Perspectives on Social Studies Teacher Candidates' Metaphor Perceptions for Culture and Identity Concept

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Extended Summary

Introduction: All sorts of material and spiritual characteristics that a society produces in its historical process and which it has transferred to its origin are called culture. Identity allows one to clearly understand their role and position of a person in society. Living changes also change identity structures because identity is not a fixed one. The values that are effective when the identities are determined lose their significance over time and different values fill their place. When vacant values cannot be substituted, there are situations such as identity crises and identity confusion. These emerging concepts are specific to the 21st century. Who am I? Which culture do I belong to?" the answers given to the questions began to vary from generation to generation.

In this context, knowing the identities and cultural perceptions of the individuals will make it possible to understand the social structures better. The metaphors developed by the individual in determining the identity and culture perception have a great importance. In recent years, as in the world, in our country, how metaphors guide the activities in the social environment, are examined how they are examined shape their beliefs, attitudes and values and interest in this issue is increasing. For this reason, culture and identity concepts were selected for our research. Aim of study is that university students reveal perceptions about the concept of "culture" and "identity" through their own developed metaphors.

Method: The phenomenology method was used in the study. The sample of the research consists of a total of 408 students, including 138 girls and 270 boys, who were educated in the Social Studies Teaching Program of Kazım Karabekir Education Faculty of Atatürk University in 2013-2014 academic year. Whether there is a relationship between the answers to the relevant metaphors and variables such as "sex, age, class, living area, education level of parents, education and family education" is also examined. But there is no connection between these variables and the answers given to the metaphors of "culture and identity".

Results: In the study, it was seen that 140 metaphors for culture concept and 126 metaphors for identity concept were produced. For the concept of culture, the 140 metaphors created by 303 teacher candidates are classified into 12 categories. These categories are a developing entity, a container, a common past, conservative, indispensable, and reflective form that possesses belonging, distinctive, integrative, value, interaction, differences. For the metaphors produced by 259 prospective teachers, 13 categories were defined as belonging, distinctive,

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valuable, historical reflecting, containing, personalized, official document, restrictive, status, collecting specific, indispensable, directional shaping.

In the metaphor produced for the concept of culture, it is possible to see the category of "developing entity" with 60 metaphors (19,2%) as the highest category. Following this category, there are 39 metaphors (12,8%) with a "difference" category and 38 metaphors (12,5%) with a "common history" category. According to the gender variable, the most selected category in both male (36) and female (24) students was the category of "developing asset". Equal numbers of metaphors were produced from both groups for the "common past" (19) and "reflective" (11) categories. It is the largest category in terms of gender differences between metaphors and categories has been "value" category. Although boys in this category produce 6 metaphors, 21 girls produced metaphors. In the class variable, the "developing entity" category appears to have received the first rank in the first, second and fourth grades. In the 3rd grade, the first order shares 16 developing metaphorical "being" and "distinctive" categories. While the "value" category ranks second with 14 metaphors in the first grade, the number of students who develop the metaphor for this category in the 4th grade is 1.

Conclusion And Discussion: Identity definition (analogy) of 129 (49,8%) of the 259 teachers who made metaphor for the concept of identity is in the category of personality. This indicates that prospective teachers see identity as an individual attribute. When the categories related to the concept of identity are examined, it is a remarkable result that the number of those who regard "a national value" as the concept of identity is very low. While the number of people who define the concept of identity as "person-specific" is 129 out of 259 people, only 7 (2,7%) people define it as "collective-national specific". Another conclusion to be drawn here is that they should not regard the concepts of "culture" and "identity" as interrelated concepts. That is, a large part of the participants does not believe in the concept of "cultural identity" or think independently of each other. When the identity metaphor is examined in terms of variables, a remarkable data has not been obtained.

In our study of the metaphors developed by prospective teachers about the concepts of culture and identity, it has been shown that the metaphors developed for both concepts are not regarded as "national values". Indeed, while the cultural metaphor was seen as a changing and developing entity over time, the identity metaphor was seen individually by about half of the participants and emphasized to be "person-specific".