INVESTIGATION OF PRE-SERVICE TEACHERS' PERCEPTIONS ON THE CONCEPT OF "EDUCATION" THROUGH METAPHOR ANALYSIS*-**

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Abstract

In this study, the perceptions of pre-service teachers about the concept of "education" were tried to be determined with the help of metaphors. In this study, the "phenomenology" approach, one of the qualitative research designs, was used. The study was carried out with 354 pre-service teachers who graduated from different faculties/departments and who continued pedagogical formation education at a state university. 128 of the participants had teaching experience as they had previously worked as a paid teacher in a private institution (teaching institution, study center) or within the National Education. In the data collection process, the Written Interview Form (WIF), consisting of two parts, was used. The first part of the form consists of questions about the personal information of pre-service teachers. In the second part, the question "In my opinion, education is like … Because …" was asked to the participants, and they were asked to explain the rationales by developing a metaphor about education. In the data analysis, the content analysis technique, one of the qualitative data analysis techniques, was used, and the related literature was used to create the themes. The results of the study showed that pre-service teachers developed positive and often concrete metaphors for the concept of "education." Metaphors developed with the inspiration by nature (water, trees, seeds, seedlings, plants, rain, sea, etc.) are mostly focused on the education developing the human beings and being a part of life, while in the metaphors related to materials (mirror, lantern, bus, candle, compass, ship, car, gold bracelet, lamp, etc.), the effects of education on the life of the individual and its power to direct are emphasized. Pre-service teachers developed a limited number of negative metaphors (skyscraper, card, factory, guard, broken wristwatch, etc.) regarding the concept of education. They explained the rationales for developing these metaphors through teaching practices based on information loading and memorization, the constant change of the education system, neglect of individual differences, and competitive exams.

Keywords: Concept of education, pre-service teacher, metaphor

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ÖĞRETMEN ADAYLARININ "EĞİTİM" KAVRAMINA İLİŞKİN ALGILARININ METAFOR ANALİZİ YOLUYLA İNCELENMESİ

Özet

Bu araştırma öğretmen adaylarının "eğitim" kavramına ilişkin algılarını metaforlar aracılığıyla inceleyen bir "olgu bilim" çalışmasıdır. Araştırma bir devlet üniversitesinde pedagojik formasyon eğitimine devam eden 354 öğretmen adayıyla gerçekleştirilmiştir. Katılımcıların 128'i daha önce özel bir eğitim kurumunda (dershane, etüt merkezi) ya da devlet okullarında ücretli öğretmen olarak çalışmış, öğretmenlik deneyimi olan kişilerdir. Veri toplama sürecinde Yazılı Görüş Alma Formu (YGF) kullanılmış, katılımcılardan "Bana göre eğitim … gibidir. Çünkü; …" cümlesini tamamlamaları istenmiştir. Verilerin analizinde nitel veri çözümleme tekniklerinden içerik analizi tekniği kullanılmış, temaların oluşturulmasında ilgili literatürden yararlanılmıştır. Araştırma sonuçları öğretmen adaylarının "eğitim" kavramına yönelik olumlu ve çoğunlukla somut metaforlar geliştirdiklerini göstermiştir. Doğadan esinlenerek geliştirilen metaforlarda (su, ağaç, tohum, fidan, bitki, yağmur, deniz vb.) daha çok eğitimin insanı geliştirmesi ve hayatın bir parçası olması üzerinde durulmuş; materyallerle ilgili olan metaforlarda ise (ayna, fener, otobüs, mum, pusula, gemi, araba, altın bilezik, lamba vb.) eğitimin bireyin hayatına yansımaları ve yön verme gücü vurgulanmıştır. Öğretmen adayları sınırlı sayıda olumsuz metafor geliştirmiş (gökdelen, papağan, fabrika, gardiyan, bozuk kol saati, dünya vb.), gerekçelerini ise genellikle ezbere ve bilgi yüklemeye dayalı öğretim uygulamaları, sistemde sürekli değişim yaşanması, bireysel farklılıkların ihmal edilmesi ve rekabete dayalı sınav sistemi olarak açıklamışlardır.

Anahtar kelimeler: Eğitim kavramı, öğretmen adayı, metafor

INTRODUCTION

Metaphors are a way of thinking about or conceptualizing the world. It is one of the most important tools for trying to grasp our emotions, experiences, spiritual consciousness, moral actions, and things we cannot fully grasp (Lakoff & Johnson, 1980). A metaphor is the indirect expression of a concept, situation, or object using another concept or object rather than the object itself (Deant-Reed & Szokolszky, 1993). It is a situation, event, or entity that is associated with what is intended to be explained when describing a phenomenon, a situation, or a thought (Demir & Karakaş Yıldırım, 2019). Metaphors enable us to understand and interpret a subject according to another subject (Lakoff & Johnson, 2015). It facilitates individuals to express themselves with sub-meanings in language without limiting themselves. It helps to convey the intended meaning with fewer words and a stronger emphasis (Tompkins & Lawley, 2002). According to Lowery (2013, 12), the metaphors we use and the way we use metaphors show how we perceive our environment and how we are affected by it. Since metaphors are shaped by people's perceptions and thoughts, it is inevitable to use metaphors while sharing feelings and life experiences (Lakoff & Johnson, 1980).

Metaphors have been fulfilling various pedagogical functions in education for many years. Two of the basic teaching principles are to reach from the known to the unknown in the learning-teaching process and to move from the concrete to the abstract (Demirel, 2007). Metaphors are also tools used to explain an abstract concept by establishing connections between concrete and observable concepts and an abstract concept (Peculea, 2017). The semantic integrity of metaphor, which always moves from the concrete to the abstract, supports these basic principles of pedagogy. Metaphor in teaching is important in terms of creating a basis for initiating and sustaining the learning process, developing a common language between teachers and students, and helping students develop their thinking skills (Oğuz, 2005). Especially in the processes of understanding scientific knowledge, metaphor is used to clarify an unknown situation from a known reality, facilitates teaching, makes learning meaningful (Arslan & Bayrakçı, 2006, 103), and enables students to structure knowledge (Wegner & Nückles, 2015, 96). Therefore, it can be said that metaphorical expression is the oldest and most economical teaching method used by pedagogy (Saban et al, 2006). According to the research results, metaphors; It increases the quality of the learning process (Arslan & Bayrakcı, 2006), supports students in developing insight and new perspectives on the subject (Zheng & Song, 2010), encourages students by transforming learning into a puzzle form (Osborn, 1997), and is more effective than traditional methods in learning

idioms in a second language and concepts in mathematics (Kömür & Çimen, 2009; Rahmani & Hashemian, 2012; Uysal, 2016).

