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Pre-service Teachers' Metaphorical Perceptions of "Pedagogical Formation Certificate Program Student" Concept

Öğretmen Adaylarının "Pedagojik Formasyon Sertifika Programı Öğrencisi" Kavramına İlişkin
Metaforik Algıları

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Abstact: This study aimed to determine the metaphorical perceptions of pre-service teachers participating in the pedagogical formation certificate program about the concept of pedagogical formation certificate program student. Phenomenology design was used in the data collection. The study group of the research consisted of 417 pre-service teachers participating in the pedagogical formation training certificate program at the faculty of education of a state university located in the Western Black Sea Region in Türkiye in the 2022-2023 academic year. The data of the study were collected through a form prepared by the researchers asking "pedagogical formation program student is like (1)...../similar because (2)....." to an object, a shape, an animal or a living creature (metaphor/mental image) and to state the reason (justification/logical basis) for their similes. The documents were analyzed by content analysis method. As a result of the research, 52 metaphors developed by pre-service teachers taking part in pedagogical formation certificate program about the concept of pedagogical formation program student were collected in 16 different categories named as "dough, new born baby, storage space, warrior, turtle, guided person, lucky fish, mother, light, miserables, unprocessed mine, precious metal, dreamer, intermediary person, unconscious person, lego".

Keywords: Pedagogical formation certificate program student, pre-service teacher, metaphor, content analysis, phenomenology design

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Öz: Bu çalışmanın amacı pedagojik formasyon sertifika programına katılan öğretmen adaylarının pedagojik formasyon sertifika programı öğrencisi kavramına ilişkin metaforik algılarını belirlemektir. Verilerin toplanmasında fenomenoloji deseni kullanılmıştır. Araştırmanın çalışma grubunu 2022-2023 akademik yılında Türkiye'de Batı Karadeniz Bölgesi'nde yer alan bir devlet üniversitesinin eğitim fakültesinde pedagojik formasyon eğitimi sertifika programına katılan 417 öğretmen adayı oluşturmaktadır. Araştırmanın verileri, araştırmacılar tarafından hazırlanan ve bir nesneye, şekle, hayvana veya canlıya "pedagojik formasyon programı öğrencisinin (1)...../benzer çünkü (2)....." benzetmesini (metafor/zihinsel imge) ve benzetmelerinin nedenini (gerekeç/mantıksal dayanak) belirtmelerini isteyen bir form aracılığıyla toplanmıştır. Dokümanlar içerik analizi yöntemiyle analiz edilmiştir. Araştırma sonucunda pedagojik formasyon sertifika programına katılan öğretmen adaylarının pedagojik formasyon programı öğrencisi kavramına ilişkin geliştirdikleri 52 metafor "hamur, yeni doğan bebek, saklama alanı, savaşçı, kaplumbağa, güdümlü kişi, şanslı balık, anne, ışık, sefiller, işlenmemiş maden, değerli metal, hayalperest, aracı kişi, bilinçsiz kişi, lego" olmak üzere 16 farklı kategoride toplanmıştır.

Anahtar kelimeler: Pedagojik formasyon sertifika programı öğrencisi, öğretmen adayı, metafor, içerik analizi, fenomenoloji deseni

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1. INTRODUCTION

In the history of education in the Republic of Türkiye, in parallel to European countries, teacher training started as a job based on master-apprentice relationship and carried out by clergymen (Yüksel, 2011a). Since the first years of the republic, Village Institutes, Teachers' Schools, Colleges of Education, Education Institutes, Higher Teachers' Schools and Faculties of Education have assumed important roles in teacher training (Bilir, 2011). The task of teacher training was transferred to faculties of education in 1982 (YÖK, 1998), after which the Council of Higher Education (CHE [YÖK]) restructured many times and various regulations were put into effect between 1997 and 2023 in the field of teacher education and especially in the field of pedagogical formation program for those who want to become teachers from students studying in a field other than education faculties (Board of Education and Discipline [TTK], 2017; YÖK, 1998, 2012, 2014a, 2014b, 2015, 2020, 2021, 2023) and pedagogical formation education has taken its place in the history of education in the Republic of Türkiye as one of the practices in which many changes were made in terms of quantity and quality in the field of teacher training. A pedagogical formation program is a curriculum designed to prepare pre-service teachers from different disciplines for the profession, focusing mainly on candidates' communication and effectiveness skills (Reyhner, Gilbert, & Lockard, 2011). Following the decision taken by Council of Higher Education in 2009 (Öztürk-Akar, 2018), having been put into practice since 2010-2011, it is seen that the pedagogical formation certificate program will be considered as a personal development program within the scope of lifelong learning with the statement made in 2014, and it is decided to be given to undergraduate students who request the relevant program by universities with faculties of education / educational sciences and educational sciences departments (YÖK, 2014b).

These regulations, which have been understood to have been implemented for short periods of time from past to the present, seem to focus on closing the teacher shortage in certain periods. These frequent changes in teacher training policies have not made the expected contribution to the training of qualified teachers, and the issue of teacher training has continued to be among the top problems of education in Türkiye. According to Özoğlu (2010), ignoring the supply-demand balance and the current loss of prestige has made teaching a profession that university graduates who cannot find a job turn to. The high number of quotas allocated to pedagogical formation certificate programs and the widespread belief that these programs are the shortest way to obtain the right to become a teacher (Bilir, 2011; Eraslan & Çakıcı, 2011) are among the other important problems related to these programs. These practices further reduced the quality, prevented the development and strengthening of the teaching profession, and decreased the value given to the teaching profession in the public eye (Akyüz, 2013). However, teachers play a leading role in the development of a country, in the training of qualified manpower, in the socialization and preparation of individuals for social life, and in the transfer of the culture and values of society to younger generations. Therefore, it is thought that determining how pre-service teachers in the pedagogical formation certificate program, which has been in effect in teacher training policies since 2010, perceive the concept of pedagogical formation program student, in other words, how they perceive themselves, through "metaphor", which is frequently used in educational research, is important for the evaluation of these programs.

