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### Teacher Candidates' Metaphorical Perceptions About Pedagogical Formation Education Certificate Program\*

Öğretmen Adaylarının Pedagojik Formasyon Eğitimi Sertifika Programına İlişkin Metaforik Algıları

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**Abstract:** In this study, it is aimed to reveal teacher candidates' perceptions about pedagogical formation education certificate program through metaphors. The study group consists of 675 teacher candidates taking that program at a state university in the Western Black Sea Region of Turkey in the 2021-2022 academic year. Phenomenology design was used to determine teacher candidates' metaphorical perceptions about the program. The content analysis, a technique that helps to systematically summarize any text with smaller content with canonical coding was used. The data were collected through the form prepared by the researcher. Each of the teacher candidates was asked to compare the sentences "pedagogical formation education certificate program is like (1)...../similar because (2)....." to an object, a shape, an animal, or a living thing (metaphor / mental image) (1) and state the reason (reason / logical basis) (2) for their analogies. These compositions were used as the main data source. Metaphors produced by the pre-service teachers are divided into 12 categories as pathfinder, lighting, raw fruit, gift, mediator, fast train, life, nature, waste, half of an apple, innovator and contradiction. According to this result, the participants mostly expressed their satisfaction with the program, but they complained about the duration and registration fee of it as well. In a program that received such praise, it is recommended to provide longer-term training based on more practice, rather than accelerated training, which is the most criticized situation.

**Keywords:** Metaphorical perception, teacher candidate, pedagogical formation education certificate program,

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**Öz:** Bu çalışmada, öğretmen adaylarının pedagojik formasyon eğitimi sertifika programına ilişkin algılarının metaforlar aracılığıyla belirlenmesi amaçlanmıştır. Çalışma grubu, 2021-2022 eğitim öğretim yılında Türkiye'nin Batı Karadeniz Bölgesi'ndeki bir devlet üniversitesinde bu programa devam eden 675 öğrenci adayından oluşmaktadır. Öğretmen adaylarının programa ilişkin metaforik algılarını belirlemek için olgubilim deseni kullanılmıştır. Kanonik kodlama ile daha küçük içerikli herhangi bir metni sistematik olarak özetlemeye yardımcı olan bir teknik olan içerik analizi kullanılmıştır. Veriler, araştırmacı tarafından hazırlanan form aracılığıyla toplanmıştır. Araştırmaya katılan öğretmen adaylarının "pedagojik formasyon eğitimi sertifika programı" kavramına ilişkin sahip oldukları metaforları ortaya çıkarmak amacıyla her birinden "pedagojik formasyon eğitimi sertifika programı (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 kendi el yazılarıyla kaleme aldıkları bu kompozisyonlar mevcut araştırmada temel veri kaynağı olarak kullanılmıştır. Öğretmen adaylarının ürettikleri metaforlar, yol gösterici, lamba, olgunlaşmamış meyve, armağan, aracı, hızlı tren, yaşam, doğa, ziyan, elmanın yarısı, yenilikçi ve çelişki olmak üzere 12 kategoriye ayrılmıştır. Bu sonuca göre, katılımcılar çoğunlukla programdan duydukları memnuniyeti ifade ederken, süresinden ve kayıt ücretinden şikayetçi olmuşlardır. Bu kadar övgü toplayan bir programda, en çok eleştirilen durum olan hızlandırılmış eğitimden ziyade daha fazla uygulamaya dayalı, daha uzun süreli eğitim verilmesi önerilmektedir.

**Anahtar kelimeler:** Metaforik algı, öğretmen adayı, pedagojik formasyon eğitimi sertifika programı

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## 1.INTRODUCTION

In Turkey, pedagogical formation education is provided in cooperation with the Higher Education Institution (HEI) and the Ministry of National Education (MNE) except for students studying at the faculty of education. In the statement made by HEI on pedagogical formation education on 17.04.2014, it was decided that the pedagogical formation education certificate program would no longer be considered as a personal development program within the scope of lifelong learning (YÖK, 2014). It is necessary for the teacher candidates to effectively acquire the teaching profession courses, which are expressed as pedagogical formation education and constitute an important part of the teacher education programs, through both pre-service and in-service training programs, in terms of teacher quality and therefore the quality of the education (Atasoy, 2004). Today, pedagogical formation education is a subject of discussion in many respects, from the adequacy and method of the program in which it is applied, to the professional competencies of teacher candidates and their attitudes towards the profession (Eraslan & Çakıcı, 2011). In order to reveal the perceptions of teacher candidates about this program, "metaphor" is a frequently used technique in educational research.