In recent years, the number of studies based on metaphor analysis in the field of education has been increasing. Moser (2000) explains the power of metaphor analysis as accessing implicit knowledge. Bullough and Gitlin (1995) state that metaphor analysis provides insight into the assumptions that both "characterize a concept and guide action." In this case, the basic basis behind this methodology may be that the metaphors people use to describe their experiences and beliefs reflect the hidden meanings behind what they say directly and consciously. In a sense, metaphors allow a person to more easily reflect what they think in their subjective world and to make assumptions that are not otherwise expressed reliably clear (Zheng & Song, 2010). Metaphor analysis, which provides a very solid and rich picture of the phenomenon, event or situation (Yıldırım & Şimşek, 2011), contributes to a better understanding of the hidden motives affecting the world of education (Fábián, 2006).

Teachers are one of the most important inputs of the education system, which is a social and open system, and the leading actor in the teaching process. Teachers are not just people who help students learn and develop new skills in addition to their existing skills. They are a valuable source of personal development that allows students to analyze their educational experiences, ideas, evaluate their own progress, and improve their future efforts (Peculea, 2017). Quality education largely depends on the quality education of teachers. Constantly questioning all components of the teacher training system is important and necessary in order to train teachers with the qualifications required by today and the future. For this reason, it is seen that the views of pre-service teachers and teachers on the education system and its components are frequently the subject of research. While some of these studies address the education system in general (Kart, 2016; Kasapoğlu, 2016; Keser Özmantar & Yalçın Arslan, 2019; Örücü, 2014; Peculea, 2017; Saylık et al.2021; Öztürk Çalıkoğlu & Başar, 2019), some of them examine the inputs of the system as teachers (Atabek-Yiğit, E., & Balkan-Kıyıcı, 2019; Başaran Uğur & Baysal, 2017; Çevik Kılıç, 2016; Dilekçi et al. 2021; Duran, 2022; Kıral, 2015; Özdemir, 2018; Sarıkaya, 2018; Sökmen et al.2020; Teksöz, 2022; Uçar & Rakap, 2021); student (Çırak, 2014; Sezgin et al., 2017; Yakşi, 2023), school (Arslan, 2020; Gencer, 2021; Mazlum & Balcı, 2018; Nalçacı & Bektaş, 2012), school principal (Öztürk & Öztürk, 2022; Akan et al., 2014; Aslan et al. 2018; Korkmaz & Çevik, 2018), teaching and training program (Akınoğlu, 2017; Çırak Kurt, 2017; Danışman &Tosuntaş, 2020; Örten & Erginer, 2016; Özdemir, 2012; Yıldız & Sevilay, 2018)

were examined separately. It has been observed that the number of studies examining the "teacher" (Çocuk et al. 2015; Kara, 2020; Kart, 2016; Özdemir & Erol, 2015) and "education perception" of pre-service teachers who graduated from different faculties and received pedagogical formation training is limited (Akbaba Altun & Apaydın, 2013; Kara & Akcan, 2021; Turan et al. 2016).

Education is a philosophical, economic, psychological, political, social and moral initiative that deeply affects people's development. Therefore, it is a very broad and comprehensive term. The activities carried out to realize learning, the institutions, places, rules, programs, etc. where these processes take place, determine the characteristics of education. Because education can take place in many different forms (courses, workshops, studies, seminars, institutes, political/religious meetings, etc.). Schools are only one of them. As Botha (2009) stated, each of these forms of education does not have to be similar to the education provided in schools; however, when it comes to the relationship between education and training, it is important to emphasize schools and programs. Metaphors are one of the most effective methods for understanding worldviews and philosophical assumptions, while also forming the basis of educational theories. For these reasons, this study aimed to examine pre-service teachers' perceptions of "education" through metaphors. The reason for working with pre-service teachers who received pedagogical formation training in the study is that it is necessary to know the perceptions of these individuals who graduated from different faculties about education in order to increase the efficiency of pedagogical formation training. Because it is often a matter of debate whether pre-service teachers who are not graduates of education faculties can be made competent teachers by providing pedagogical formation (Çocuk et al. 2015; Ekiz & Koçyiğit, 2013). Individuals who participate in this program to become teachers participate in this program together with all their student experiences to date. When the power of perceptions to guide behaviors is taken into consideration, research results may provide clues for creating teacher training programs, designing and implementing educational action. Therefore, the metaphors of these pre-service teachers who participate in formation training regarding education are important in terms of seeing and understanding what they know, believe and think about education, and shedding light on how education is known/perceived in society. The study specifically looks for answers to the following questions:

1. Which metaphors do pre-service teachers produce for the concept of "education"?
2. How do pre-service teachers explain the rationales for the metaphors they produced?

METHOD

Research Model

This study, which aims to determine the perceptions of pre-service teachers regarding the concept of "education" with the help of metaphors, is a "phenomenology" research from qualitative research designs. Phenomenology research is research that deals with lived experiences and aims to reveal individuals' perceptions of a phenomenon and the meanings they attribute to them (Merriam, 2013). The phenomenon examined in this research is the concept of "education", which is related to every aspect of social life and is frequently the subject of debate with its principles, strategies and practices.

Participants

The study group of the research consists of 354 pre-service teachers who graduated from different faculties (faculties of science and literature, theology, fine arts, physical education-sports and health sciences) and participated in pedagogical formation training at a state university in the spring semester of the 2017–2018 academic year. Maximum diversity was used in the sampling techniques within the qualitative research tradition to determine the students who participated in the research. Since there were more than one group of graduates of the faculties of science and literature and theology, two groups were randomly selected, and in the faculties/departments with a single group (fine arts, physical education-sports and health sciences), all groups were included in the study group. The data collection tool was delivered to the students who were present in the classrooms on the day and time of the application, and participation was based on voluntariness. 354 pre-service teachers participated in the research voluntarily, but the forms of 337 pre-service teachers (220 females, 117 male) were evaluated. 17 forms that were left blank, only explained, and had a certain metaphor but no justification were excluded from the analysis. Table 1 shows the demographic characteristics of the participants.

Table 1. Demographic characteristics of the participants

Gender	f	%	Marital status	f	%
Female	220	65.3	Single	273	81.0
Male	117	34.7	Married	64	19.0
Type of high school graduated from			**Having teaching experience**		
General high school	263	78.0	Yes	128	38.0
Vocational high school	74	22.3	No	209	62.0
Age			**Length of teaching experience**		

20-25 years old	224	66.5	Less than 1 year	48	37.5
26-30 years old	62	18.4	1-3 years	58	45.3
31-35 years old	28	8.3	4-6 years	13	10.1
36-40 years old	23	6.8	7 years and above	9	7.1
Faculty from which graduated			**Institution where teaching takes place**		
Science and literature	176	52.2	Public School	29	22.6
Theology	48	14.2	Cram school	20	15.6
Fine Arts	33	9.8	Study center	7	5.6
Health Sciences	36	10.7	Private lessons (home environment)	62	48.4
Physical Education and Sports	44	13.1	Public Education Center	10	7.8

As seen in Table 1, 65.3% of the participants were female, 66.5% were between the ages of 20-25, and 81.0% were single. 78.0% of the participants graduated from general high school, 52.2% from the faculty of arts and sciences, and 38.0% had teaching experience. The students gained their teaching experience mostly by giving private lessons (48.4%) and by working as paid teachers in public schools (22.6%). 45.3% of the participants have been teaching for 1-3 years.