As stated in Lakoff and Johnson's book "Metaphors We Live By", it is understood that the concept of "metaphor", which was born from a perspective called "mental metaphor theory", derives from the Greek word "metapherein", which means to transfer, carry, transport, take from one place to another (Leino & Drankenberg, 1993:7-10). The concept of metaphor, which in Turkish is met with the words "simile, metaphorization" (Aydın, 2006:10), is defined in the Oxford Dictionary as "a word or concept used to show the common feature between two things and to make a strong description, to describe something imaginatively" (Hornby, 2000). According to Ocak and Gündüz (2006:295), metaphor means describing a concept by likening it to another concept. Two concepts may bear little resemblance to each other, but knowing one very well allows us to better understand the second. Metaphor is used as a bridge between

two concepts. For example, pre-service teachers' metaphorical perception of the 'pedagogical formation training certificate program' as 'the sun' is associated with the fact that this program is enlightening like the sun (Karakış & Tuncel, 2022). Metaphors help to describe important features of complex variables in a simple way and convey the whole story in a single image (Dickmeyer, 1989:151-160).

Metaphor is not only a simile, but also a basic thinking mechanism (Cerit, 2006:672). Metaphor is a powerful mental tool that an individual can use to understand and explain a highly abstract, complex or theoretical phenomenon (Saban et al., 2006, 2007). Strenski (1989) argues that metaphors are consequences and have the role of reflecting and shaping our attitudes and even determining our behaviors. Arnett (1999) states that metaphor is a tool of perception. According to Geçit and Gençer (2011:2), when perceiving concepts, the commonalities with another concept are often brought to mind. Another newly learned feature of a concept is often paired with the features of other well-known situations or analogies are created in the mind. For this reason, metaphor is frequently encountered in formal and informal learning as a way of explaining difficult-to-understand concepts by analogy with known concepts.

One of the most important aspects of metaphor as a teaching tool is that it can create an environment for long-term retention (Arslan & Bayrakçı, 2006:102) and increase learning motivation. Metaphor also has a memory-supporting role that facilitates the encoding and retrieval of new information (Oğuz, 2005:583). In his study, Nelson (1992) found that the recall rate of the group given a metaphor task was higher than the group given a story and sentence task. Another common reason for using metaphor in educational research is to illustrate and explain a concept through metaphor in a way that can communicate effectively with the target audience (Midgley et al., 2013). According to Yob (2003), metaphor also enables educators to make comparisons and recognize similarities. In teacher education, metaphor can be used as a tool for directing teaching practices and determining the place of pre-service teachers in educational understanding (Vadeboncoeur & Torres, 2003:88). Moreover, metaphors help teachers and pre-service teachers to recognize themselves (Ben-Peretz, Mendelson & Kron, 2003:285-286; Leavy, McSorley & Bote, 2007:1217-1233). Moreover, it is thought that identifying metaphors will help students benefit the preparation of educational environments for them (Kartallıoğlu, 2022).

In the related literature, there are few studies that examined how the concept of "student" is perceived metaphorically by students and pre-service teachers (Aydın & Pehlivan, 2010; Aydoğdu, 2008; Bozlak, 2002; Inbar, 1996; Özdemir & Erol, 2015; Saban, 2009). In the study conducted by Aydoğdu (2008), it was determined that students in primary schools perceived the concept of "student" as growing up/growing up, receiving information, obeying authority, working in a regular and disciplined manner, and taking the shape desired by the teacher. Özdemir and Erol (2015) found that pre-service teachers receiving pedagogical formation education perceived the concept of "student" as a jewel shaped by teachers and ready to be processed and hungry person for knowledge. In the study conducted by Aydın and Pehlivan (2010), it was determined that prospective Turkish teachers perceived the concept of "student" as an individual who receives information, being produced and shaped. In the study conducted by Bozlak (2002), it was determined that a great majority of pre-service teachers perceived themselves as passive. In the study conducted by Inbar (1996), the concept of student was perceived as a blank slate, a prisoner and a criminal, a vessel shaped in the hands of a potter (Inbar 1996:77-92). Saban (2009) stated that pre-service teachers perceived the concept of "student" as raw material, a disabled being, an obedient being, social capital, an empty mind, a valuable being, a developing being, a constructor of his/her own knowledge and a "social participant". As can be understood from the studies, it is understood that the metaphorical perceptions of pre-service teachers receiving pedagogical formation education towards "pedagogical formation program student" have not yet been examined.

1.1. Purpose of the research

This study aimed to determine the metaphorical perceptions of pre-service teachers participating in the pedagogical formation certificate program about the concept of pedagogical formation program student. In line with this general purpose, the answer to the following question was sought:

1. What are the metaphorical perceptions of pre-service teachers participating in the pedagogical formation training certificate program towards the concept of pedagogical formation program student?

As metaphors are used to express a situation, problem, case in another way, pre-service teachers participating in the pedagogical formation training certificate program were asked to describe the concept of "pedagogical formation program student" by analogy with vitality, depth and strong meaning.

1.2. Importance of the research

Especially in recent years, the fact that almost every university graduate in Türkiye can become a teacher by taking pedagogical formation training is quite thought-provoking in terms of the quality of the teaching profession. This situation has drawn the attention of educational researchers to the quality and efficiency of pedagogical formation certificate programs. In order to make predictions about the efficiency of the pedagogical formation education given by the faculties of education of universities, the opinions of the pre-service teachers receiving this education can be obtained through metaphors and the explanations they make about the metaphors; these metaphors and the explanations they make about these metaphors contribute to the pre-service teachers to express their perceptions more easily and to explain abstract concepts through concrete concepts. In this way, it will be easier to examine in detail the perceptions, attitudes and perspectives of pre-service teachers, one of the stakeholders of the pedagogical formation certificate program, about the concept of "pedagogical formation program student". The current research is considered to be important as the metaphorical analysis method will contribute to the understanding and correction stages of teacher training programs by evaluating the dynamic relationships between the basic elements of those programs and will have an idea about the effectiveness and execution of the programs. According to Saban (2006), metaphor can be used as an important data collection and program evaluation tool. As a result of the literature review, it is thought that the current study is important because there is no study on the metaphorical perceptions of pre-service teachers receiving pedagogical formation education towards pedagogical formation program students.

