpretation in a different pattern. Nesterova (2011: 46-49) describes the functions of metaphors as (a) naming, (b) creating abstract concepts, (c) guidance, (d) psychological influence, (e) diversification of paradigms, (f) communicative and educational functions. According to Kalyoncu (2012), metaphor (s) can be used in all areas of education when these features and functions of the metaphor are taken into account.

The way of collecting data through metaphors and reaching scientific results from these data has been widely used by researchers working in educational sciences (Soydan, 2011). A great deal of study has been done to analyze or describe specific educational concepts, phenomena or events through metaphors in our country in recent years (Özdemir, 2012). The use of metaphors and metaphors continues to be the subject of educational sciences. In addition, metaphor(s) have found use in different disciplines related to medicine, management, sociology, literature, marketing, communication, technology and technology use. For example, Yüce and Demir (2011) have been contributed to the field of metaphor studies by investigating police perceptions of democracy in their work.

Individuals often use metaphors in their daily lives. They refer to metaphors for meaning and description of their own thoughts or the thoughts of others. This makes metaphor an important tool in determining the views of the individual and of revealing their perception of events. Educators who became aware of this situation included metaphor, metaphorical thinking and metaphorical learning in their educational activities. In his research, Eraslan (2011) found that scientific academic studies using metaphors in Turkey are related to concepts such as language, culture, education, organization, management sciences, teaching, school, geography and folklore.

Metaphorical thinking and metaphorical learning in education is an approach that aims to investigate the creative and critical thinking skills of students through some teaching techniques that have been proven scientifically before (Arslan and Bayrakci, 2006). The process of thinking using metaphors is called "metaphoric thinking" (Eraslan, 2011). Metaphorical thinking has a tremendous importance in the communication of people's life views, their understanding of the world, the events, the situations, the facts, the concepts and the objects (Pilav and Alkatmış, 2013). Metaphorical thinking and learning with metaphors at the end of this process carry outs meaningful learning for individual.

In the emergence of perceptions through metaphors, how perceptions are rich, how the vehicles used in and different aspects of the concepts are determined (Tuna and Budak, 2013). Most of the time, while individuals recognize the concept of in everyday life, they describe another concept which individuals want to detect. Apart from this, they bring to mind the common aspects between the two concepts (Dönger, 2016; Şahin and Baturay, 2013). The process of cognitive advancing with analogies and similarities both improves the knowledge about the concept of the individuals and enables them to understand different meanings in relationship to the object (Gökdoğan and Sarıgöz, 2012). Furthermore, metaphors can be used for facilitation both individuals' redefining the truth and their re-conceptualizing the state of the problems with the help of definition (Goldstein, 2005). By this means, metaphor facilitates the learning of new information (Cerit, 2008).

Educators think of what they did while learning (Çelikten, 2006). During the process of education, educators need to think about what they have learned. Classroom teacher, as an important part of basic academic education, should know the training and education savings of the society and control them. This requirement makes a lesson of Turkish Education History compulsory at the level of license. Also, the importance of using metaphors and metaphorical thinking with the help of them is known clearly in education. Therefore, detection formats of Turkish Education History of prospective teachers having great importance in teacher education, is a valuable subject for investigation in terms of goals. Relevantly, the absence of another study about metaphorical related with History of Turkish Education reveals the importance of this study.

The Purpose of the Research

The purpose of the research is revealing the perceptions of Turkish Education History of prospective teachers through metaphors. Within the scope of this general aim is intended to provide answers to the following questions:

1. What are the metaphors related with the Turkish Education History prospective teachers have?

2. Which conceptual categories can be considered, when thinking the similarities of metaphors related with the History of Turkish Education of prospective teachers?

3. Which subcategories can be formed, when recognizing the categories of metaphors related with the History of Turkish Education of prospective teachers?

METHOD

This study is a qualitative research. Qualitative researches focus on how the facts of individuals are constructed in interaction with their social world (Canbaz and Öz, 2013). This research is a qualitative study in terms of revealing the perceptions related with Turkish Education History of prospective classroom teachers. Phenomenology pattern is used in this qualitative research. This pattern focuses on

the cases which we are aware of, but do not have detailed and in-depth understanding (Yıldırım and Şimşek, 2016). In this research, it is known that participants are knowledgeable about the History of Turkish Education. However; to investigate which dimension the knowledge has, phenomenology pattern is suitable in terms of study.