Data collection tool

In the study, the Written Interview Form (WIF), which was developed by the researcher and consists of two parts, was used as a data collection tool. The first part of the form consists of questions aimed at obtaining personal information of pre-service teachers. In the second part, in order to reveal the metaphors that pre-service teachers have regarding the concept of "education", the sentence "To me, education is like … Because; …." was given and they were asked to develop a metaphor and explain their reasons. The reason for examining the perceptions of pre-service teachers regarding the concept of education through metaphors is that metaphors allow the person to more easily reflect what they think in their subjective world.

Data collection

Data were collected during the spring semester of the 2017-2018 academic year. The research data were collected during the class hours with the permission and assistance of the instructors who attended the class in these groups. First, the purpose of the research was explained to the pre-service teachers. Then, the forms were distributed to the volunteer pre-service teachers and they were asked to complete the sentence given in the form (produce metaphors and write rationales explanations). The application was completed within one class hour (40 minutes). The role of the researcher in this study is to know the topic under

investigation in detail, to be close to the sources of information, and to benefit from his field experience in the analysis of the data.

Data Analysis

The content analysis method was used in the analysis of the data, and the metaphors and explanations regarding their justifications were analyzed in four explanations regarding their justifications were transferred to the computer and raw data texts were obtained. In the coding stage, the raw data texts were read and evaluated several times, and then the metaphors with similar characteristics were brought together under themes. While creating themes related to metaphors, the source of the metaphor was taken into consideration, and in creating themes related to justifications, the explanations made by the pre-service teachers and the relevant literature were taken into consideration. Finally, in order to ensure comparison of themes or categories (Yıldırım & Şimşek: 2011, 242), the data were organized and described in tables. In order to ensure internal validity, attention was paid to being descriptive while presenting the findings, and direct quotes were made from the statements of the pre-service teachers. In order to ensure external consistency, the theme and code lists were presented to two faculty members working in the qualitative field. The average agreement rate between the researchers and experts was calculated as 92%. In addition, the method of the research was explained in detail, and the findings were supported by the relevant literature (Miles & Huberman, 1994). Ethical rules were followed in the research, first of all, legal permissions were obtained to conduct the research. The identities of the pre-service teachers were hidden, and codes consisting of numbers and letters were used when quoting the views of the pre-service teachers (PT2: Pre-service teacher 2). The findings were presented in an unbiased manner.

FINDINGS

1. Metaphors Produced Regarding the Concept of Education

As a result of the analysis of the research data, it was determined that the pre-service teachers produced a total of 221 metaphors, 161 concrete and 60 abstract, for the concept of "education". Detailed explanations about these metaphors are given below.

1.1. Concrete Metaphors Produced Regarding the Concept of Education

161 concrete metaphors produced by 219 pre-service teachers were collected in seven categories according to their sources. Table 2 shows the categories and the frequencies of the metaphors in these categories.

Table 2. Concrete metaphors

Categories	Metaphors
Nature/geography	Water (f:16), tree (f:7), sea (f:6), world (f:2), forest (f:2), seed (f:2), sapling (f:2), ocean (f:2), snowball, tree that needs water, water that the body needs, branches of a tree, flower, a valuable mineral source, rain, sun, a single flower left in the world, a seed planted in the soil, ecosystem, river, mine, a country with information, a flowing water, a plant that cannot live without water, water that is indispensable for us, a sapling planted in the soil, water placed in a container, sunrise, plant, road, rough diamond, crop garden, a deep well, air, soil, tree root, iceberg, tree holding on to the soil, garden, tree holding on to the soil, universe, pearls in the sea, a growing tree *Number of metaphors: 43, Number of participants: 74*
Action/process	Eating and drinking (f:3), growing flowers (f:3), growing saplings (f:2), gardening (f:2), breathing (f:2), breaking one's strings, agriculture, carving an uncarved pearl, the work of a sculptor, writing on stone, growing trees, driving a car, agriculture, discovering planets with a telescope, searching for water in the desert, raising children, a healthy pregnancy period, filling an empty container, running race, growing a sapling, never being found while playing hide-and-seek, eating , football, basketball, seeing a tree from a seed, journey, filling an empty pool, growing, multiplying, the art of solving the unknown, traffic, making a child play dough, cooking, lavender, sculpture art, baby growing, raising children, growing a seed, reading a philosopher's novel that teaches quality living *Number of metaphors: 39, Number of participants: 46*
Material/tools	Light (f:4), mirror (f:2), lantern (f:2), medicine (f:2), plaster (f:2), compass (f:2), bus (f:2), candle that sheds light around, lantern that illuminates the environment, mirror reflecting life, work machine, mirror that guides, knife, a dusty vase that is cleaned, lighthouse, child's toy, train, technology, arrow, gold bracelet on the arm, broken wristwatch, tablecloth, wheels of a car, a puzzle that is broken into pieces, user manual, ladder, lamp, chain, book, lego, oil lamp, play dough, gold, a ship with a purpose and goal, a table full of food, the compass of life, car, computer program, a door to other worlds, directed light *Number of metaphors: 39, Number of participants: 48*
Structure/space	Factory (f:4), family (f:3), building (f:2), foundation of a building, state, a systematic school, a person's house, skyscraper, a filled pool, brain, roof of a house, a newly constructed building, bridge, walls that limit people, living space, development center, a house where love and respect are instilled, a place where love is instilled *Number of metaphors: 18, Number of participants: 24*
Person	Child (f:4), a newborn baby (f:2), baby, guard, artist, artist, the mother who gave birth to us, a hungry person, a farmer with a field, fingerprint *Number of metaphors: 10, Number of participants: 14*
	Bread (f:2), stuffed/wrapped foods, yoghurt, dessert, fruit cake, unripe

Food	fruit, food
	Number of metaphors: 7, Number of participants: 8
Animal	A fish out of the sea, a camel, a bee, a parrot, a trained horse that I saw on the beach
	Number of metaphors: 5, Number of participants: 3

When Table 2 is examined, it is seen that the pre-service teachers mostly produced metaphors inspired by nature/geography (f:43), followed by action/process (f:39), material/tools-equipment (f:39), structure/space (f:18), human (f:10), food (f:7) and animal (f:5) metaphors, respectively. In the nature/geography category, water (f:16), tree (f:7) and sea (f:6) were the metaphors with higher frequencies, while in the action/process category, eating-drinking (f:3) and growing flowers (f:3); in the material/tools-equipment category, light (f:4) and mirror (f:2); in the structure/space category, factory (f:4) and family (f:3) were the recurring metaphors. In the human category, education was more likened to a child (f:4); and in the food category, it was likened to bread (f:2).