2. METHOD

2.1. Research model

In this study, aiming to determine the metaphorical perceptions of pre-service teachers receiving pedagogical formation education about the concept of pedagogical formation program student, the phenomenology design, one of the qualitative research methods, was used in the data collection and interpretation process. According to Patton (2014:104) and Yıldırım and Şimşek (2013:78), the phenomenology design focuses on phenomena that we are aware of in daily life but do not have an in-depth and detailed understanding.

2.2. Study group

The study group of the research consisted of 417 pre-service teachers participating in the pedagogical formation training certificate program at the faculty of education of a state university located in the Western Black Sea Region in Türkiye in the 2022-2023 academic year. A total of 750 pre-service teachers were attending that program during the study; data were collected from from 450 volunteer teacher candidates and 33 incomplete or incorrectly completed answer sheets were excluded from the scope of the research.

2.3. Data collection tool

The data of the study were collected through a form prepared by the researchers. In order to determine the metaphorical perceptions of the pre-service teachers participating in the study about the concept of pedagogical formation program student, each of them was asked to compare the sentences

"pedagogical formation program student is like (1)...../similar because (2)....."

to an object, a shape, an animal or a living creature (metaphor/mental image) and to state the reason (justification/logical basis) for their similes. Then, these short compositions written by the students were used as the main data source in the current study.

2.4. Data analysis and interpretation

The documents in which the participants in the research group produced metaphors for the formation student were analyzed by content analysis method and the findings obtained were tabulated and interpreted. According to Büyüköztürk et al. (2014:240), content analysis is a technique that helps to systematically summarize any text with smaller contents through regular coding. This technique consists of five stages: (1) naming, (2) elimination, (3) category development, (4) ensuring validity and reliability, and (5) calculation and interpretation of frequencies and percentages.

In order to ensure the validity and reliability of the qualitative dimension of the study, the data set was examined in detail and all data were presented both quantitatively and qualitatively. Then, the metaphor table and categories created to ensure reliability were presented to two field specialist and compared, and the reliability of the research was calculated using Miles and Huberman's formula (reliability = consensus / consensus + disagreement) by determining the number of agreement and disagreement as a result of the comparison (Miles and Huberman, 1994:64). According to the authors, a desired level of reliability is achieved when the agreement between expert and researcher evaluations is 90% and above. The result of the reliability calculation of the current study was 91%; according to this result, it can be said that the data obtained in the current study are reliable.

3. FINDINGS

In this study, 417 pre-service teachers receiving pedagogical formation training were asked to produce metaphors about the concept of pedagogical formation program student and to explain these metaphors. In this way, it was aimed to reveal the perceptions of pre-service teachers who are not graduates of the faculty of education about the concept of pedagogical formation program student with the help of the metaphors they produced. As a result of the research, 52 metaphors developed by pre-service teachers about the concept of pedagogical formation program student were collected in 16 different categories. Table 1 shows the metaphors, categories, frequencies of metaphors and sample justifications.

Table 1

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
Dough	shaped dough	8	to prepare students in various categories according to their educational status and age levels for for the rest of their lives by guiding them to be human first, to have a positive, meaningful and good outlook in life, to transfer the necessary trainings at the maximum level in the fields they are talented and willing in this framework.
New born baby	a child who knows words but cannot form sentences	29	With the formation education we receive, we will have the ability to effectively transfer our knowledge to the students
	an impatient child	2	I want to get the certificate as soon as possible without much effort. However, it is necessary to work and make an effort.

Table 1 (Continuation)

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
	a new-born chick	19	With the formation training, she learns from the mother hen what she needs to learn, do and apply, and over time, as a result of the knowledge, she will become a mother hen herself and teach what she has learned to her own offspring.
	a novice driver	28	They are anxious and prone to accidents in different situations at any time. However, if he/she provides the necessary experience and practice, he/she can easily go where he/she wants to reach without panicking about the condition of the road or external conditions. As long as the formation student learns the necessary preliminary knowledge and the techniques of transferring it and can apply it, he/she can overcome his/her inexperience and become a professional in a master position.
	a caterpillar	9	It is like a creature that strives to emerge from its cocoon and consolidates its knowledge in that cocoon. At the end of the program, we will have reached the required maturity.
	a half-teacher	24	No matter from which profession the program is taken, it is a guide in teaching life. Formation program students have this education and training programs and if we are destined to do this profession, that is, teaching in the future, we will benefit from these programs.
	the first board of the ladder	2	Each ascending board up the ladder is more skillful, more advanced and we are the first board on the ladder.
	a person without glasses	1	They act on information that they see superficially to clarify near and far, information is fuzzy, the future is not clear.
Storage space	an empty notebook page	23	With the information received in the program, we will become full like a book. But before that, we are like an empty page.
	a computer	7	We need to quickly record the information and put it into practice.
Warrior	an ant	8	Although we has 4 years of education, we persistently strive to reach the teaching profession by adding our educational skills and knowledge to ourselves.
	an old car	2	Naturally, we are slow and heavy because of lack of

Table 1 (Continuation)