Study Group

The working group of research consists of 113 prospective class teachers who study at Mustafa Kemal University at between the years of 2016-2017. This all students are fourth grade students and they take the course of Turkish Education History at the spring semester of the academic year 2016-2017. In the process of analysis, 108 metaphors of prospective teachers are used in data collection form. Information of the working group is given in Table 1.

Table 1. *Study Group of Research*

Participant	Number	%
Male	25	23,14
Female	83	76,85
Total	108	100

Analysis and Collection of Data

The data of this research prepared by the researcher, was collected by forms including ''the History of Turkish Education course is like .... because ....'' (Ap.1). In the result of research, metaphors determined by the prospective teachers are classified to be moving from the direction of analogy with using the technique of content analysis. The data obtained in the study is used in five-stage data analysis process developed by Saban (2009). The scope of the research stages and these transactions are given in Table 2.

Table 2. *The Process and Step(s) of Data Analysis Used in Research*

	Data Analysis Phase	Transaction(s)
1	Coding and debugging	Forms given to the prospective teachers were examined individually after they have been collected metaphorical papers included in the phase, but 5 of the papers are removed from the phase.
2	Generating a list of metaphor examples	After the extraction phase, the remaining 108 metaphors are listed individually and a list of metaphors is formed.
3	Creating/Determining Categories	6 categories were created by recognizing the metaphor of the History of Turkish Education developed by prospective teachers.
4	Provide validity and reliability	In order to test the reliability of the research, the metaphor of the themes obtained from students are classified again by outside experts. The researcher analysis and the expert analysis were compared with each other.

5	Quantification and interpretation of metaphors	To interpret the research findings of data analysis and understand them obviously, frequency and percentage tables including how many metaphors are in and how many participant write them have been created.

RESULTS

In this part, metaphors related with the Turkish Education History of prospective classroom teachers and their categories are given in the table with subtitles.

1. Metaphors Related to the History of Turkish Education Developed by Prospective Classroom Teachers

Metaphors related to the History of Turkish Education developed by prospective classroom teachers are given in the Table 3.

Table 3. *Metaphors Related to the History of Turkish Education by Prospective Classroom Teachers*

Metaphor	f	%	Metaphor	f	%
Tree	6	5,5	Bookstore	1	0,91
Mirror	5	4,58	Cave	1	0,91
Book	4	3,66	Road	1	0,91
Mining	4	3,66	Puzzle	1	0,91
Bridge	4	3,66	Photo	1	0,91
Light	4	3,66	Antique	1	0,91
Time Travel	4	3,66	Forest	1	0,91
Ocean	4	3,66	Train Wagons	1	0,91
Solar	3	2,75	Botanical Garden	1	0,91
Soil	3	2,75	Library	1	0,91
Lantern	3	2,75	Diary	1	0,91
Chain Rings	2	1,83	Lavatory	1	0,91
Compass	2	1,83	Wealth	1	0,91
Map	2	1,83	Blob	1	0,91
Values	2	1,83	Universe	1	0,91
Ship	2	1,83	Main Dish	1	0,91
Water	2	1,83	Pop Music	1	0,91
Time Machine	2	1,83	Honey	1	0,91
Pen	2	1,83	Treusure	1	0,91
Base	2	1,83	Architect	1	0,91
Grandpa	1	0,91	Millstone	1	0,91
Bottom Dye	1	0,91	Fig	1	0,91
Jumping Rope	1	0,91	Stairs	1	0,91
Musk	1	0,91	Desert	1	0,91
Catapult	1	0,91	Road	1	0,91
Smart Phone	1	0,91	Star	1	0,91

The Child of Mother	1	0,91	Love	1	0,91
Knowing Yourself	1	0,91	Fortune	1	0,91
Sky	1	0,91	Sapling	1	0,91
Historical Structure	1	0,91	Heart	1	0,91
Tunnel	1	0,91	Family	1	0,91
Mother	1	0,91	Camel	1	0,91
Beam	1	0,91	Calligraphy	1	0,91

When Table 3 is examined, it is seen that prospective classroom teachers developed 66 different metaphors related with the History of Turkish Education which are counted as a valid form. Some of metaphors used just one time, but some of them written more than one time by the participants. The participants used the ''tree'' (f=6) metaphor mostly. ''Mirror'' (f=5) metaphor is the second most used metaphor. The ''book'', ''mining'', ''bridge'', ''light'', ''time travel'' and ''ocean'' metaphors (f=4) have an equal number of third place, was developed in the metaphor. Moreover, ''solar'', ''soil'', ''lantern'', metaphors (f=3) and ''chain rings'', ''compass'', ''map'', ''values'', ''ship'', ''time machine'', ''pen'' and ''base'' metaphors (f=2) are remarkably developed by participants.