Metaphor (mental image, metaphor), a word used in a meaning other than its real meaning as a result of an interest or analogy (TDK, 2011), is used to show how reality and experience are interpreted (Lakoff & Johnson, 2007). According to Yob (2003), metaphor is a powerful mental tool that an individual can use to understand and explain a highly abstract, complex, or theoretical phenomenon. Metaphors, which serve to express what is meant to be said more emphatically with fewer words, reflect and shape our attitudes and as a result, they determine our behaviors (Strenski, 1989:137). For this reason, metaphors are frequently preferred to describe people's perceptions of a particular phenomenon in education where behavior change is aimed.

In education, metaphors play an important role in determining the dynamics of process and the functions of actors (Jensen, 2006; Magalhães & Stoer, 2007; Patchen & Crawford, 2011) and can also be used as data collection and program evaluation tools (Saban, 2006). Metaphors can help educators see current problems through the eyes of others, contribute to problem solving, and understand their conditions. Metaphors also help teachers and prospective teachers to know themselves (Ben-Peretz, Mendelson & Kron, 2003:285-286; Leavy, McSorley & Bote, 2007:1217-1233), to change their thoughts about education and enable them to get closer to the expected education understanding. (Greves, 2005:95-109); to be a bridge between theory and practice in teacher education (Leavy, McSorley & Bote, 2007:1217-1233) and to define perceptions about the teaching profession (Mahlios, 2002; Martinez, Sauleda & Huber, 2001). In short, metaphors provide an in-depth evaluation of the education received by teacher candidates.

In the related literature, a limited number of studies were found in which the metaphorical perceptions of teacher candidates towards the pedagogical formation certificate program were examined. In these studies, it was determined that prospective teachers thought this program was coercion, unnecessary, malpractice and necessary (Şener et al., 2017); a source of information, a second chance, a necessity, a dark path, a tool of torture, a source of depression and a contradiction (Dündar & Karaca, 2013); as a source of knowledge and enlightenment, a new hope, an application that gives experience, a tool of torture, a necessity, an application that shapes and shapes it, a training that needs to be ended, a short-term experience, a remedy for deficiencies and disappointment (Erol et al., 2017); action, tool / material, environment, one's profession and life (Yayla & Demircioğlu, 2015); necessity, wasted time, pain, longing, failure, trouble and money, preparation, hope, economic freedom and motherhood, prerequisite, psychology and first step (Yapıcı & Yapıcı, 2013); a prerequisite for entering the profession, unnecessary, inadequate and unplanned practices that offer professional knowledge and connect with real life, a complementary and integrating dimension, a helpful and guiding tool, a developmental process, a process that offers innovation and difference, hope for the future and reaching and a difficult process to sustain (Türkkan et al., 2017); being a teacher, self-

development, family pressure, gaining knowledge and experience, effective communication, attitudes of faculty members, time constraint, course content, lack of materials (Uygun & Oran, 2019) was determined.

Lakoff and Johnson (2007) stated that more than one metaphor may be necessary to explain some complex concepts. The versatile pedagogical formation education certificate program is one of the best examples of such concepts; examining this program through metaphors stems from the desire to deal with the aspects that fill the concept or weaken the concept. In the literature review, it has been determined that there are a limited number of studies to determine the metaphorical perceptions of teacher candidates about the pedagogical formation certificate program (Dündar & Karaca, 2013; Erol et al., 2017; Salman et al., 2021; Şener et al., 2017; Türkkan et al., 2017; Uygun & Oran, 2019; Yapıcı & Yapıcı, 2013; Yayla & Demircioğlu, 2015). It was thought that it would be an up-to-date data source in terms of understanding the effect of the program on teacher candidates.

The purpose of this research is to determine the metaphorical perceptions of teacher candidates participating in the pedagogical formation education certificate program. Within the framework of this purpose, the answer to the following question was sought:

1-What are teacher candidates' metaphors regarding the concept of "pedagogical formation education certificate program"?

## 2. METHOD

### 2.1. Research pattern

Phenomenology design was used to determine teacher candidates' metaphorical perceptions about the pedagogical formation education certificate program. According to Yıldırım and Şimşek (2011), the purpose of the phenomenology research design is to reveal individuals' experiences, perceptions and meanings ascribed to a phenomenon. In the content, there is an effort to conceptualize the data and reveal the categories that describe the phenomenon. Direct quotations are also included.