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
	an athlete	8	knowledge yet. After the program, we will be fast like a Ferrari. We will also be effective. We have to live fast. Just as the athlete strives to win the marathon, we have to pass this period quickly. Our marathon is Public Personnel Selection Exam (PPSE/KPSS) to catch up with the August appointment.
Turtle	a turtle	2	We learn slowly and over time.
Guided person	an orienteering athlete	6	We need a compass and map information to navigate, to reach the right path.
	a passenger trying to reach their destination	3	If a passenger sets out on a journey, he/she strives to reach their destination in the best way possible. At the beginning of their journey as a teacher, the formation student also recognizes the roads he/she will travel and strives to reach their goal in the most beneficial way.
	a car steering wheel	5	No matter how and how much education is received, it is the formation student who will direct it.
	tourists on a trip	3	Learns about the places visited thanks to the guide. He/she transfers this to the students.
Lucky fish	lucky fish	4	It is a great chance that Higher Education Institution (HEI/YÖK) gives to students who cannot study teaching.
Mother	a devoted mother	4	He leaves his family, his loved ones, his job and travels for hours every week just to be appointed as a teacher.
	a butterfly emerging from its cocoon	8	It prefers to fly to the light of education and training with the education it has received before, the cocoon formation process and the information it adds. Of course, this butterfly is not a butterfly with a one-day life span but a butterfly aiming for a long education.
Light	a candle ready to give light	9	The unburnt candle before education will become a light that illuminates its surroundings after receiving its education and will spread knowledge, education and civilization to the environment.
	an education volunteer	3	To receive this education and then step into teaching-education is a matter of heart to be a student in this field because education is important for humanity and should be done voluntarily.
	new candle to be lit	3	Although we know or have learned many things in our lives, learning psychology or teaching techniques is like being re- informed.
Miserables	the miserables	12	There are many teachers waiting in line for the Public Personnel Selection Examination (KPSS).

Table 1 (Continuation)

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
Unprocessed mine	an individual in the herd	3	They live with the necessities / hunger, life, survival instinct for a single purpose. It is a person who accepts exams, internships, homework without questioning whether this homework is necessary and proceeds on this path to complete these conditions.
	insufficient funds	6	You are either up to the limit on your credit card or you have insufficient funds.
	formatted PC in vain	3	It actually works better, i.e. it has seen many courses, but it is a new training as if it does not know anything, i.e. post-format installation.
	someone who was called back after completing military service	19	After completing 4 years of undergraduate education and finishing the education event in our minds, we start it again, and it makes us think that the education we received before is not taken into consideration and we have to study again.
	tomato paste	17	commute, stand guard, attend class, the normal tomato turns into tomato paste over time.
	gallbladder	4	I've been looking at it as if it's either in my life or it's not in my life.
	an unhappy individual	7	He is very confused. He has seen formation courses for the first time in her life. All words and sentences are almost foreign to him. For the first 3 weeks he almost flounders in the class, then he gets used to the situation, because the formation classes have added a lot of positive things to the student's own life.
	a bewildered duck	22	It does not know where to go, how to go, what to tell and show.
	leaf	2	It is like a leaf blown here and there by the wind in difficult living conditions. He does not know what to do for a more comfortable living conditions. He decides to take the formation program.
	a wingless bird	9	It lacks an important organ for flight, the lack of which would leave the bird immobilized and helpless.
unprocessed gold	21	Each method of education will change his/her perspective on life in a positive way.	
a person without a driver's license	7	If a person learns how to drive a car and then gets a driver's license, he or she will drive more safely. Even if a teacher with a formation program has a good	

Table 1 (Continuation)

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
			command of his/her field, he/she learns how to teach a lesson and which methods to use through formation training.
	a driver looking for an address in traffic fruit	4	It needs signs or a guide to find the address it is looking for.
	a curious person	10	Fruit needs its tree to grow. We need formation to learn the techniques of education and training.
		5	I am curious to learn so much information and what it will add to me in the end what I can teach, I will have learned how teachers do it.
Precious metal	a rainbow	5	The formation student has taken different courses, information and education in his/her undergraduate education. He/she tries to become equipped during his/her undergraduate life. They have different equipment before they start formation education. When they start formation, they receive education to be equipped in the field of educational sciences.
	an artist	2	He creates a work. Sometimes he creates his own biography. It is the work that best represents him.
	a pearl in a mussel	6	It is precious.
Dreamer	a dreamer wishing to say "that's it"	2	He carries the happiness and excitement of being one step closer to his dream of becoming a teacher. She will learn to be a teacher with the education she receives and she feels the joy of applying the materials and behaviors she has learned.
Intermediary person	electric cable	12	An electric cable carries electricity for an outcome. Just like the knowledge that the formation student will carry to the students in the future... our knowledge and education so far is the socket. The students we will educate are the lamps, the formation student is the electric cable. instead of electricity, he carries information and lights the lamps.
Unconscious person	a foolish bird	6	Before we get this education, we have been satisfied with what we have seen about teaching and we have been light as a bird. But after taking it, we realize how hard teaching is.
	an athlete	3	An athlete does not only run during sports training, there are times when he or she has run unconsciously. He learns how to run consciously during fitness and continues his training accordingly.

Table 1 (Continuation)

Metaphorical Perceptions of Pre-service Teachers Taking Pedagogical Formation Certificate Program About the Concept of Pedagogical Formation Program Student

Category	Metaphor	f	Sample justifications
Lego	an idle wanderer	4	The important thing is to approach and educate students according to their level and psychology.
	a missing lego	2	If you can't complete the legos, the toy you make will not be very meaningful and beautiful.
	tea and bagel	3	Tea and bagels are a good duo. They complete each other like formation education and students.
	an old man hoping to refresh his memory	1	Something is always missing somewhere. He realizes that he should remember something, but he can't quite remember it.

As can be seen in Table 1, pre-service teachers' perceptions about the concept of the concept of pedagogical formation program student were categorized as dough (shaped dough); new born baby (a child who knows words but cannot form sentences, an impatient child, a new-born chick, novice driver, a caterpillar, a half-teacher, the first board of the ladder, a person without glasses); storage space (an empty notebook page, a computer); warrior (an ant, an old car, an athlete); turtle (a turtle); guided person (an orienteering athlete, a passenger working to reach their destination, a car steering wheel, tourists on a trip); lucky fish (lucky fish); mother (a devoted mother, a butterfly emerging from its cocoon); light (a candle ready to light, an education volunteer, a new candle to be lit); miserables (the miserables, an individual in the herd, insufficient funds, formatted PC in vain, someone who was called back after finishing his military service, tomato paste, gallbladder, an unhappy individual, a bewildered duck, leaf, a wingless bird); unprocessed mine (unprocessed gold, a person without a driver's license, a driver looking for an address in traffic, fruit, a curious person); precious metal (rainbow, an artist, a pearl in a mussel); dreamer (reaching the dream that makes you utter the exclamation "that's it"); intermediary person (electricity cable); unconscious person (a foolish bird, an athlete, an idle wanderer); lego (a missing lego, tea and bagel, an old man hoping to refresh his memory).