2. The Metaphor Categories Related to the History of Turkish Education Developed by Prospective Classroom Teachers

When considering the metaphors of classroom teachers given in Table 3, these metaphors are categorized in Table 4.

Table 4. *The Metaphor Categories Related to the History of Turkish Education Developed by Prospective Classroom Teachers*

	Category	f	%
The Course of Turkish Education History	Information	57	52,29
	Value	21	19,26
	Training	16	14,67
	Construction	7	6,42
	Individual Benefit	6	5,5
	Transfer	6	5,5

According to the Table 4, when the metaphors related with the course of Turkish Education History developed by prospective classroom teachers are examined, these metaphors create 6 different categories. The category of ''information'' (f=57) includes the maximum number of metaphors developed by prospective classroom teachers. The ''value'' category of the course of Turkish Education History is second, and the ''training'' category is third in the given Table 4. Also, the ''construction'' category of the course of Turkish Education History has an equal number of participants with the ''individual benefit'' and ''transfer'' categories (f=6) are other categories created by the metaphors of participants.

3. The Metaphor Categories and Subcategories Related to the History of Turkish Education Developed by Prospective Classroom Teachers

Metaphors related with the course of Turkish Education History developed by prospective classroom teachers created 6 different categories as in Table 4. When the metaphors that compose these categories were being reclassified each other, sub-categories related with the categories are formed. The metaphor-related categories and sub-categories are generated, given in Table 5.

Table 5. *The Metaphor Categories and Subcategories Related to the History of Turkish Education Developed by Prospective Classroom Teachers*

Category	Sub-category	f	%
Information	Being source of information	20	18,34
	Shaping the future	20	18,34
	Justification of information"	10	9,17
	Bringing light to the past	7	6,42
Value	Being Valuable	11	10,09
	Creating Prosperity	5	4,58
	Being Irreplaceable	3	2,75
	Reflecting Social value	2	1,83
Education	Being educational foundation	6	5,5
	Being an educational guide	6	5,5
	Being an educational tool	3	2,75
	Transporting to educational goals	1	0,91
Personal Gain	Prevent from forgetting	3	2,75
	Making It Desirable	1	0,91
	Creating a new aspect	1	0,91
	Making someone successful	1	0,91
Structure	Composed by stages	6	5,5
	Being Mandatory	1	0,91
Transmission	Transmission from past to future	4	3,66
	Allowing the transmission of knowledge	2	1,83

3.1 Course of Turkish Education History as Information

This metaphor which is created by class teacher candidates is consist of more than half (%52.29) of the metaphors that has been created by the applicants. When studying this category, we can see there are sub-categories which are "Being source of information" (f=20), "Shaping the future" (f=20), "Justification of information" (f=10), "Bringing light to the past" (f=7). Some of the metaphors given by the participants can be found below.

"Turkish Education History Course is similar to mine pits. Since this course is spread to a big area, you can find the similarities and differences between Turks living in those areas. With furthermore research, we can find new and different information. "(Being source of information, E2)

"Turkish Education History Course is like a beacon of culture. Past and the living conditions are vital to a nation. History is needed for culture to shape. By their previous actions, humanity shapes their culture. Relationship between history and culture should be tutored in a understandable and enjoyable way to children for them to understand. It should bring the light of humanity to let them make history, shape their future." (Shaping the future, K9)

"Turkish Education History Lesson is like a tree. It has a deep-rooted structure. These roots are the ground of our information."(Justification of information, K31)

"Turkish Education History Lesson is like a photograph. It justifies many subjects with reasons. It helps us visualize the subject. It brings light to our past. It allows us to describe our past better."(Bringing light to the past, K45)

3.2 Turkish Education History Course as Moral

This metaphor which is created by class teacher candidates consists of four sub-categories. It also consists of the %21 of the participants' metaphors. These sub-categories are "Being valuable"(f=11), "Creating prosperity"(f=5), "Being irreplaceable"(f=3), "Reflecting the social value"(f=2). Some of the metaphors given by the participants can be found below.