### 2.2. Study group

The study group of the research is 675 teacher candidates who participated in the pedagogical formation education certificate program at a state university in the Western Black Sea Region in Turkey in the 2021-2022 academic year.

### 2.3. Data collection tool

The data were collected through the form prepared by the researcher. Each of the teacher candidates was asked to compare the sentences "pedagogical formation education certificate program is like (1)...../similar because (2)....." to an object, a shape, an animal, or a living thing (metaphor / mental image) (1) and state the reason (reason / logical basis) (2) for their analogies. These compositions were used as the main data source.

### 2.4. Analyzing and interpreting the data

The content analysis, a technique that helps to systematically summarize any text with smaller content with canonical coding (Büyüköztürk et al., 2014:240), was used. For this purpose, the stages of (1) naming, (2) elimination, (3) category development, (4) validity and reliability, (5) calculation and interpretation of frequencies were followed. In order to ensure the validity and reliability of the qualitative dimension of this research, the data set was examined in detail; all data are given together in the findings, both quantitatively and qualitatively. Then, with the metaphor table created to ensure reliability, the categories were presented to the opinion of two experts and compared. Then, the numbers of consensus and disagreement were determined in the comparisons, and the reliability of the research was calculated using Miles and Huberman's (1994:64) formula (reliability = consensus / consensus + disagreement). According to the authors, a desired level of reliability is achieved when the agreement between expert and researcher

evaluations is 90% or more. The result of the reliability calculation of the research is 91% and according to this result, it can be said that the data obtained in this study are reliable.

## 2.5. Ethical permission to research

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", which is 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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Ethics assessment document issue number: 2020 / 68

## 3. RESULTS

As a result of the research, the metaphors developed by the teacher candidates regarding the concept of pedagogical formation education certificate program were collected in 12 different categories, including 44 metaphors. In Table 1, metaphors, categories, frequencies of metaphors and sample justifications are given.

Table 1.

*Teacher Candidates' Metaphors and Categories Regarding the Pedagogical Formation Education Certificate Program*

Category	Metaphors	f	Sample justifications
Pathfinder	Compass	100	It is a compass to teaching. It enables to progress on the right path and to reach the result.
	Navigation	45	It guides us on what, how and with what methods we can do it.
	Teacher	10	Teaches us how to use the power that is within us and accumulated within us.
	Mother	10	Just as a mother raises a child, formation education trains teachers for new generations.
	Leader	8	Always shows the right way to the flock that follows.
Lighting	Sun	10	Just as we will be enlightened by taking formation, so is it for the earth in the sun.
	Light	10	To be an expert in my field, to be a teacher, to enlighten us, to shed light on how to follow a better path in a teacher training program in order to guide us how to do our profession in the best way.
Raw fruit	Raw material	15	You will have knowledge and skills, but the information about education and training is incomplete, it will be completed with formation education.
	First step	12	It is an education that teaches us the moves, information and behaviors that will take the first step on the long road we will take.
	Ground floor of the building	8	The stronger you make the foundation of the building, that is, the better you give teacher training, the more solid the floor level will be. That is, the teaching practice progresses so well.
	Baby	8	Just as a newborn baby teaches motherhood, I also learn the teaching profession in the same way.
	Empty paper	4	When we are not so wise about teaching before we receive education, it is