4. DISCUSSION, CONCLUSION and RECOMMENDATIONS

According to experts, metaphor is an appropriate tool for exploring the perceptions of teachers and pre-service teachers, their roles in the classroom, and their beliefs and assumptions about students and education (Ben-Peretz, Mendelson, & Kron, 2003: 277-290). Therefore, by determining the perceptions of prospective teachers about their profession, we can see where we are in the modern understanding of education. According to the categories created in line with the metaphors and explanations received from pedagogical formation program pre-service teachers in order to determine their perceptions of the concept of pedagogical formation program student, it is seen that most of their opinions about pedagogical formation program students are positive.

In this study, pre-service teachers' perceptions about the concept of the concept of pedagogical formation program student were categorized as dough (shaped dough); new born baby (a child who knows words but cannot form sentences, an impatient child, a new-born chick, novice driver, a caterpillar, a half-teacher, the first board of the ladder, a person without glasses); storage space (an empty notebook page, a

computer); warrior (an ant, an old car, an athlete); turtle (a turtle); guided person (an orienteering athlete, a passenger working to reach their destination, a car steering wheel, tourists on a trip); lucky fish (lucky fish); mother (a devoted mother, a butterfly emerging from its cocoon); light (a candle ready to light, an education volunteer, a new candle to be lit); miserables (the miserables, an individual in the herd, insufficient funds, formatted PC in vain, someone who was called back after finishing his military service, tomato paste, gallbladder, an unhappy individual, a bewildered duck, leaf, a wingless bird); unprocessed mine (unprocessed gold, a person without a driver's license, a driver looking for an address in traffic, fruit, a curious person); precious metal (rainbow, an artist, a pearl in a mussel); dreamer (reaching the dream that makes you utter the exclamation "that's it"); intermediary person (electricity cable); unconscious person (a foolish bird, an athlete, an idle wanderer); lego (a missing lego, tea and bagel, an old man hoping to refresh his memory).

As can be understood from the data gained from the study, pre-service teachers having pedagogical formation training metaphorically perceive themselves as "shaped dough". According to this, those pre-service teachers think that they will become a beautiful piece and will have the skills to produce new works. However, before they have these skills, although they have the infrastructure, they need to be processed and shaped as dough. In the study conducted by Aydoğdu (2008), it was also determined that students in primary schools perceived the concept of "student" as obeying authority and being shaped as desired by teacher. Özdemir and Erol (2015) found that pre-service teachers receiving pedagogical formation education perceived the concept of "student" as a jewel shaped by teachers and ready to be processed as well. In the study conducted by Aydın and Pehlivan (2010), it was determined that pre-service Turkish teachers perceived the concept of "student" as an individual being produced and shaped. In the study conducted by Inbar (1996), the concept of student was perceived as a vessel shaped in the hands of a potter. To sum up, the findings of the present study is supported by the data of the studies mentioned above.

Pre-service teachers having pedagogical formation training in the current study also perceive themselves as a child who knows words but cannot form sentences metaphorically as they think that just as a child completes his/her development and turns into an individual, a pedagogical formation program student turns into a qualified teacher when he/she completes his/her education. They also perceive themselves as an impatient child as they want to get the certificate as soon as possible without much effort as soon as possible; a newborn chick as they think that with that training, they learn from the mother hen what they need to learn, do and practice, and over time, as a result of the knowledge, they will become a mother hen themselves and teach what they have learned to their own offspring; a caterpillar as they think that they after that training they will turn into butterflies; a half-teacher and the first board of the ladder as they think that they are taking the first step into teaching and fulfilling their teaching duty based on that knowledge they receive in the following teaching period; a person without glasses as they act on information that they see superficially to clarify near and far, the information is fuzzy, the future is not clear and it will be clear after that training. In the study conducted by Aydoğdu (2008), it was determined that students in primary schools perceived the concept of "student" as something growing up. Özdemir and Erol (2015) found that pre-service teachers receiving pedagogical formation education perceived the concept of "student" as a hungry person for knowledge. Saban (2009) stated that pre-service teachers perceived the concept of "student" as raw material and a developing being. In short, pre-service teachers' perceiving themselves as something / someone newborn, raw, hungry for knowledge etc. in the current study also supported by some of the studies' data mentioned above.

Pre-service teachers taking part in the current study also perceive themselves as an empty notebook page as they think that the student becomes full like a book with the information received; in other words, they will become complete after the training. In the study conducted by Inbar (1996), the concept of student was perceived as a blank slate. Saban (2009) stated that pre-service teachers perceived the concept of "student" as an empty mind. Therefore, the finding of this study is supported by some of the data in the literature mentioned above. They also perceive themselves as a computer as they think that they store information that will be needed for teaching afterwards like a computer. In the study conducted by

Aydoğdu (2008), it was determined that students in primary schools perceived the concept of "student" as something receiving information, working in a regular and disciplined manner; the data of this study supports the finding of the current study.