1.2. Abstract Metaphors Produced Regarding the Concept of Education

A total of 60 abstract metaphors developed by 118 pre-service teachers regarding education are summarized in Table 3 under four categories: process, action, structure/system and emotion.

Table 3. Abstract metaphors

Categories	Metaphors
Period	Need (f:4), a part of life (f:2), art (f:2), civilization, an endless road, time, risk, mental health, psychiatric case, personality disorder, a vast and limitless place, something infinite, water of life, the cornerstone of life, existence, the truth itself, the indispensable of contemporary life, what makes a person human, personal development, the beginning of every work, the basic source, a movie that lasts a lifetime, a lifelong accumulation, the road from the cradle to the grave, the individual development of a child, a series of infinite steps of a ladder, future, development, an equation with two unknowns, the necessity of life, a constantly changing life, a long road
	Number of metaphors: 32, Number of participants: 37
Action	Life (f:27), living (f:20), breath (f:3), renewal (f:3), philosophy of life (f:2), lifespan, self-discovery, investment, change, offering choices to swimming fish, reaching from dream to reality, struggle for survival, way of life, lifestyle, building civilization, dynamic reform, adding humanity to people, a necessary event, necessity,
	Number of metaphors: 19, Number of participants: 69
Structure/system	Mathematics (3), discipline (f:2), human nature, outer space, universe, religion, infinity, discipline system
	Number of metaphors: 8, Number of participants: 11

Feeling	*Mutual love*
	Number of metaphors: 1, Number of participants: 1

As seen in Table 3, the abstract metaphors produced by the pre-service teachers are generally grouped under the categories of process (f: 32) and action (f: 19). However, it is seen that most of the pre-service teachers (N = 69) perceive education as an action.

2. Metaphors and Their Rationales

The metaphors produced by the pre-service teachers are explained in detail below under two main headings as positive and negative, depending on their rationales.

2.1. Positive Metaphors and Their Rationales

The explanations given by the participants regarding the rationales for the 206 positive metaphors they produced were grouped under eight categories: development/ shaping, indispensability/necessity, requiring effort/labor, continuity/unlimitedness, giving direction to life, creating change/social development, being comprehensiveness and period. Table 4 shows the conceptual categories of the metaphors according to their rationales.

Table 4. Conceptual categories of positive metaphors according to the rationales for their development

Category	Metaphors
Development / shaping	Light (f:4), renewal (f:2), water (f:2), growing flowers (f:2), life, candle that sheds light around, adding humanity to a person, work machine, snow ball, flower, carving an uncarved pearl, the work of a sculptor, the beginning of every work, reading a philosopher's novel that teaches quality living, driving a car, what makes a person human, a dusty vase cleaned, individual development of a child, river, lighthouse, discovering planets with a telescope, reaching from dream to reality, mathematics, forest, a country with information, civilization, plaster, development center, a flowing water, building, mental health, a series of endless steps of a ladder, investment, computer program, baby, gardening, rough diamond, crop garden, tree, the mother who gave birth to us, basketball, the door that opens to other worlds, growing a seed, lamp, outer space, farmer with a field, filling an empty pool, personal development, trained horse, book, multiplying, the art of solving the unknown, play dough, a dough game for a child play, philosophy of life, lavender color, garden, sculpture art, baby's growth, growing a sapling *Number of participants: 66*

Indispensability/ necessity	Water (f:10), breath (f:3), need (f:3), food and drink (f:3), bread (f:2), mathematics (f:2), breathing (f:2), rain, sun, life, water of life, searching for water in the desert, struggle to survive, discipline, a plant that cannot live without water, a gold bracelet on its arm, water that is indispensable for us, eating , necessity of life, renewal, a necessary event, air, a hungry person, dessert, tree root, life, tree holding on to the soil, tree holding on to the soil, religion, a table full of food, art, life, water that the body needs, food *Number of participants: 52*
Requiring effort/labor	Tree (f:3), seed (f:2), child (f:2), sapling, gardening, a newborn baby, a tree that needs water, state, the foundation of a building, mutual love, writing on a stone, a valuable mineral resource, growing a tree, growing a sapling, a single flower left in the world, a seed planted in the ground, agriculture, mine, growing flowers, raising a child, child, raising a sapling, bee, psychiatric case, tablecloth, stuffed/wrapped, a sapling planted in the ground, plant, road, agriculture, art, football, risk, artist, soil, sea, water, fruit cake, oil lamp, grow, cooking, building, family, pearls in the sea, a growing tree, fingerprint *Number of participants: 50*
Continuity/ unlimitedness	Life (f:11), living (f:10), basic source, family, a movie that lasts a lifetime, accumulation that continues throughout a lifetime, road from cradle to grave, water, eternity, nature, seeing the tree from the seed, time, something infinite, universe, need, life, a long road, philosophy of life, a road without end *Number of participants: 38*
Giving direction to life	Life (f:4), mirror (f:2), lantern (f:2), compass (f:2), bus (f:2), life (f:2), lantern that illuminates the environment, mirror reflecting life, mirror that guides the way, a person's house, offering choices to a swimming fish, car, discovering ourselves, train, medicine, discipline, the cornerstone of life, lifestyle, arrow, user manual, ladder, bridge, factory, directed light, gold, a ship with a purpose and goal, lifestyle, compass of life, lantern that illuminates the environment *Number of participants: 37*
Creating change/ Social development	Factory (f:2), breaking the bonds of man, a house where love and respect are instilled, a place where love is instilled, building civilization, dynamic reform, tree, a healthy pregnancy period, forest, technology, family, discipline system, light, a full pool, water poured into a container, plaster, sunrise, brain, wheels of a car, change, ever-changing life, a newborn baby, yoghurt, future, indispensable for modern life, water, medicine, unripe fruit, sapling *Number of participants: 31*
Comprehen siveness	Life (f:8), living (f:4), ocean (f:2), sea (f:3), roof of the house, a deep well, world, universe, iceberg, traffic, living space, child, a vast and limitless place *Number of participants: 26*
Period	Life (f:4), life (f:2), tree (f:2), a part of life (f:2), branches of a tree, a systematic school, filling an empty container, never being found while playing hide and seek, an endless series of steps of a staircase, artist, sea, a newly constructed building, a puzzle divided into pieces, journey, chain, equation with two unknowns *Number of participants: 22*

Total	Number of Metaphors: 206, Number of Participants: 322

When Table 4 is examined, it is seen that the rationales why the produced metaphors are likened to education are mostly gathered under the categories of development/shaping, indispensability/necessity and labor/effort. All categories are explained in detail below with quotation examples from the participants' statements.