			understood how much valuable teaching is while receiving education. For this reason, it can be likened to a full paper after getting a blank before taking the formation.
Gift	Opportunity	40	Already my goal was to be a teacher and I found this opportunity, thanks to the program.
	Lifeguard	50	My goal is to get rid of the nursing profession and it will make my dreams come true - to become a teacher.
	Gold bracelet	60	I will get a certificate after the program and it was a gold bracelet to make a living.
	Victory	12	Hot sand, unemployed and troubled period; cool water, the moment we become a teacher and reach social and professional satisfaction.
Mediator	Certificate	40	Just as it is not possible to drive a vehicle without a license, it would not be right to educate a child without training.
	Car	6	Just as a vehicle takes us from a certain point to another point in the shortest, most economical, and safest way, this program also takes us.
	Stairs	8	It helps us to climb these steps one by one in our teaching life.
Fast train	Microwave oven	4	It allows us to reach a certificate that we can teach without having to study for 4 more years.
	Race horse	60	It is the biggest dream to try to train teachers who have knowledge of all teaching methods and techniques with 28 days of lectures and 10 days of internship.
Life	Book	4	It is a job that we don't know much about, but we can understand after reading it.
	Heavy load	18	It's getting too big for me. Lessons are heavy, unnecessary homework is given. I do not want to exercise my right of absence, I believe that if I miss a lesson, I will miss a lot.
	Workout	6	We cannot be successful in races that we go unprepared for. We become blind and ignorant in everything that is done without preparation and training and we make many mistakes until we learn.
	Metro	2	In every lesson, we learn about students and how to communicate with them, as the subway constantly receives passengers. When we become a teacher, we will take it all inside and go on a journey, just like the subway (educational journey).
	Taste of food	7	There is a dish in the middle, but there is no salt to taste, however, I believe that I will be better equipped.
	Relay race	2	With the products and achievements we have achieved during this education, we will strive to hand over the flag that we will receive from valuable faculty members to our students in our future day and age.
	Open heart surgery	1	The teachings we will do in our teaching life, our actions, our movements carry such fine details that every move we make teaches us the details, just like a heart surgery.
Nature	Tree	5	With every education, its branches multiply and add wisdom to the person.
	Ocean	4	Getting education is a vast dream for me (to reach my dream of being a teacher) a sea that I want to swim madly in front of me, explore.
	Water	16	Water is indispensable in our life. Formation education is also a must for a student to become a teacher.

### Teacher Candidates' Metaphorical Perceptions About Pedagogical Formation Education Certificate Program

Öğretmen Adaylarının Pedagojik Formasyon Eğitimi Sertifika Programına İlişkin Metaforik Algıları

Rainbow	1	Includes a wider and more diverse branch of education.	
Oyster	2	In order to reach the beauty within, you need to work and reach.	
Octopus	1	The octopus has many arms. However, they only serve for a single body. In this program, we try to create a good education through many channels.	
Fruit garden	1	No matter what the circumstances, if you take good care of the garden and do everything properly, its fruit will be delicious, high quality and continuous.	
Waste	Empty jar	12	I think it's unnecessary.
	Credit card	14	I think formation education is an example of commodification of education.
Half of an apple	Puzzle	22	With this program, a beautiful picture is created by completing the missing pieces of the puzzle.
	House roof	8	It is the roof of the house that completes a house, and this education is the pillar for me to take the education at the scientific level and how to be a teacher.
Innovator	A new world	4	Reshapes you.
	Cooking	4	This program is like cooking, we learn how to cook food in a delicious way.
	Teachers' college	2	I think that people's perspectives will change after this training.
Contradiction	Dilemma	6	You aim to get a job directly after graduation, but when I learned that we need to go through formation training, I think I need to go up more stairs.
	Turtle	1	No matter how much we want to run, we learn slowly and over time. In order for us to reach our goal, we need to master the next lessons and information one by one.

When Table 1 is examined, teacher candidates' perceptions were categorized as **pathfinder** (compass, navigation, teacher, mother, leader), **lighting** (sun, light), **raw fruit** (raw material, first step, ground floor of the building, baby, empty paper), **gift** (opportunity, lifeguard, gold bracelet, victory), **mediator** (certificate, car, stairs), **fast train** (microwave oven, race horse), **life** (book, heavy load, workout, metro, taste of food, relay race, open heart surgery), **nature** (tree, ocean, water, rainbow, oyster, octopus, fruit garden), **waste** (empty jar, credit card), **half of an apple** (puzzle, house roof), **innovator** (a new world, cooking, teachers' college), **contradiction** (dilemma, turtle).

#### 4. DISCUSSION, CONCLUSION and RECOMMENDATIONS

In this study, teacher candidates' perceptions about the pedagogical formation education certificate program were determined through metaphors. As a result, 12 metaphorical categories named as pathfinder, lighting, raw fruit, gift, mediator, fast train, life, nature, waste, half of an apple, innovator and contradiction were determined. Furthermore, information about the teacher candidates' attitudes towards the pedagogical formation program and the application process of the program was also obtained. As can be understood from these categories, teacher candidates perceive that program as compass, navigation, teacher, mother, leader, sun, light, raw material, first step, ground floor of the building, baby, empty paper, opportunity, lifeguard, gold bracelet, victory, certificate, car, stairs, microwave oven, race horse, book, heavy load, workout, metro, taste of food, relay race, open heart surgery, tree, ocean, water, rainbow, oyster, octopus, fruit garden, empty jar, credit card, puzzle, house roof, a new world, cooking, teachers' college, dilemma and turtle.