The pre-service teachers of the current study also think that they are like ants as they think that they still strives to do something despite having a completed education and a profession; an old car as they think that they are slow before the training, and after the training, they know what to do and how to do it thanks to the training they are taking, and they can move quickly no longer; an athlete as they think that they'll be in a constant hustle and bustle. In the study conducted by Aydoğdu (2008), it was determined that students in primary schools perceived the concept of "student" as someone working in a regular and disciplined manner. This time shortage of pedagogical formation certificate programs are also criticised by participants according to the data obtained in research in the literature (Ateş, 2018; Aykaç, Bilgin & Toraman, 2015; Çocuk, Yokuş & Tanrıseven, 2015; Dalgıç, Doyran & Vatanartıran, 2012; Demirtaş & Kırbaç, 2016; Erol et al, 2017; Hoşgörür & Dünder, 2003; Karakış & Tuncel, 2022; Kiraz & Dursun, 2015; Temel, Altınkök & Kayışoğlu, 2016; Taneri, 2016; Yüksel, 2011b). Despite those findings, just few pre-service teachers of the current study perceive themselves as turtles as they think that they learn slowly and over time.

The participants of the current study also think that they live as an orienteering athlete as they think that they can only reach the profession they want through the pedagogical formation program; a passenger working to reach their destination as they think that at the beginning of their journey as a teacher they recognize the paths they will take and strive to reach their goal in the most beneficial way; a car steering wheel as they think that learn how they will guide the student, contribute to their development and process the student; tourists on a trip as they think that they learn about the places visited thanks to the guide, the teacher, then, they will transfer what they have learned this to their own students. From those perceptions, pre-service teachers taking pedagogical formation program think that they are guided by someone else in order to be taught. In the study conducted by Aydoğdu (2008), it was determined that students in primary schools perceived the concept of "student" as something receiving information, obeying authority and working in a regular and disciplined manner.

Pre-service teachers taking part in the current study also perceive themselves as a devoted mother as they think that they are altruistic and responsible as a mother and they experience and learn the teaching process themselves; a butterfly emerging from its cocoon as they think that they are building their foundation and climbing all the steps and getting ready to start their life as an educator. Saban (2009) stated that pre-service teachers perceived the concept of "student" as a constructor of his/her own knowledge; therefore, that finding of the study supports the finding of the current study.

Pre-service teachers taking part in the current study also perceive themselves as a candle ready to light as they think they will shed light on their students in the future, in other words transfer their knowledge and experience to their students if they succeed in getting this education; a new candle to be lit as they are being re-informed while learning psychology or teaching techniques; an education volunteer as they are learning how they can build a better society through pedagogical formation certificate program.

They also perceive themselves as unprocessed gold as they think they will complete their deficiencies and become ready to be useful to other individuals after that pedagogical formation certificate program; a person without a driver's license as they are learning how and with which methods to teach the course through formation education, even if they have mastered their field; a driver looking for an address in traffic in need of signs or a guide to find the address he is looking for as they need a certificate to become a teacher; fruit as the treasure trove of processed knowledge expands, it begins to bear fruit as individuals who are beneficial both to themselves and to society. They perceive themselves as a curious person as they think they are open to learning, a knowledge-hungry personality that will go through a stage of complete

development as well. Özdemir and Erol (2015) also found that pre-service teachers receiving pedagogical formation education perceived the concept of "student" as a hungry person for knowledge. The finding of these two studies that state pre-service teachers think that they are hungry for knowledge is parallel to each other.

The pre-service teachers also perceive pedagogical formation certificate program students as artists as they create a work and their own biography; a pearl in a mussel as everyone is unique and special; a rainbow as they receive pedagogical formation education to be equipped in the field of educational sciences although they already have different colorful equipment before they start that education; as an electricity cable as they will carry the knowledge to their future students. They also perceive themselves as a lego (a missing lego) as they try to complete their deficiencies related to teaching field and professional knowledge; an old man hoping to refresh his memory as they realize that they should remember something, but can't quite remember it and something is always missing. This finding of the study is supported by the study of Saban (2009) stating that pre-service teachers perceived the concept of "student" as a disabled being (puzzle); something needs to be completed. They perceive themselves as tea and bagel as they think that for teaching, pedagogical formation certificate program is indispensable as knowledge and how to transfer this knowledge complement each other; Saban (2009) also stated that pre-service teachers perceived the concept of "student" as "social participant".

They perceive themselves as lucky fish as they think that they are an opportunistic group who cannot meet the necessary conditions in the university exam and study at another department, but have the chance to become a teacher shortcut thanks to the Council of Higher Education (CHE / YÖK). And moreover, they perceive themselves as a dreamer reaching that dream making them utter the exclamation "that's it" as being a teacher is a dream for them; they are waiting for the day when they can realize their dreams. As soon as they start the program, they become conscious about it and they start perceiving themselves as a foolish bird as they think before they have taken that training, they thought it is an easier program to take, now they realize how difficult and labor-intensive it is; an athlete as they do not know how to use the existing knowledge, how to teach it, how to reduce it to the level of the student, but they become conscious while taking formation education and continuing their education accordingly; an idle wanderer as they think they cannot be productive because they are not being taught yet. Although they think that they are lucky, their dreams are coming true through that program and they start becoming conscious, there are also few negative reflections of those pre-service teachers about themselves categorized as "miserables". They perceive themselves as miserables as they know that they will wait in line to be appointed after the Public Personnel Selection Examination; an individual in the herd as they live with the necessities / hunger, life, survival instinct for a single purpose without questioning; insufficient funds as they think it is true that education is given, but it is as if this work is only poured into money; formatted PC in vain as they think that even though they have not yet fully ceased to function, they are still being retrained; someone who was called back after finishing his military service as they think that they couldn't achieve what they wanted as a result of the undergraduate education they received, so they applied for another try; tomato paste as they are struggling with business life on the one hand and running to become a teacher on the other hand, trying to catch up everywhere; a leaf as they think they are scattered under difficult conditions like a leaf; a wingless bird as they think they are incomplete because they have not yet completed the necessary training to become a teacher; the life of an unhappy individual as they do not know what they will learn at first, what subjects they will study and what kind of an academic year they will spend, and the term "pedagogical formation" is a very foreign term for them. Moreover they perceive themselves as a gallbladder as they think it doesn't matter, moreover, they are probably making excuses not to attend the classes; in the studies of Durmuşçelebi (2015), DüNDAR and Karaca (2013), İncik and Akay (2014), and Yapıcı and Yapıcı (2013), it was also found that students considered pedagogical formation program useless and unnecessary; therefore, unfortunately, students in this program also feel themselves unnecessary. Moreover, similar to Gürol et al. (2018), Köse (2017), Memduhoğlu and Topsakal (2008) and Yılmaz (2015), instructors think that the students in PFSP do not have sufficient desire and motivation. In the study

conducted by Aydın and Pehlivan (2010), it was determined that prospective Turkish teachers perceived the concept of "student" as a hopeless being.

