

INVESTIGATION OF PERCEPTIONS OF SOCIAL STUDIES TEACHER CANDIDATES ON ART CONCEPT WITH METAPHORS

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ABSTRACT

Art has been tried to be defined many times from past to present. With its most general definition, art is the way of expressing what one sees and feels with line, color, shape, sound, etc. in an original and creative manner. In this study, concepts related to people's perception of art are emphasized. The aim of the study is to reveal how and through which metaphor the social studies teacher candidates explain their perceptions of the concept of Art. The study group of the study consists of 50 teacher candidates who have taken the second class art and aesthetics course in Niğde Ömer Halisdemir University Faculty of Education. For this purpose, after the art and aesthetics course in the first semester of 2018-2019 academic year ends, social studies teacher candidates are asked to fill in the forms that consists of open-ended questions such as 'art is like , because'. In this study, case study model, which is one of the qualitative research methods, was used. Content analysis was used to analyze the data of the study. In the research, it was observed that there are 50 different metaphors related to the concept of 'art' belonging to 50 teacher candidates among the second grade social studies teacher candidates students of social studies teaching. These 50 metaphors were evaluated under five groups, together with the reasons the students advocated. As a result of the research, it is revealed that social studies teacher candidates can directly or indirectly integrate the concept of art with artistic concepts and art is not a single form of expression, but also a wealth of concepts as well as richness of expression.

Keywords: Art, metaphor, social studies, teacher candidates, education

INTRODUCTION

Art has been defined in similar ways many times from past to present. One of the most common definitions according to Aytaç (1981); in general, art is a spiritual activity that arises from the efforts of people to express their feelings and thoughts against nature in a beautiful and effective personal style by means of lines, colors, forms, sounds, words and rhythms (cited in Artut, 2004; 18). According to Erinç (2004), a person's tendency to art entails the existence of artistic perceptions.

Undoubtedly, the most important way to transfer art is through education. Art education is one of the most reliable environments where creativity education is prioritized, divergent thinking is developed and every student is tried to be guided in parallel with personal development and tendencies. Art education having the main aim of directing the child/youth to see, seek, ask, experiment, and conclude, and it should continue without interruption in all levels of education (Buyurgan, 2018: 1). According to San (2003), while the concept of art education includes all fields of art in general terms, more specifically, it covers the courses given in the field of art in schools. According to Artut (2013), Kırıçoğlu, 2005 and San (2003) it is known in the literature that art education directly contributes to the development of creative thinking skills of individuals.

Teachers play undoubtedly the most effective and decisive roles in education. They have a great responsibility on carrying out the education activities smoothly and effectively. According to GökayYılmaz (2009), the role of teachers in the students' view on art is great. Teachers and artists play an important role in art education by helping students to develop their view of art in order to increase the art literacy of the society of the future. Education and training should aim to provide the environment that will allow teacher candidates to develop as far as the highest level of their limits. Expectations from today's education system is not only to provide students with certain knowledge and skills, but also to develop the ability to produce syntheses, different ideas and products and to apply the behaviors gained where necessary. To perceive the world with the way of this kind of behavior and acquire the necessary habits for this is get through art. According to Kalyoncu (2012b), art education, where metaphors are effective, has an important place for students to establish healthy relationships with the environment, learn concepts and terms more easily, materialize nonphysical concepts, socialize and express their feelings and thoughts effectively. Teachers can make the subject easier and more understandable by applying the metaphor concept, which use resembling familiar events and concepts, during explaining the phenomena that are difficult to understand.

Metaphor is a concept that we have come across quite recently. It is used in many researches in different fields. The fact that the studies on this subject can be concluded in a short period of time and give effective, practical and high validity results increase the number of studies on this subject rapidly.

Metaphorical thinking, which is frequently used in education as well as in our daily lives, helps students to create new ideas for their own research and learn complex concepts as well as understand other creative

works. Writing and speaking about metaphors allows them to ask questions about topics to be explored through reading and discussion (James, 2002; cited in Kalyoncu 2013:91).