Four metaphors named as racehorse, heavy load, empty jar, and credit card have negative impressions. It is understood from the metaphors "racehorse and heavy load" that teacher candidates of the present study think that the program is too intense, compressed and progressing too fast. In the researches about the pedagogical formation certificate program, it has been determined as an important problem that the program is carried out in a short time and that there is not enough practice in the education process (Ateş,

2018; Aykaç, Bilgin & Toraman, 2015; Çocuk, Yokuş & Tanrıseven, 2015; Dalgıç, Doyran & Vatanartrın, 2012; Demirtaş & Kırbaç, 2016; Dünder & Karaca, 2013; Erol et al., 2017; Hoşgörür & Dünder, 2003; Kiraz & Dursun, 2015; Temel, Altınkök & Kayışoğlu, 2016; Taneri, 2016; Türkkın et al., 2017; Uygun & Oran, 2019; Yüksel, 2011). The problem of being short of pedagogical formation certificate programs to provide sufficient knowledge and equipment has also been emphasized in various studies (Bell, Cihak & Judge, 2010; Erol et al., 2017; Gün, 2017; Köse, 2017; Yüksel, 2011). Moreover, teacher candidates want that program to be included in undergraduate education or spread over a longer period (Gün, 2017). It is understood from the metaphors “empty jar and credit card” that teacher candidates of the present study think that the program is too expensive and is a waste of time and energy. In the literature, there are also studies in which it was determined that teacher candidates do not find pedagogical formation education very effective, and they think that it is a waste of time (Durmuşçelebi, 2015; Erol et al., 2017; Sever, Aktaş, Şahin & Tunca, 2015; Şener, 2017; Türkkın et al., 2017; Yapıcı & Yapıcı, 2013). In short, the duration and quality problem due to short time of the program are mostly criticized by teacher candidates. However, according to the metaphor determined in the study “microwave oven”, students are understood to think that this program is a quick and easy way to become a teacher. Students see the program as an intermediary that integrates and quickly help them get a profession (Ateş, 2018; Bilir, 2011; Eraslan & Çakıcı, 2011). As found in the present study, students also live “dilemma”; they are aware of the importance and obligation of the program, but they sometimes think that it won’t work especially because of Public Personnel Selection Exam, an exam compulsory to be appointed as a teacher to a state school in Turkey. Teacher candidates of the present study also know they must learn slowly as a “turtle” by absorbing what they have learned but they also complain about the duration of the program; they also live a dilemma here. In their study, Dünder and Karaca (2013) also found that teacher candidates also live dilemma about the program.

Three metaphors named as “teacher, mother and leader” were determined in the study which imply the pedagogical formation education certificate program is a tool that transfers knowledge and an important source of information to become a teacher. Two metaphors “light and sun” determined in the study imply that the program enlightens them to become good teachers. Martinez, Sauleda and Huber (2001), Erol et al. (2017), Yapıcı and Yapıcı (2013) and Guerrero and Villami (2002) found in their studies that teachers see themselves as the source of knowledge. Two metaphors “compass and navigation”, being mentioned most in the current study, imply that this program leads the way and directs to become a teacher as well. Studies have been found that teacher candidates perceive the program as a compass (Türkkın et al., 2017). Balcı (1999) and Cerit (2006) also found in their research that teachers and students perceive school as a place that provides information. Similarly, in their studies with pre-service teachers, Dünder and Karaca (2013) and Kart (2016) stated that the categories that guide, source of information/transmit information are the categories being produced most. These findings coincide with the fact that the students consider the formation education as a source of information, a transfer of knowledge, a pathfinder and something illuminating.

Four metaphors named as “opportunity, lifeguard, gold bracelet and victory” mention that these teacher candidates see pedagogical formation as a hope to find a job as a teacher and a tool to change their current jobs. Gülbahçı Dede and Akkoç (2016: 200) state that students think they can change their undesired current jobs through this education. In some studies, teacher candidates are found to consider the program as a new hope and opportunity (Dünder & Karaca, 2013; Erol et al., 2017; Gülbahçı Dede & Akkoç, 2016; Türkkın et al., 2017; Yapıcı & Yapıcı, 2013;). We can say that teacher candidates see the education they receive as having more job opportunities while choosing a profession, a source of hope for undergraduate graduates who are worried about their future and an important opportunity to change career.