Recommendations

This study was conducted with a limited number of pre-service teachers attending the pedagogical formation certificate program in different groups and presents a cross-section of the participants' perceptions of the formation student. It was not possible to find any study on this concept in the literature. Therefore, it can be suggested that researchers should conduct studies with more pre-service-teachers, focus on in-depth examination of the factors affecting the perceptions of the concept of formation student. They should also do studies aiming to change negative perceptions of the concept of formation student into positive. It is also thought that the metaphors created by the pre-service teachers in this study will give ideas to the instructors and decision makers carrying out the program.

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GENİŞLETİLMİŞ ÖZET

1.GİRİŞ

Lakoff ve Johnson'un "Yaşamımızdaki Metaforlar" (Metaphors We Live By) adlı kitabında belirtildiği üzere "zihinsel metafor teorisi" olarak adlandırılan bir perspektiften doğmuş olan "metafor" kavramının, aktarma, taşıma, nakletme, bir yerden başka bir yere götürme anlamına gelen Yunanca "metapherein" sözcüğünden türediği anlaşılmaktadır (Leino & Drankenberg, 1993:7-10). Türkçe'de "mecaz, benzetme, eğretileme" kelimeleriyle karşılanmakta olan metafor kavramı (Aydın, 2006:10), Oxford Sözlükte "iki şey arasındaki ortak özelliği göstermek ve güçlü bir betimleme yapmak, bir şeyi hayali olarak tasvir etmek için kullanılan sözcük ya da kavram" olarak tanımlanmaktadır (Hornby, 2000).

Özellikle son yıllarda Türkiye’de isteyen hemen hemen her üniversite mezununun pedagojik formasyon eğitimi alarak öğretmen olabilir hale gelmesi öğretmenlik mesleğinin niteliği bakımından oldukça düşündürücüdür. Bu durum, eğitim araştırmacılarının dikkatini pedagojik formasyon sertifika programlarının niteliği ve verimi üzerine çekmiştir. Üniversitelerin eğitim fakültelerince verilen pedagojik formasyon eğitiminin verimi hakkında öngörülebilir bulunabilmek için bu eğitimi alan öğretmen adaylarının görüşleri metaforlar ve metaforlara yapmış oldukları açıklamalar ile elde edilebilir; bu metaforlar ve bu metaforlara ilişkin yaptıkları açıklamalar öğretmen adaylarının algılarını daha rahat ifade edebilmelerine ve somut kavramlar aracılığıyla soyut kavramları açıklamalarına katkı sağlamaktadır. Bu sayede, pedagojik formasyon sertifika programının paydaşlarından biri olan öğretmen adaylarının "formasyon öğrencisi" hakkındaki algı, tutum ve bakış açılarının detaylı bir şekilde incelenmesi kolaylaşacaktır. Metaforik çözümleme yönteminin, öğretmen yetiştirme programlarının temel öğeleri arasındaki dinamik ilişkileri değerlendirerek onları anlama ve düzeltme aşamalarına da katkı sunacağından ve programın etkililiği ve yürütülmesi hakkında fikir sahibi olunacağından dolayı mevcut araştırmanın önemli olduğu düşünülmektedir. Saban’a (2006) göre metafor, önemli bir veri toplama ve program değerlendirme aracı olarak kullanılabilir. Yapılan literatür taraması sonucu pedagojik formasyon eğitimi alan öğretmen adaylarının formasyon öğrencisine yönelik metaforik algılarıyla ilgili herhangi bir çalışmaya rastlanmamış olmasından dolayı da mevcut araştırmanın önemli olduğu düşünülmektedir.

Bu araştırma ile pedagojik formasyon sertifika programına katılan öğretmen adaylarının formasyon öğrencisi kavramına ilişkin metaforik algılarının belirlemesi amaçlanmıştır. Bu genel amaç doğrultusunda aşağıdaki sorunun cevabı aranmıştır:

1.Pedagojik formasyon eğitimi sertifika programına katılan öğretmen adaylarının "pedagojik formasyon sertifika programı formasyon öğrencisi" kavramına yönelik metaforik algıları nedir?

2. YÖNTEM

Pedagojik formasyon eğitimi alan öğretmen adaylarının formasyon öğrencisi kavramına ilişkin metaforik algılarını belirlemeyi amaçlayan bu çalışmada veri toplama ve yorumlama sürecinde nitel araştırma yöntemleri desenlerinden olgu bilim deseni kullanılmıştır. Patton (2014:104) ve Yıldırım ve Şimşek’e (2013:78) göre olgu bilim deseni, günlük yaşamda farkında olduğumuz fakat derinlemesine ve ayrıntılı bir anlayışa sahip olmadığımız olgulara odaklanmaktadır.

Araştırmanın çalışma grubunu, 2022-2023 eğitim-öğretim yılında Türkiye’de Batı Karadeniz Bölgesi’nde bulunan bir devlet üniversitesinin eğitim fakültesinde pedagojik formasyon eğitimi sertifika programına katılan 471 öğretmen aday oluşturmaktadır.

Araştırmanın verileri araştırmacılar tarafından hazırlanan bir form aracılığıyla toplanmıştır. Araştırmaya katılan öğretmen adaylarının "formasyon öğrencisi" kavramına ilişkin metaforik algılarını belirlemek amacıyla her birinden "formasyon öğrencisi (1).....gibidir/benzer çünkü (2)....." cümlelerini bir nesne, bir şekil, bir hayvan veya bir canlıya benzetmeleri (metafor / zihinsel imge) ve yaptıkları benzetmelerin nedenini (gerekçe / mantıksal dayanak) belirtmeleri istenmiştir. Öğrencilerin yazdıkları bu kompozisyonlar mevcut çalışmada temel veri kaynağı olarak kullanılmıştır.