Category-1: Development/shaping
In the justifications gathered under this category, pre-service teachers generally emphasized their contributions to individual development, and stated that people develop with education, get to know themselves, develop a perspective on life, and discover new worlds. Examples from pre-service teachers' statements are given below:

> Education is like a door that opens to other worlds… Every time you learn something new, you discover new worlds, new perspectives, new emotions, and this is one of the purposes of human beings to live in this world. First of all, education is needed for this, you need to learn how to learn. PT291
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> Education is like a book because all academic information is here. The basis of development is knowledge. A person cannot exhibit the right behavior if they do not know. A person who cannot learn the right information will not exhibit the right behavior. PT334
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> A candle is a tool that sheds light around it and illuminates the darkness. Education is also a tool that allows us to be enlightened and to develop ourselves. PT4
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> Just as a child can distinguish the difference between stars and darkness when looking at the sky, I think education also shows the child the difference between darkness and light. The teacher determines which telescope to look through, and which planet and star to look at. PT122
>
> As a person receives education, they discover themselves and get to know themselves better in many ways, including developing their perspective in life. PT124

Category-2: Indispensability/necessity
In their justifications gathered under this theme, pre-service teachers focused on the vital/vital importance and value of education and emphasized that education is a basic necessity. The indispensability of education for the individual is generally explained as understanding oneself and the world, finding one's identity, being successful in life, solving one's problems, building one's future, adapting to society, etc., while its indispensability for society is stated as providing and preserving order. Some quotation examples are given below.

> Just as water is indispensable for life, so is education... Education is essential for our lives to go on their way, or rather to live in this world. Water regulates the metabolism of humans, meets the necessary needs of the body, and even proves that it is indispensable by constituting approximately 2/3 of it. Education is indispensable for order in society, just like water. PT195

Education is like the root of a tree. Science is a necessity of our age. Because the more solid it is, the more it holds the soil and stands strong against the winds, storms and extraordinary events that will come. Scientifically, education is a necessity of our age. It is not possible for society to exist without science. PT324

If we cannot breathe, we cannot continue our lives. If there is no education, we cannot join the society... We cannot be successful in life. We cannot overcome the difficulties we encounter. PT133

Education is like eating and drinking, just as a person needs to eat and drink water to live, the human brain also needs to be educated. PT9

Category-3: Requiring effort/labor

The pre-service teachers, who emphasized that education is an activity that requires effort/labor in the metaphors they produced, emphasized in their explanations that the quality of the process and the product will increase depending on the effort shown. Excerpts from the statements of the pre-service teachers are as follows:

The better we look after the sapling and the more care we give, the stronger and more rooted a tree we will grow. Students are like that too, the better education we give them, the stronger the foundation we will have. PT8

Education is like writing on a stone. Writing on a stone requires effort, patience and time. It is difficult to correct when written incorrectly. However, it is permanent when written correctly. PT70

It is like a tablecloth, when you cover it neatly, everything looks more organized and you make it more beautiful by adding a beautiful vase on it. When you leave it messy, it creates a mismatched image on the table it is on. PT202

You carefully choose the foods you will use when cooking. If you know how to add (cook) the products you choose, you will have a very enjoyable cooking skill. PT173

Category-4: Continuity/unlimited

In the reasons collected under this category, the participants emphasized that education is not limited to place, time and space and is intertwined with life. It was also stated that education begins the moment we are born and development continues throughout life. Examples of quotes from the pre-service teacher's explanations are given below:

Education is like a movie that lasts a lifetime, not only at school, but also at home, on the street, in the park, everywhere, all the time. We have no living space or time without education.PT82

Education is eternity. Because as the constantly changing living conditions, age, and technology change, the level and order of education also change. New situations require new learning. This process continues in this way. Forever. PT218

Just as life is inevitable for us from the moment we come to this world until we die, so is education. Education, like life, ends when we die. PT95

Education is a lifelong accumulation. A person starts learning things about life from the moment they are born. First education starts in the family and then in school and more generally, education develops further with the experiences they have. PT84

Category-5: Giving direction to life/providing quality life

When the reasons of the pre-service teachers under this category are examined, it is seen that they mostly perceive education as a tool to reach the goal/success.

Examples from the explanations of the participants who emphasize the power of receiving a good education to give direction to life and the reflections of the skills gained through education on life are as follows:

> Education is like a lantern that illuminates the environment. Without education, it becomes difficult for people to see their surroundings. In other words, education illuminates people's worlds and guides them. It allows people to see their future throughout their lives. PT16
>
> Education is like a car. As humans, our purpose in coming to this world is to live a successful life in the light of universal human values, and this is achieved through education. Education is a means for us to achieve this goal. PT106
>
> Just as a sick person returns to life when given the right medicine, a person will return to life with the right education. A wrong education will affect a person negatively. PT146
>
> Education is a bridge. A well-educated person becomes an individual who can look at life from multiple perspectives and use their opportunities. PT303

Category-6: Creating change/social development

In their justifications, pre-service teachers who emphasized that education shows what is good and right and affects the individual on the path to becoming a good person stated that values are instilled through education, civilization is built with educated people and society becomes modern through education.

In other words, in the justifications under this category, education is mostly emphasized as the basic tool of social development and progress. Sample quotes are as follows:

> Just as rules and care are necessary during pregnancy for the birth of a healthy creature, education is necessary in a healthy, developed, civilized society.PT144
>
> Education is a light. Social values are formed with education. People gain personality. Social values affect social change. Society becomes free and independent with education. PT160
>
> Education is like a full pool. The fuller the pool is, the more the country progresses. If the pool's drains are opened and its contents are emptied, we will turn into an emptied system and society like today. PT171
>
> Sunrise gives people happiness, refreshes and relaxes. A society where education is good will be prosperous, happy and respectful. PT214
>
> The brain has structural and functional duties. Its structural duty is constantly working. It is a necessary organ of the body and has a function... Education is like that, each educational system has its own functionality and contributes to the functioning of the social structure. PT222

Category-7: Being comprehensive

In the justifications under this category, it was emphasized that education is a very broad concept in terms of depth and richness in terms of the knowledge and skills to be learned and in terms of addressing the individual differences of the students, and it was stated that anything can happen at any time. The following are some of the statements of the participants:

It is a vast and limitless place. Because I think that knowledge has no end, there are millions of pieces of information in the world, where two different pieces of information meet, other information emerges, that's why I argue that it is endless. PT221

Like traffic, you never know what kind of people (students) you will encounter. They can have all kinds of moods and levels of knowledge. PT255

Like an iceberg, the visible part is much less than the invisible part. Education is a branch of science that needs to be focused on and is open to research and development. PT243

A deep well, because it is full of continuous and deep knowledge. PT257

It is like the roof of a house. A house has many rooms. Like a bedroom, living room, kitchen. Education also covers many things. PT217

Category-8: Process

The pre-service teachers, who stated in the justifications of the metaphors they produced that the change aimed at through education did not happen all at once, but occurred step by step and over time, also emphasized that each experience and learning affected and developed the other. Sample statements are given below:

Education is a series of endless steps on a ladder. This ladder, which we take our first step with being born, covers all our steps between life and death. Life itself is a field of learning and applying what we have learned. Every new piece of information we learn takes us to higher steps on the ladder. PT196

Education is like never being found while playing hide and seek, it is realizing that you never were while saying "I am" throughout your life. PT178

Like a puzzle divided into pieces, it brings us closer to self-realization by completing each piece. PT284

It consists of rings like a chain and forms a whole. When each piece comes together and fits, education becomes productive and successful. PT314

2.2. Negative Metaphors and Their Rationales

The 15 negative metaphors produced by pre-service teachers and their rationales are summarized in Table 4.