The metaphor comes from the French word *métaphore*. It is explained as “Simile”. In literature, it is explained as similes for comparing and explaining one thing with another. The use of other concepts (usually in visual or concrete terms) because of its similar characteristics in the description of a concept is utilized for the purpose of strengthening the narrative(<https://www.turkedebiyati.org/metafor/26.05.2019>). Metaphor is defined as using a word or concept in a meaning other than accepted in the Turkish Language Institution dictionary (TDK, 2009). Metaphor means figure of speech. It is commonly known as analogy, but there is a difference between analogy. It is used to express a problem in a different way. They are similes for comparing and describing one thing with another. Metaphor is also used in education. The most beautiful example from the national anthem; “Do not be afraid! The red flag swimming in the daybreak never die down!”, “Do not knit your face delicate crescent for God’s sake” (Mehmet Akif Ersoy). With the words ‘Red Flag’ and ‘Crescent,’ ‘Turkish Flag’ was meant to be explained, therefore there is a metaphor here. (<https://www.turkedebiyati.org/metafor/>).

According to Akşehirli (2007), metaphor is the use of a language that does not exist in the lexicon and within the normal rules of producing meaning for complex expressions; however, this use derives from a use of a lexicon element by a mechanism that the metaphor theory tries to define. The use of an expression is not metaphoric in itself; it is metaphoric, based only on a lexicon and a grammar. One expression can have a metaphorical meaning according to one lexicon, and a true meaning according to another. Chomsky has popularized the view that the psychological reality of linguistic theory aims to define the competence of a speaker. Accordingly, the lexicon should be regarded as a psychological fact.

Metaphors that do not have a certain standard and can vary from person to person can be used to visualize, describe and explain an abstract concept in education in a concrete way (Singh, 2010, cited in Ekici 2016; 616). Sort out the properties of metaphors as defining a concept with a different concept, describing a concept with the analogy aspect of a different concept, seeing a concept in a different dimension and interpreting a concept with a different pattern. (TompkinsandLawley (2002) as cited in Girmen, 2007;9).

The understanding of metaphoric thinking, which is frequently used in the field of education as well as in our daily lives, helps them to create new ideas for their own research and to learn complex concepts in the other creative works. Writing and speaking about metaphors allows them to ask questions about topics to be explored through reading and discussion (James, 2002: akt. Kalyoncu 2013:27).According to Cerit (2008),metaphors are considered to be used as a tool to explain how people see life, environment, events and objects by using different analogies.

According to Geçit and Gencer (2011), another newly learned feature of a concept is often matched with the features of other well-known situations or analogies are created in minds. For this reason; metaphors are encountered in formal and informal learning as explaining concepts that are difficult to understand with analogy. According to Akşehirli (2007), nowadays, there are basically three types of metaphors according to the classification based on contemporary metaphor theory: conceptual metaphor, ontological metaphor, orientational metaphor.

Metaphor is a technique for teaching unknown things, a proven tool for remembering learned knowledge. Metaphor is a very powerful learning and teaching tool. What are the Benefits of Metaphor in Education?

1. Improves the thinking skills and creativity of learners,
2. It is very useful in concretizing abstract concepts that are difficult to understand,
3. Ensures the active participation of students in the educational environment,
4. Facilitates the learning and retention of scientific concepts for a long time,
5. Develops scientific thinking and problem-solving skills. (<https://www.turkedebiyati.org/metafor/> 26.05.2019).

METHOD

Purpose and Significance of the Research

This study aims to reveal the metaphors used by the social studies teacher candidates to explain their perceptions about the concept of “art“. This study is important in terms of revealing the perceptions and viewpoints of social studies teacher candidates about art. In this context, it is also significant for the evaluation and revision of the content of art and esthetic courses.

Problem of the Research and Sub-Problems

The problem of the research; What are the perceptions of Social Studies Teacher Candidates about the concept of “Art“?

Model of the Research

In this study, case study model, which is one of the qualitative research methods, was used. Case Study is an empirical research method used in cases where there is more than one evidence or data source, where the boundaries between the case and the content are not clearly defined and which works a current phenomenon in a real-life context. What distinguishes it from other types of research is that it is a research method based on the “how” and “why” questions allowing the researcher to examine in depth the phenomenon or event that the researcher cannot control (Yin, 1984, p.23, cited in Yıldırım and Şimşek, 2003: 190- 191). Christensen (2015:

416) defined the case study as an intensive and detailed description and analysis of one or more cases. A case is a system formed by a person, group, organization, activity, process or event where the boundaries can be defined.

Study Group

The study group of the research consists of 50 teacher candidates studying in the second year of Social Studies Teaching Education in Niğde Ömer Halisdemir University Faculty of Education.