According to the metaphors “raw material, first step, ground floor of the building, baby and empty paper”, we can understand that teacher candidates consider pedagogical formation as the first stage of being a teacher; after they get the education, they know that they can become teachers. In a study conducted by Türkkın et al. (2017), that the students also perceive the program as a construction foundation was found. As the students perceive the program as “puzzle, house roof, taste of food, workout and water”, they imply

that this education is the most important contribution in order for them to be a teacher. The metaphors “a new world, cooking and teachers’ college” mention that students see the program as a new world to discover. They also think that the program will form them in a positive way by giving them the title of ‘teacher’.

Teacher candidates within the scope of this research also perceive the program as “metro and relay race”; they think that they will transfer the knowledge they have acquired within the program to new generations when they become teachers. Also they think that this program is so informative and endless, like a “book” or “ocean”; priceless like a pearl in an “oyster”; detailed and vital like “open heart surgery”. And according to the metaphor “certificate”, we can understand that students think this program is a legal tool to become a teacher. Kiraz and Dursun (2015) also state that students think that attending this program makes it easier to be a teacher and that they receive this program because it is a legal obligation. There are also studies in the related studies in which students are found to consider the program as a certificate (Altınkurt et al., 2014; Çocuk, Yokuş & Tanrıseven, 2015; DüNDAR & Karaca, 2013; Koç & Şingir, 2018; Süral & Sarıtaş, 2015; Tezcan, 2021; Türkkan et al., 2017; Yapıcı & Yapıcı, 2013; Yayla & Demircioğlu, 2015). Academicians working in pedagogical formation education also accept that the program is usually taken for certificate (Köse, 2017). And through this program and the certificate, like travelling in a “car” or climbing the “stairs”, they think they can arrive where they want comfortably and safely; that is, by means of this program, they can become teachers and they achieve what they want comfortably and safely.

According to the metaphor “fruit garden”, students mean that the garden is cared for constantly; therefore, the fruit of such a garden would be nice, too. This metaphor implies that program is well-equipped so its students will also graduate as quality teachers. Students also perceive this program as a “tree”; this means that they think all the equipment the program contains grows by accumulating in one area. The better the food and fertilizer of the tree, the better the fruit will be. Students perceive this program as a “rainbow” and “octopus” as well; this means like that as they step into a different profession when they graduate from a different department and work in a different field, they will gain different professions as if a rainbow. Moreover, it is a program that includes education that can be used appropriately including nearly every student from different branches with a common framework program like an “octopus”.

According to the results of the study, the teacher candidates emphasized that the program is a source of knowledge and enlightenment, eliminates professional deficiencies, shapes the teacher candidates professionally, gives them experience, and that it is a must-have training to become a teacher. However, it is emphasized that there are few problems in the implementation of the program (intensive syllabus, loss of time and money, economic difficulties) and there is need for revisions in practice. According to this result, the participants generally expressed their satisfaction with their pedagogical formation training but stated that few improvements should be made in the program.

### **Recommendations**

From the data obtained, it was determined that teacher candidates had few negative perceptions about the duration and functionality of the program. Therefore, it is recommended to extend the duration of the program and to include more applications in well-planned processes.

It is thought that if the data obtained through metaphors are supported by different data collection methods, more detailed results on the subject can be achieved.



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## GENİŞLETİLMİŞ ÖZET

### 1.GİRİŞ

Türkiye’de öğretmen yetiştirme konusu tarihsel bir süreç içerisinde incelendiğinde pek çok uygulamanın hayata geçirildiği, bazen bu uygulamaların terk edildiği ya da tekrar gündeme geldiği görülmektedir. Pedagojik formasyon eğitimi de Türkiye öğretmen yetiştirme tarihinde bu uygulamalardan biri olarak yerini almaktadır. Türkiye’de eğitim fakültesi mezunları haricinde lisans eğitiminin 4. yılında olan veya eğitimini tamamlamış fakat istihdam edilmemiş bireylerden eğitim alanında yararlanmak amacıyla bu bireylere Yüksek Öğretim Kurumu (YÖK) ve Millî Eğitim Bakanlığı iş birliği doğrultusunda pedagojik formasyon eğitimi verilmektedir. YÖK tarafından 17.04.2014 tarihinde yapılan pedagojik formasyon eğitime yönelik açıklamada pedagojik formasyon eğitimi sertifika programının hayat boyu öğrenme kapsamında kişisel gelişim programı olarak ele alındığı ve eğitim/egitim bilimleri fakültesi ve eğitim bilimleri bölümü olan üniversitelerce ilgili programı talep edenlere verilmesi kararlaştırılmıştır (YÖK, 2014).