Table 4. Conceptual categories of negative metaphors according to the rationales for their development

Metaphors	Rationales
Fish out of the sea, child's toy, broken wristwatch, mathematics	Constant change in the system
The sea, the walls that limit people, the running race,	Competitive examination system
Knife, guard, personality disorder	Oppressive and coercive practices
Skyscraper, parrot	Teaching practices based on memorization and information loading
The camel I saw on the beach	Inconsistent practices
Factory	Raising a single type of person/ Neglecting individual differences

World	Unfairness

As seen in Table 4, the reason for the limited number of negative metaphors was mostly the constant change in the system (f:5), followed by the competitive exam system (f:3), oppressive and coercive (f:3) and teaching practices based on memorization/information loading (f:2). Examples from the explanations of the pre-service teachers are given below.

> Education is like a broken wristwatch because it should work properly but cannot be put into order. Therefore, it is a system that always puts people in a difficult situation. PT194
>
> Education is like a personality disorder in psychology. Because in every lesson, teachers try to direct the student according to their own character, tastes, and interests, and if the product does not come out in line with their tastes, the student fails or is given a lower grade than they deserve. PT09
>
> Education is like walls that limit people because in our education system, it condemns people to exams with unnecessary and stupid questions rather than helping the individual get to know themselves, develop, and gain social and cultural characteristics. PT319
>
> Education is like a factory, where everyone is expected to do the same thing, trying to raise a single type of person. PT220
>
> Education is like a camel I saw on the beach. There are so many ridiculous applications that are not related to each other, they are always trying to give applications together. PT25

DISCUSSION and CONCLUSION

As a result of the research, it was determined that the pre-service teachers produced a total of 221 different metaphors for the concept of "education". A metaphor is not the phenomenon itself, but only a symbol. Metaphors are selective; they do not represent the whole phenomenon they are trying to define, but only a part of it (Weade & Ernst, 1990, p. 133). A complex and multidimensional concept such as education requires a large number of metaphors to be explained as a whole. Therefore, the production of a large number of different metaphors in the research is important in terms of providing participants with multi-faceted perspectives on the phenomenon of education. According to the results obtained, the pre-service teachers used concrete analogies more and abstract metaphors less in expressing their own mental images related to education. Metaphorical expressions arose from the need to make abstract information or concepts visible. In metaphor, the source area is described more concretely and more clearly, while the target area is more abstract and less clearly described than the source area (Kövecses, 2010, 17- 27). In other words, the essence of metaphor is the use of a concrete image to understand/explain abstract concepts or relationships (Draaisma, 2014). In this

case, it can be said that this result, which is similar to the relevant literature (Akbaba Altun & Apaydın, 2013; Turan et al. 2016), is an expected result.

The 161 concrete metaphors produced by the pre-service teachers were mostly collected in the nature/geography category in terms of source area, followed by action/process, material/tools-equipment, structure/space, human, food and animal categories. In the category of metaphors whose source is nature, plant names such as tree, seed, sapling, flower, forest etc. and water metaphor were frequently repeated. According to Chudinov's (2004) classification, plant metaphors are used as section names (root, trunk, branch, seed, fruit etc.), life cycle (growing, bearing fruit, human participation in this cycle (planting plants, harvesting products etc.) and growing areas (garden, soil, greenhouse, forest etc.). Indeed, in the action process category of the current study, it was observed that human actions towards the life cycle of plants such as growing flowers, growing saplings and gardening were prominent. Water, one of the foundations of life, plays a decisive role in the formation of structures larger than itself, so it is addressed with various concepts such as sea, lake, stream, foam, wave, river, creek, stream, etc. depending on the situation (Sazak, 2021, 233). In this study, the sea and ocean were among the frequently repeated metaphors. Buildings, machines-tools-equipment and food are also shown among other commonly used source areas (Kövecses, 2010). When the relevant literature is examined, it is seen that metaphors containing plant elements such as root, branch, fruit, sapling, flower, seed etc. are used in the field of politics (Chudinov, 2004), in expressing family relationships (Düzünli, 2016), and in defining people, objects, colors and abstract concepts (Garbuio, 2017). In works written in every field of Turkish literature, the water metaphor is encountered for many different concepts (word, resurrection, lifeblood, knowledge, etc.) (Eker, 2021; Ögel, 2010). In the field of education, among the metaphors related to the education system and its inputs (teacher, student, program, etc.), nature metaphors such as plant, water and plant cultivation; material metaphors such as mirror, compass, lantern, dictionary, book, lamp; structure and space metaphors such as building, building foundation, factory, family are frequently used (Akbaba Altun & Apaydın, 2013; Capcıoğlu, 2023; Kara & Akcan, 2021; Peculea, 2017; Öztürk Çalıkoğlu, & Başar, 2019; Turan et al. 2016). In this case, it can be said that the research findings overlap. The source of abstract metaphors was mostly action and process, and only one teacher candidate associated education with emotion with the metaphor of love. In the study conducted by Tüzel-İşeri and Akın (2019), the sense of belonging ranked first among school-related metaphors, while the category of shaping ranked first and the category of dedication ranked third among teacher metaphors. In the study conducted by Akbaba Altun and Apaydın (2013), only two students used the metaphor of love related to the concept of education. It can be considered a remarkable

result that pre-service teachers' dates did not associate emotions with education.

As a result of the research, it was determined that 206 metaphors produced by pre-service teachers defined positive characteristics related to education, and 15 metaphors defined negative characteristics. Positive metaphors were mostly collected in the "development/shaping" category, where the contributions of education to individual development were emphasized in terms of the reasons for their comparison. In this category, light, renewal, water, growing flowers were frequently used metaphors, followed by growing seeds, tree, garden, and crop garden metaphors. Plant metaphors, which are very powerful imaginative narrative tools, characterize people in many ways (physical, cognitive, behavioral, moral, etc.) and include positive/negative evaluations (Güneş, 2018). In the current study, plant metaphors were used for this purpose, and the participants touched on the power of education to develop people's thoughts and behaviors. Similar results were obtained in the studies conducted by Akbaba Altun and Apaydın (2013) with pre-service teachers from different departments, and by Şahin and Sabancı (2018) and Kara and Akcan (2021) with pedagogical formation students, and it was observed that the metaphors used for the concept of education were mostly gathered in the category of "source of change and development". However, in the study conducted by Peculea (2017) with pre-service teachers, education was perceived more as a "source of knowledge", and in the study conducted by Çapçıoğlu (2023) with senior students of the faculty of theology, education was described as "a training and production activity". Perceptions and beliefs regarding education develop based on many factors such as student experiences, fields of education, personal values, beliefs and philosophies, etc. In this case, it can be said that these differences between the results are due to the individual preferences of the participants or their education/graduation in different faculties and programs.