"Turkish Education History course is like a family. One cannot be an individual without knowing it. People should know themselves well for self-improvement. Family is one of the foundations of this. Family is an institution that shape individuals."(Being valuable, E13)

"Turkish Education History course is like a treasure. Nation's true prosperity is its past."(Creating prosperity, E15)

"Turkish Education History course is like pencil and eraser. It is both getting written and disappearing at the same time. "(Being irreplaceable, K40)

"Turkish Education History is like national value. It's a course that tells valuable people and institution from our past."(Reflecting the social value, K60)

3.3 Turkish Education History course as Education

This metaphor which is created by class teacher candidates constituting %14.67 of the metaphors that has been created by the participants. This category has sub-categories which are "Being educational foundation" (f=6), "Being educational guide" (f = 6), "Being an educational tool" (f=3) and "Transporting to educational goals" (f=1). Some of the metaphors given by the participants can be found below.

"Turkish Education History course is like the main dinner. Everyone can take a bite and gain from it." (Being educational foundation, E22).

"*Turkish Education History course is like a compass. Only way for nations to shape their future, have a modern education is to know their past and understanding the values of education.. With this way education finds its way.*" ("Being an educational guide", E1)

"*Turkish Education History course is like a camel. It can proceed without food, water, and absorb information. It knows its past. It can predict its future.*" (Being an educational tool, E11)

"*Turkish Education History course is like a ladder. Ladder is one of the most important tool to reach a goal. This course acts as a tool for education to reach its goal.*" (Transporting to educational goals, K7)

3.4 Turkish Education History course as Personal Gain

This metaphor which is created by class teacher candidates constituting %5.5 of the metaphors that has been created by the participants. This category has sub-categories which are "Prevent from forgetting" (f = 3), "Making it desirable" (f=1), "Developing a new aspect" (f=1) and "Making someone successful" (f=1). Some of the metaphors given by the participants can be found below.

"*Turkish Education History course is like a forest. It has many valuable trees. If people know how to gain from it prevents us from forgetting and create new aspects.*"(Prevent from forgetting, K28)

"*Turkish Education History course is like second-hand bookseller. Even though we dont want to buy a book, it persuade us to buy a good one. Turkish Education History course is very similar to this. It finds the desire in us.*"(Making it desirable,K30)

"*Turkish Education History course is like sky. It broaden our horizon. It changes our ideas.*"(Developing a new aspect, K57)

"*Turkish Education History course is like jumping rope. The more you jump, the more you surpass and reach your goal. If you don't jump you will stuck.*" (making someone successful, K6)

3.5 Turkish Education History course as a Structure

This metaphor which is created by class teacher candidates consists of four sub-categories which also consist of %7 of the metaphor that has been created by the participants. These sub-categories are "Composed by stages" (f=6) and "Being mandatory" (f=1). Some of the metaphors given by the participants can be found below.

"*Turkish Education History course is like rings of a chain. For a chain every ring is very important. Everything proceeds stage by stage.*" (Composed by stages, K68)

"*Turkish Education History course is like pop music. It doesn't attract you, but you still listen.*" (Being mandatory, K27)

3.6 Turkish Education History course as a transmission

This metaphor which is created by class teacher candidates consists of four sub-categories which also consist of %5.5 of the metaphor that has been created by the participants. These sub-categories are "Transmission from past to future" (f=6) and "Allowing the transmission of knowledge" (f=1). Some of the metaphors given by the participants can be found below.

"*Turkish Education History course is like time travel. It reflects the past, and implicate the future.*"(Transmission from past to future, K68)

"*Turkish Education History course is like a granddad who tells his experience to his grandchildren. He continue his life by taking lessons from his experience. This makes his behavior better.*" (Allowing the transmission of knowledge,K5)

CONCLUSION AND DISCUSSION

113 candidates of class teacher have participated this research which they express their opinion about Turkish Education History lesson. 5 of the candidates couldn't come up with a metaphor.

There is a record of 66 metaphors of Turkish Education History course by class teacher candidates. This result shows similarities with another conclusion that Yob (2003) made which says that when expressing something there should be not one but many metaphors.

To conclude, it is seen that class teacher candidates created many metaphors with many aspects. Some of the metaphors are expressed by many participants, and some of them expressed by just one. Participants mostly used "tree" as a metaphor. Second most used one is "mirror". "Book", "mine pit", "bridge", "light", "time-travel" and "ocean" metaphors are the third most used(f=4) ones.

When the metaphors developed by the class teacher candidates about the Turkish Education History lesson are examined, it was found that these metaphors have six different categories. These categories were formed as "information", "value", "education", "structure", "personal gain" and "transmission". It has been determined that these 6 different categories brought a total of 20 subcategories.