Data Collection

The research was carried out with 50 teacher candidates attending the second year of social studies teaching who took 'art and aesthetics' course in the first semester of 2018-2019 academic year. The data tool for the problem of the research was a written form consisting of open-ended questions such as 'art is like , because', and the students were asked to fill in the blanks. These data were used in the study.

According to Saban (2009), while determining the metaphors belonging to teacher and artist concepts, the concept of "like" is used because it clearly shows the connection between the subject of the metaphor and the source of the metaphor. The concept of "because" allows students to provide a justification for their own metaphors. In this study, they were asked to use a concept before "like", and to write the reason for choosing metaphor after "because".

Analysis of the Data

Content analysis was used to analyze the data. The aim of content analysis is to reach the concepts and relationships that can explain the collected data. The data summarized in the descriptive analysis is subjected to a deeper processing in the content analysis and the concepts and themes that cannot be noticed by a descriptive approach can be discovered as a result of this analysis. For this purpose, the collected data should be conceptualized first, then organized in a logical way according to the emerging concepts and the themes explaining the data should be determined accordingly. Qualitative research data is analyzed in four stages: coding of data, finding themes, organizing codes and themes, defining and interpreting findings (Yıldırım and Şimşek, 2003: 162-163). Metaphors with content analysis are given at the end of the table with their explanations.

FINDINGS

The answers of the interview questions of the research are presented in Table 1 together with their frequency of expression.

Table 1. Metaphors of Social Studies Teaching Candidates for the Concept of 'Art'

Metaphor	n	Metaphor	n
Mirror	6	Labor arising from beauty	1
Sun	3	Dream	1
Tree	2	inner voice	1
Nature	2	It is what people see	1
Light	2	Culture	1
Food	2	Forest	1
Love	1	Pioneer	1
I	1	Freedom	1
Brain	1	Popular Songs	1
Sea	1	Color	1
Literature	1	Soul	1
Aesthetic	1	Identity of the artist	1
Aesthetical concerns	1	Society	1
Universality	1	Creativity	1
Tradition	1	Creative thinking	1
Sky	1	Energy of life	1
Rainbow	1	Adviser	1
Relativity	1	Soul	1
Creating the beauty	1	Taste	1
Beauty	1	Dream	1

According to Table 1, it was observed that the in Social Studies Teacher candidates Education have 50 metaphors for a total of 50 teacher candidates regarding the concept of 'art'. In these metaphors, the teacher candidates were grouped under 5 categories based on the reasons they put forward. These categories are presented in table 2.

Table 2: Categories of the Metaphors

Metaphor	n
Related to humans	16
Related to nature	13
Related to art	9
Related to feelings	7
Related to historical values	5
Total	50

Metaphors of the categories mentioned in Table 2 are discussed separately in Table 3, Table 4, Table 5, Table 6 and Table 7. They were evaluated together with the explanations of the social studies teacher candidates .

Table 3. Metaphors Related to People

Student	Metaphor	Explanation
Ö3	Mirror	The work you put forward reflects you.
Ö7	Mirror	It is what best reflects your emotions, thoughts and feelings.
Ö8	Mirror	Reflects beauty.
Ö14	Mirror	Reflect societies.
Ö24	Mirror	It reflects what it should be.
Ö44	Mirror	Reveals beautiful and ugly.
Ö36	Mirror	Reflects the spirit of the artist.

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Ö37	I	It is original, different and unique
Ö42	Brain	Efficiency increases as you work
Ö4	Relativity	Everyone evaluates differently.
Ö23	It is what people see	We transfer what we see.
Ö16	Pioneer	It leads us.
Ö19	Identity of the artist	The description of the artist's current mood comes to life in art
Ö18	Food	Without art it is not possible for a person to be satiated.
Ö38	Food	Food satisfies our stomachs, art satisfies our souls.
Ö32	Adviser	Enlighten people

Table 3 shows that metaphors of the mirror, I, brain, relativity, what people sees, pioneer, identity of the artist and the food are collected in the category related to people. Teacher candidates expressions are given below.

(S3) Art is like a mirror. Because the work you put forward reflects you.

(S7) Art is like a mirror. because it is what best reflects your emotions, thoughts and feelings.

(Q8) Art is like a mirror. Because it reflects beauty.

(S14) Art is like a mirror. Because it reflects societies.

(S24) Art is like a mirror. Because it reflects what it should be.

(S44) Art is like a mirror. Because it reveals the ugly with the beautiful.

(S36) Art is like a mirror. Because it reflects the spirit of the artist.