The second category where the metaphors produced by the pre-service teachers are most collected is indispensability/necessity. In this category, the water metaphor was repeated a lot, followed by metaphors such as breath, need, food and drink, bread, breathing, sun, rain, etc. In the cultural world, water indicates life, eternity, abundance and sanctity (Çatak, 2015), and is explained as a source of vitality and growth (Gürkan, 2009, p. 442). In the current study, pre-service teachers emphasized the vital value of education in terms of individual development and social order by using the basic physiological needs of people as a metaphor. The individual function of education is to help the individual discover and develop his/her own potential; its social function is to help the

human being, who is a biological being when he/she is born, to become a social being. Creating healthy individuals and a social structure is one of the general goals of education (Hoşgörür & Taştan, 2012; Ünsal & Korkmaz, 2018). Because the progress and development of countries and the healthy existence of society, in other words, can only be possible if education fulfills its functions. In this case, it can be said that the majority of the metaphors produced by pre-service teachers for the concept of education are related to the basic purposes and functions of education.

Another characteristic that the participants clearly stated about education is that education is an activity that requires effort and hard work. In this category, the metaphors of trees, seeds and children were frequently used, and other metaphors frequently included plants (saplings, trees, flowers) and raising/raising children. The growth and development of a sapling, tree or baby/child takes time, requires careful care and patience. Because development occurs gradually and gradually. In this case, it can be said that the participants emphasized the quality of the process for the quality of the product and emphasized the responsibilities of the teacher in the process. According to Özden (2018), metaphors are closely related to the experiences of individuals on that subject. Therefore, the metaphors developed by pedagogical formation certificate program students in this category may also be related to the problems they encountered in their own education processes. Other categories in which positive metaphors produced regarding the concept of education are collected are continuity/being limitless, giving direction to life, creating change/social development, being comprehensive and process. In the category of continuity/boundlessness; it is stated that education is always and everywhere with life and life metaphors, and that it changes/should change with changing living conditions. The age we are in is an age of rapid changes due to the impact of technology. Every being in the universe is within the scope of change (Faryal, 2011). Therefore, the most important agenda item of today's societies is change and how to adapt to change. As Tuncel (2011) stated, the future of societies depends on their ability to lead and adapt to very fast changes. Pre-service teachers also described education as the key to achieving goals in the category of "directing life" and the key to social development and progress in the category of "creating change/developing society". This result is important in terms of the participants being aware that individual and social development is possible with education that changes according to living conditions and leads change.

The last two categories where the positive metaphors produced by the pre-service teachers are collected are "being comprehensive" and "process". Due to

the abundance and depth of the information that needs to be learned in terms of content and individual differences in terms of students, education is perceived as a very comprehensive concept. The focal point in the justifications of the metaphors in the process category is continuous learning effort, self-realization, putting what they have learned into practice, etc. This result is valuable in terms of the pre-service teachers touching on the role of the student in their own learning process in education and giving the student a more active role. The fact that there are relatively fewer metaphors in these two categories may be related to which quality of the educational phenomenon the participants aim to reveal. Because it is not possible to reveal all the qualities related to the phenomenon with a single metaphor (Morgan, 1998). Although limited in number, negative metaphors were also produced in this study for the concept of education. The justifications of the negative metaphors (skyscraper, parrot, factory, guard, broken wristwatch, world, etc.) are as follows; constant change in the system, competitive exam system, rote-based teaching, ignoring individual differences, etc. have been related to the education system. In the relevant literature, it has been stated that there are many studies that determine that the views of teachers and pre-service teachers on the education system are more negative than the concepts of education, school, teacher individually (Kara &Akcan, 2021; Kasapoğlu, 2016; Örücü, 2014; Öztürk Çalıkoğlu, & Başar, 2019). In these studies, participants criticized the inadequacy of meeting the needs of individuals, the constant changes, and competitive exams with metaphors such as horse racing, blinkers, closed box, turtle, chameleon.

CONCLUSION and RECOMMENDATIONS

This study revealed that pre-service teachers' perceptions of the concept of education were positive, however, some negative metaphors were produced. Education was described as an indispensable action that provides individual and social development, requires effort and care, and directs life, and as a tool for change. The vast majority of metaphors produced for the concept of "education" are similar to the findings of studies conducted using metaphors related to education itself and its inputs. Although there are differences in naming, the categories obtained from the study overlap with the findings of relevant studies in terms of content and meaning. Negative metaphors are not related to education itself as a concept, but to the functioning of the education system. Pre-service teachers did not use emotions as a source area in metaphors related to the concept of education. These results are limited to the metaphors produced by pre-service teachers' dates who graduated from different faculties and participated in pedagogical formation training at a state university in the 2017-2018 academic year. Therefore;

- In order to eliminate the limitations of a single metaphor and achieve multiple vision, it may be suggested that participants develop more than one metaphor in similar studies,
- Examine the views of pre-service teachers on the levels of realization of the functions of education,
- Pay attention to studies on the place and importance of emotions in the learning-teaching process in pre-service education,
- Repeat the same study in different sample groups,
- Examine perceptions of the concept of education more deeply with mixed research methods where quantitative and qualitative methods are used together.

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Genişletilmiş Özet

Giriş

Öğretmenler eğitim sisteminin en önemli girdilerinden biri ve öğretim sürecinin baş aktörüdür. Öğrencilerin eğitim programı ve öğrenme ortamıyla etkileşime girmesini sağlayanlardır. Onlar sadece öğrencilerin yeni beceriler öğrenmesine ve geliştirmesine yardımcı olan kişiler değil, aynı zamanda değerli bir kişisel gelişim kaynağıdır. Nitelikli eğitim büyük ölçüde öğretmenlerin nitelikli eğitimine bağlıdır. Bu nedenle öğretmenlerin mesleki ve kişilik özellikleri eğitim araştırmalarında ve eğitimde kalite arayışında en önemli konulardan biridir. Metafor, bir kavramın, durumun veya nesnenin doğrudan nesnenin kendisi yerine başka bir kavram veya nesne kullanılarak dolaylı olarak ifade edilmesidir. Metaforların günlük yaşamda ve akademik çalışmalarda kullanılması, gizli anlamların incelenmesi ve anlaşılması açısından önemlidir. Bu nedenlerden dolayı metaforlar eğitim araştırmalarında sıklıkla kullanılmaktadır. Bu çalışmaların bazıları genel olarak eğitim sistemine yönelik algıları incelerken bir kısmı sistemin girdilerini (öğretmen, öğrenci, okul, eğitim programı vb.) tek tek incelemektedir. Bununla birlikte öğretmen adaylarının "eğitim algısını" inceleyen araştırmaların çok sınırlı sayıda olduğu görülmektedir. Bu nedenle araştırma öğretmen adaylarının eğitim hakkında nelere inandıklarını, düşündüklerini ve eğitimin toplumda nasıl tanındığı hakkında bilgi vermesi açısından önemlidir.