The category of Turkish Education History course (f = 57) as "Information" has brought the category to the maximum number of metaphors developed by the class teacher candidates within the metaphors developed by the classroom teacher candidates in the survey. In this context, it seems possible to say that the class teacher candidates see Turkish education history course as information. Tekeli (2002) defines knowledge as "a means to know". It is possible to say that the subcategories of the "Information" category developed by the candidates of the elementary school teachers in the field of Turkish Education History "Being source of information ", "Shaping the future", "Underlying information" and "Historical illumination" corresponded with the view of becoming a tool for acquiring information.

Subcategories such as "Being source of information" and "Shaping the future" create the most developed metaphor among the participants in the subcategories of

metaphoric categories. The "being value" subcategory was ranked second, while the "justification of information" was ranked third among subcategories. This shows that classroom teacher candidates perceive the Turkish Education History as a course in which they regard "justifying valuable information for the future by handling Turkish Education History as the source of information". Yaşayan and Topçu (2014) has set out the purpose of the Turkish Education History and its course in the form of "searching the history of Turks in education and finding solutions to current education practices and problems, presenting the data that we can use to make future plans". It was seen that the above three subcategories of metaphors developed by students for this purpose validated this information.

The "value" category among the metaphors developed by classroom teacher candidates includes four subcategories and consists of metaphors produced by about 20% of the participants. When this category is examined, it derives from the subcategories of "Valuable", "Creating prosperity", "Being Irreplaceable" and "Reflecting social value". When the subcategories of this category are examined, it is seen that classroom teacher candidates attributed a value in relation to the relevant course. The idea of having values as the basis of institutionalization and socialization of individuals and social structures (Bolat, 2016b) has a structure supported by participatory metaphors in this work. The importance of Turkish Education History course once again comes to the forefront when it is taken into consideration the idea that education, cultural and artistic values are seen as a means of personality development and socialization (Çelik, 2006).

It has been found that the "Education" category which consist the third highest number of metaphors came from subcategories of "Being educational foundation", "Being an educational guide", "Being an educational tool" and "Transporting to educational goals" among the metaphors developed by classroom teacher candidates ". In a survey on educational programs made by Özdemir (2012), it was seen that the participants conceptualized their education programs as a concept of "guiding", "process" and "a tool". In this study it seems possible to establish similarities between the results obtained in two studies when considering Turkish Education History course in the context of planned and programmed educational activities.

Another category that emerged in this study is the "Personal Gain" category. This category consists of metaphors developed by 5.5% of the participants. When this category is examined, it is seen that this category consist of these subcategories: "Prevent from forgetting" "Making It Desirable" "Creating a new aspect" "Making someone successful" When the subcategories were examined, it was concluded that the candidates of classroom teachers expected some gains in terms of learner of Turkish Education History course. Yeşilyaprak (2016) refers to these goals as raising the individual for "self" and "society". In this study, the subcategories of "Prevent from forgetting" "Making It Desirable" "Creating a new aspect" "Making someone

successful" are research results that overlap with the above-mentioned idea of educating the individual for self and benefiting the individual.

It has been determined that the category of Turkish Education History course is composed of the metaphors developed by 7 of the participants as a "structure" according to the data obtained from the research. When this category is examined, it was seen that consist of "Composed by stages" and "Being Mandatory" subcategories. In addition, when the metaphor developed by the classroom teacher candidates is taken into consideration, it was determined that the "transmission" category consists of the metaphors developed by 6 of the participants. When this category is examined, it has been determined that it has two subcategories which are "transmission from past to future" and "Allowing the transmission of knowledge".

RECOMMENDATIONS

Recommendations for researchers:

➢ This study was done with the participation of classroom teacher candidates and the researchers can make a wide participation by taking into account the undergraduate programs in which the participants are in different branches.

➢ Goals, content, learning-teaching processes and evaluation dimensions of course can be reviewed by investigating student expectations about Turkish Education History course.

Recommendations for teacher and teacher candidates:

➢ The Turkish History of Education course is a field where teacher candidates have to be informed due to forming historical dimension of curriculum development in education. In this context, teacher and teacher candidates should give importance to the course.

➢ Introducing and transferring the values of society, customs and traditions, important personalities and institutions to new generations create a social function of education. Turkish education history course should be used as an important tool by teachers to fulfill this function.

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APPENDIX 1. Data Collection Form:

Gender:

This study is carried out to determine the opinions of prospective teachers of classroom teaching about Turkish Education History course. Please, do this by using **metaphors**. The metaphor is used to comment on a concept by analogy. **Please examine the example**.

Sample:

"Knowledge is like gold because it does not lose value over time."

Now it's your turn:

"The History of Turkish Education course is like……… ………………………………………………………….because………………………………………………………… …… ………."