Araştırma grubunda yer alan katılımcıların formasyon öğrencisine yönelik metaforlar ürettikleri dokümanların çözümlenmesi içerik analizi yöntemi ile yapılmış ve elde edilen bulgular tablolara dönüştürülerek yorumlanmıştır. Büyüköztürk vd.'ne (2014:240) göre, içerik analizi kurallı kodlamalarla herhangi bir metnin daha küçük içeriklerle sistematik olarak özetlenmesine yardımcı olan bir tekniktir. Bu teknik, (1) adlandırma, (2) eleme, (3) kategori geliştirme, (4) geçerlik ve güvenilirliği sağlama (5) frekans ve yüzdelerin hesaplanma ve yorumlanma olmak üzere beş aşamadan oluşmaktadır.

Araştırmanın nitel boyutunun geçerlilik ve güvenilirliğini sağlamak için veri seti ayrıntılı biçimde incelenerek tüm veriler hem nicel hem de nitel olarak sunulmuştur. Daha sonra güvenilirliği sağlamak için oluşturulan metafor tablosu ile kategoriler iki uzman görüşüne sunulmuş, karşılaştırma sonucunda görüş birliği ve görüş ayrılığı sayıları tespit edilerek araştırmanın güvenilirliği Miles ve Huberman'ın (1994:64) formülü (güvenirlilik = görüş birliği /görüş birliği + görüş ayrılığı) kullanılarak hesaplanmıştır. Yazarlara göre, uzman ve araştırmacı değerlendirmeleri arasındaki uyumun %90 ve üzeri olduğu durumlarda arzu edilen düzeyde bir güvenilirlik sağlanmış olmaktadır. Mevcut araştırmanın güvenilirlik hesaplaması sonucu % 91 olarak tespit edilmiştir; bu sonuca göre mevcut araştırmada elde edilen verilerin güvenilir olduğu söylenebilir.

3. BULGULAR, YORUMLAR VE ÖNERİLER

Bu çalışmada, pedagojik formasyon eğitimi alan 417 öğretmen adayının formasyon öğrencisi kavramıyla ilgili benzetmeler yapmaları ve yaptıkları bu benzetmeleri açıklamaları istenmiştir. Bu şekilde eğitim fakültesi mezunu olmayan öğretmen adaylarının, ürettikleri metaforlar yardımıyla değinilen formasyon öğrencisi kavramına ilişkin algılarının ortaya çıkarılması amaçlanmıştır. Araştırma sonucunda öğretmen adaylarının formasyon öğrencisi kavramına ilişkin geliştirdikleri 51 metafor 16 farklı kategoride toplanmıştır. Bu kategori ve metaforlar; hamur (şekil verilen hamur); yeni doğan bebek (kelimeleri bilen fakat cümle kuramayan çocuk, sabırsız bir çocuk, yeni doğan bir civciv, acemi bir sürücü, bir tırtıl, bir öğretmen adayı, yarım öğretmen, merdivenin ilk tahtası, gözlüksüz insan); depolama alanı (boş bir defter sayfası, bir bilgisayar); savaşçı (bir karınca, eski bir araba, bir atlet) ;kaplumbağa (bir kaplumbağa); güdümlü bir kişi (oryantring sporcusu, hedefine ulaşmak için çalışan yolcu, bir araba direksiyonu, geziye çıkan bir turist); şanslı balık (balık); anne (fedakar bir anne, kozasından çıkmış kelebek) ; ışık (yakılmaya hazır mum, eğitim gönüllüsü, yeni yakılacak mum); sefiller (sefiller, sürüdeki bir birey, yetersiz bakiye, boşuna formatlanmış PC, askerliği bitirmişken geri çağrılan biri, domates salçası, safra kesesi, mutsuz bir birey, yavru ceylan, yaprak, kanatsız kuş); işlenmemiş maden (işlenmemiş altın, ehliyeti olmayan bir kişi, trafikte adres arayan bir sürücü, meyve, meraklı bir insan); değerli maden (gökkuşağı, bir sanatçı, midyenin içindeki bir inci); hayalperest (bir hayalperest); aracı kişi (elektrik kablosu); bilinçsiz kişi (aptal bir kuş, bir sporcu, boş gezenin boş kalfası); lego (eksik bir lego, çay-simit ikilisi, hafızasının tazelenmesini uman yaşlılar)

Bu çalışma pedagojik formasyon programına farklı gruplarda devam eden sınırlı sayıda öğretmen adayı ile yürütülerek katılımcıların formasyon öğrencisine yönelik algılarına ilişkin bir kesit sunmaktadır. Alan yazında bu kavrama yönelik herhangi bir çalışmaya rastlamak mümkün olmamıştır. Dolayısıyla, bu alanda çalışma yapacak araştırmacılara, formasyon öğrencisi kavramına yönelik algılara etki eden faktörlerin derinlemesine incelenmesi ve olumsuz algıların değiştirilmesine yönelik çalışmalara ağırlık vermeleri önerilebilir. Bu çalışmada yer alan öğretmen adaylarının oluşturdukları metaforların programı yürüten öğretim elemanlarına ve karar vericilere fikir vereceği de düşünülmektedir.

ETHICAL PERMISSION

In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", the second part of the directive, were not carried out. Ethics committee permission information:

Name of the committee that made the ethical evaluation: Bolu Abant İzzet Baysal University Human Research Ethics Committee in Social Sciences

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CONTRIBUTION RATE OF THE RESEARCHERS

Contribution rate of the 1st author to the research is 50% and contribution rate of the 2nd author to the research is 50%.

Author 1: Designing the research, data analysis, reporting.

Author 2: Determination of the method, counselling, validity and reliability studies.