Yöntem

Bu çalışma nitel araştırma desenlerinden bir "fenomenoloji" çalışmasıdır. Araştırmada incelenen olgu/kavram toplumsal yaşamın her alanını ilgilendiren "eğitim" kavramıdır. Araştırma bir devlet üniversitesinde pedagojik formasyon eğitimine devam eden, farklı fakülte/bölümlerden mezun 354 öğretmen adayı ile gerçekleştirilmiştir. Çalışma grubunun oluşturulmasında maksimum çeşitlilik yöntemi kullanılmıştır. Veri toplama sürecinde iki bölümden oluşan Yazılı Görüşme Formu (YGF) kullanılmıştır. Formun ilk bölümü öğretmen adaylarının kişisel bilgilerine ilişkin sorulardan oluşmaktadır. İkinci bölümde katılımcılara "Bana göre eğitim … gibidir, çünkü …" sorusu yöneltilmiş, eğitime ilişkin bir metafor geliştirmeleri ve mantıksal gerekçesini açıklamaları istenmiştir. Geçerli metafor üreten 337 öğretmen adayının (220 kadın, 117 erkek) metaforları içerik analizi tekniğiyle analiz edilmiştir. Daha sonra elde edilen tema ve kod listeleri nitel alanda çalışma yapan iki öğretim üyesine sunulmuş, araştırmacı ve uzman görüşleri arasındaki uyum oranı ortalaması %92 olarak hesaplanmıştır.

Bulgular

Öğretmen adayları "eğitim" kavramına ilişkin 161'i somut, 60'ı soyut olmak üzere toplam 221 metafor üretmişlerdir. Mantıksal gerekçelerine göre bu metaforların 206'sı pozitif, 15'i negatiftir. Katılımcıların çoğu doğa/coğrafyadan esinlenerek metafor üretmiş, bunu sırasıyla eylem/süreç, malzeme/araç-gereç, yapı/mekan, insan, yiyecek ve hayvan metaforları izlemiştir. Kaynağı doğa olan metaforlar arasında en sık tekrarlanan metaforlar su, ağaç, tohum, fidan, bitki, yağmur ve denizdir. Soyut metaforlar ise süreç, eylem, yapı/sistem ve duygu olmak üzere dört tema altında toplanmıştır. Eğitim genel olarak bireysel ve toplumsal gelişimi sağlayan, çaba ve özen gerektiren, hayata yön veren bir değişim aracı ve vazgeçilmez bir eylem olarak algılanmıştır. Sınırlı sayıda olan olumsuz metaforların (gökdelen, papağan, fabrika, bekçi, kırık kol saati vb.) gerekçesi öğretmen adayları tarafından ezbere ve bilgi yüklemeye dayalı öğretim uygulamaları, sistemin sürekli değişmesi, bireysel farklılıkların göz ardı edilmesi ve rekabetçi sınav sistemi olarak açıklanmıştır.

Tartışma ve Sonuç

Eğitim gibi karmaşık ve çok boyutlu bir kavramın bütün olarak anlaşılabilmesi için çok sayıda metafora ihtiyaç vardır. Bu nedenle araştırma sonucunda çok sayıda ve birbirinden farklı metaforun elde edilmesi, eğitim olgusuna ilişkin çok boyutlu bakış açıları sunması açısından önemlidir. Metaforik anlatımlar, soyut bilgi veya kavramları görünür kılma ihtiyacından doğmuştur. Özünde, soyut bir kavramı veya ilişkileri göstermek/açıklamak için somut bir imgenin kullanılması söz konusudur. Bu nedenle geliştirilen metaforların çoğunlukla somut metaforlar olması doğal bir sonuç olarak yorumlanabilir. Araştırma sonucunda "eğitim" kavramı için geliştirilen metaforlar, ilgili literatürde eğitim sistemi ve eğitimin girdileriyle (öğretmen, öğrenci, okul vb.) ilgili metafor analiziyle yapılan araştırmaların bulgularına benzer olmuştur. Temaların, isimleri farklılıklar gösterse de içerik ve anlam açısından ilgili literatürle örtüşmektedir. Metaforlar, ulusal ve kültürel özellikler taşıyan, duygusal ve değerlendirici öğeler barındıran etkili bir anlatım aracıdır. Başka bir deyişle metaforlar kültürel bir temelde ortaya çıkar ve o kültürde yaşayan insanların anlama davranışlarını belirler. Bu durumda aynı kültürde yaşayan öğretmen adaylarının metafor geliştirme sürecinde benzer bir kod sistemi kullandıkları söylenebilir. Eğitimin yaşamı yönlendiren bir eylem, bireysel gelişim ve toplumsal değişim için bir araç olarak algılanması çok önemlidir. İçinde yaşadığımız çağ hızlı ve sürekli değişimin yaşandığı bir çağdır. Toplumların geleceği değişime uyum sağlama yeteneklerine bağlıdır. Dolayısıyla bu sonuçlar, öğretmen adaylarının bireysel ve toplumsal gelişimin yaşam koşullarına göre değişen ve değişime yol açan eğitimle mümkün olduğunun farkında oldukları şeklinde yorumlanabilir.

Öneriler

Araştırma sonuçları, 2017-2018 eğitim öğretim yılında bir devlet üniversitesinde pedagojik formasyon eğitimine katılan ve farklı fakültelerden mezun olan öğretmen adaylarının geliştirdikleri metaforlarla sınırlıdır. Aynı araştırmanın farklı örneklem gruplarında tekrarlanması ve nicel ve nitel veri toplama yöntemlerinin bir arada kullanıldığı karma araştırma yöntemi ile "eğitim" kavramına yönelik algıların daha derinlemesine incelenmesi önerilebilir. Metaforlar seçicidir; olgunun tamamını değil, yalnızca bir kısmını temsil eder. Tek bir metaforun sınırlılığını ortadan kaldırmak ve çoklu vizyonlar elde etmek için benzer çalışmalardaki katılımcılardan birden fazla metafor geliştirmeleri istenebilir. Araştırma sonuçları, öğretmen adaylarının ürettikleri metaforların çoğunlukla eğitimin genel amacı ve işlevlerine vurgu yaptığını göstermektedir. Başka bir çalışmada, öğretmen adaylarının Türk Milli Eğitim Sisteminin genel amaçlarının gerçekleşme düzeyi ile ilgili görüşleri incelenebilir. Bu çalışmada katılımcılar eğitim kavramını duygularla örtüştürmemişlerdir. Hizmet öncesi öğretmen eğitiminde öğrenme sürecinde duyguların önemine ilişkin çalışmaların yapılması önerilmektedir.