Öğretmen adaylarının bu programa yönelik algılarını ortaya koyabilmek için eğitim-öğretim araştırmalarında sıkça kullanılan “metafor” da tercih edilmektedir. Metafor (zihinsel imge, mecaz), Türk Dil Kurumu (TDK) (2011) tarafından bir ilgi veya benzetme sonucu gerçek anlamından başka anlamda kullanılan söz olarak tanımlanmaktadır. Cerit (2008) metaforu, insanların nesnelere, olayları, çevreyi ya da hayatı nasıl gördüklerini farklı benzetmelerle açıklamaya çalışmada kullandıkları bir araç olarak görür. Kısaca, metafor bir kavramı başka bir kavram ile açıklamak, tam olarak tanımlanamayan ifadeleri veya zihinde soyut olarak bulunan kavramları somut kavramlarla anlatmaktır. Metaforlar, tutumlarımızı yansıtır, şekillendirir ve bunun sonucunda davranışlarımızı belirlerler (Strenski, 1989:137). Bu nedenle davranış değişiminin amaçlandığı eğitimde, insanların belirli bir olguya ilişkin algılarının betimlenmesinde metaforlar sıklıkla kullanılmaktadır.

Ben-Peretz, Mendelson ve Kron (2003) eğitimde en önemli algı araçlarından biri olan metaforlar aracılığıyla öğretmenlerin sınıfta sahip olduğu roller, öğrenciler ve eğitim süreciyle ilgili inanç ve varsayımları belirlemenin mümkün olduğunu belirtmişlerdir. Öğretmen yetiştirmede metaforlar, öğretim uygulamalarını yönlendirme ve öğretmen adaylarının eğitim anlayışındaki yerini belirlemede bir araç olarak kullanılabilirler (Vadeboncoeur & Torres, 2003:88). Ayrıca metaforlar, öğretmen ve öğretmen adaylarının kendilerini tanımasına yardımcı olurlar (Ben-Peretz, Mendelson & Kron, 2003:285-286; Leavy, McSorley & Bote, 2007:1217-1233), eğitim ile ilgili düşüncelerini değiştirebilirler ve beklendik eğitim anlayışına yakınlaşmalarını sağlarlar (Greves, 2005:95-109); öğretmen eğitiminde teori ile uygulama arasındaki uçurumu birleştirmede (Leavy, McSorley & Bote, 2007:1217-1233) ve öğretmenlik mesleğinin algılarını tanımlamada kullanılabilirler (Mahlios, 2002; Martinez, Sauleda & Huber, 2001). Metaforlar, öğretmen adaylarının bir olguya ilişkin sahip oldukları kişisel algılarını anlamada güçlü bir araştırma aracı olarak da kullanılabilir (Saban, 2009). Öğretmenlerin örtük inanç sistemlerine ilişkin farkındalığı artırmanın bir yolu, öğretimlerini tanımlarken kullandıkları metaforlara ve görüntülere odaklanmaktır (Marshall, 1990). Kısaca, metaforlar öğretmen adaylarının aldıkları eğitimin derinlemesine incelenmesini sağlarlar.

Öğretmen adaylarının pedagojik formasyon eğitimini, Boostrom (1998) tarafından “bir bakış açısının yaratıcı bir ifadesi” olarak tanımlanan metaforlar aracılığıyla tartışmanın, hem öğretmen adaylarının görüşlerini kıyaslamak ve bu eğitimi nasıl algıladıklarını, programa nasıl anlamlar yüklediklerini anlamak açısından yararlı olacağı hem de programın etkililiği ve yürütülmesi hakkında fikir sahibi olmak ve programın öğretmen adayları üzerindeki etkisini anlamak açısından güncel bir veri kaynağı olacağı düşünülmüştür.

## 2.YÖNTEM

Bu araştırmada, öğretmen adaylarının pedagojik formasyon eğitimi sertifika programına ilişkin metaforik algılarını belirleyebilmek için nitel araştırma desenlerinden olgubilim deseni kullanılmıştır. Yıldırım ve Şimşek'e (2011) göre, olgubilim araştırma deseninin amacı bireylerin bir olguya ilişkin yaşantılarını, algılarını ve bunlara yüklediği anlamları ortaya çıkarmaktır.

Araştırmanın çalışma grubu, 2021-2022 eğitim-öğretim yılında Türkiye'de Batı Karadeniz Bölgesi'nde bulunan bir devlet üniversitesinin eğitim fakültesinde pedagojik formasyon eğitimi sertifika programına katılan 675 öğretmen adaydır.

Veriler araştırmacı tarafından hazırlanan form aracılığıyla toplanmıştır. Araştırmaya katılan öğretmen adaylarının "pedagojik formasyon eğitimi sertifika programı" kavramına ilişkin sahip oldukları metaforları ortaya çıkarmak amacıyla her birinden "pedagojik formasyon eğitimi sertifika programı (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 kendi el yazılarıyla kaleme aldıkları bu kompozisyonlar mevcut araştırmada temel veri kaynağı olarak kullanılmıştır.

Çalışmada "içerik analizi" yöntemi kullanılmıştır. İçerik analizi kurallı kodlamalarla herhangi bir metnin daha küçük içeriklerle sistematik olarak özetlenmesine yardımcı olan bir tekniktir (Büyüköztürk vd., 2014:240). Bu amaçla elde edilen verilerin (1) adlandırma aşaması, (2) eleme aşaması, (3) kategori geliştirme aşaması, (4) geçerlik ve güvenilirliğin sağlanma aşaması (5) frekans ve yüzdelerin hesaplanma ve yorumlanma aşamaları izlenmiştir. Bu araştırmanın nitel boyutunun geçerlilik ve güvenilirliğini sağlamak amacıyla veri seti ayrıntılı biçimde incelenmiş; tüm veriler, bulgularda hem nicel hem de nitel olarak bir arada verilmiştir. Daha sonra ise güvenilirliği sağlamak için oluşturulan metafor tablosu ile kategoriler 2 uzman görüşüne sunularak karşılaştırılmış, karşılaştırmalarda 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. Araştırmanın güvenilirlik hesaplaması sonucu %91'dir ve bu sonuca göre araştırmada elde edilen verilerin güvenilir olduğu söylenebilir.

## 3. BULGULAR, TARTIŞMA ve SONUÇLAR

Sonuç olarak, öğretmen adaylarının metaforik algıları, yol gösterici (pusula, navigasyon, öğretmen, anne, lider), lamba (güneş, ışık), olgunlaşmamış meyve (hammadde, ilk adım, binanın zemin katı, bebek, boş kağıt), armağan (fırsat, cankurtaran, altın bilezik, zafer), aracı (sertifika, araba, merdiven), hızlı tren (mikrodalga fırın, yarış atı), yaşam (kitap, ağır yük, egzersiz, metro, yemek tadı, bayrak yarışı, açık kalp ameliyatı), doğa (ağaç, okyanus, su, gökkuşağı, istiridye, ahtapot, meyve bahçesi), zıyan (boş kavanoz, kredi kartı), elmanın yarısı (bulmaca, evin çatısı), yenilikçi (yeni bir dünya, yemek pişirme, öğretmen okulu) ve çelişki (ikilem, kaplumbağa) olmak üzere 12 kategoriye ayrılmıştır.

Araştırmanın sonuçlarına göre öğretmen adayları, programın bir bilgi ve aydınlanma kaynağı olduğunu, mesleki eksiklikleri giderdiğini, öğretmen adaylarını mesleki olarak şekillendirdiğini, deneyim kazandırdığını ve öğretmen olmak için mutlaka alınması gereken bir eğitim olduğunu vurgulamışlardır. Ancak programın uygulanmasında çok az sorun olduğu (yoğun ders programı, zaman ve para kaybı, ekonomik zorluklar) ve uygulamada revizyona ihtiyaç olduğu vurgulanmıştır. Bu sonuca göre, katılımcılar genel olarak pedagojik formasyon eğitiminden memnun olduklarını ancak programda biraz iyileştirme yapılması gerektiğini ifade etmişlerdir.

Elde edilen verilerden, öğretmen adaylarının programın süresine ve işlevselliğine yönelik olumsuz algılarının olduğu belirlenmiştir. Bu durum programın tüm paydaşları içeren bir değerlendirmeyle gözden geçirilmesi gerektiğine işaret etmektedir. Metaforlar aracılığıyla elde edilen verilerin farklı veri toplama

yöntemleri ile desteklenmesi durumunda konuya ilişkin daha ayrıntılı sonuçlara ulaşılabileceği düşünülmektedir.

## **CONTRIBUTION OF RESEARCHERS**

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

Author 1: Determination of the method, research design, validity and reliability studies, data analysis, reporting, writing the introduction, conclusion parts.

Author 2: Determination of the method, research design, validity and reliability studies, data analysis, reporting, writing the introduction, conclusion parts.

## **CONFLICT OF INTEREST**

There is no conflict of interest in the research.