(S37) Art is like I. Because it is original, different and unique

(S42) Art is like a brain. Because the efficiency increases as you work

(S4) Art is like relativity. Because everyone evaluates differently.

(S23) Art is what people sees. Because we transfer what we see.

(S16) Art is like a pioneer. Because it leads.

(Q19) Art is like the identity of the artist. Because the description of the current mood of the artist comes to life in art.

(T18) Art is like food. Because without art, it is not possible for a person to be saturated.

(T38) Art is like cooking. Food satisfies our stomachs, art satisfies our souls..

(T32) Art is like adviser. Because it enlightens people.

The findings obtained in this section are grouped as concepts related to people and integrated with human-specific features. The concept of mirror is expressed by the highest number of students in the study, because of the reflective feature of art. They are also indirectly mapped to the most definite and necessary human characteristics such as brain, guidance, food, and identity.

Table 4. Metaphors Related to Nature

Student	Metaphor	Explanation
S6	Tree	Grows and develops with the labor.
S31	Tree	As they grow up, people breathe.
S20	Sea	There are works like many grains of sand in it, it is the person who unearths them.
S5	Nature	Reflects nature
S48	Nature	Nature is an incredibly beautiful work of art.
S46	Rainbow	It is very colorful.
S35	Sky	There is no end.
S25	Sun	Illuminates.
S39	Sun	Heats hearts.
S43	Sun	Enlightens all communities.
S1	Light	Sheds light to the future.
S17	Light	Helps enlighten Society.
S29	Forest	Society can't live without it.

Table 4 shows that metaphors of tree, sea, nature, rainbow, sky, sun, light, forest are collected in the category of metaphors related to nature. Expressions of teacher candidates are given below.

(S6) Art is like a tree. Because as we labor, it grows and develops.

(S31) Art is like a tree. Because as they grow up, people breathe

(S20) Art is like the sea. Because there are works like many grains of sand inside, it is the person who unearths them

(S5) Art is like nature. Because it reflects nature

(S48) Art is like nature. Because nature is an incredibly beautiful artwork.

(S46) Art is like a rainbow. Because it is very colorful

(S35) Art is like the sky. Because there is no end.

(S25) Art is like the sun. Because Illuminates

(S39) Art is like the sun. Because it warms the hearts.

(S43) Art is like the sun. Because it enlightens all communities

(S1) Art is like light. Because it sheds light on the future

(S17) Art is like light. Because it helps to enlighten society.

(S29) Art is like a forest. Because society can't live without it

The findings obtained in this group showed that most of the teacher candidates integrate the concept of art with nature, the magnificent beauties of nature and their vital importance and requirements.

Table 5. Metaphors Related To Art

Student	Metaphor	Explanation
S41	Aesthetic	It is visuality, external structural beauty.
S34	Asthetic concern	Aesthetics is an effort to find what is beautiful
S21	Literature	It demands creativity
S47	Beauty	It tells life itself.
S33	Labor arising from beauty	Every work requires effort and effort.
S49	Creating the beauty	The result must be appreciated by everyone.
S27	Color	There are many varieties.
S40	Creativity	Everything is created with beauty.
S12	Creative thinking	Not everyone see and understand everything, but the artist notices everything at first sight.

Table 5 shows that metaphors of aesthetics, aesthetic concern, literature, beauty, labor arising from beauty, creating beauty, color, creativity and creative thinking are seen in the category of metaphors related to art.. The statements of the teacher candidates are given below.

(S41) Art is like aesthetics. Because visuality is external structural beauty.

(S34) Art is like aesthetic concern. Because it is an effort to find the aesthetically beautiful.

(S21) Art is like literature. Because it demands creativity.

(S47) Art is beautiful. It tells life itself.

(S33) Art is like labor arising from beauty. Because every work requires effort.

(S49) Art is like creating beauty. Because what has emerged must be appreciated by everyone.

(S21) Art is like color. Because there are many varieties.

(S40) Art is like creativity. Because everything is created with beauty.

(S12) Art is like creative thought. Because not everyone sees and understands everything, the artist notices everything at first sight.

The metaphors in this group showed that; The students have integrated art with aesthetic and beauty concepts. Concepts such as the effort to find beauty, creativity, creative thought, labor, color, life and taste are among the other integrated concepts.

Table 6. Metaphors Related to Emotions

Student	Metaphor	Explanation
S13	Love	Indispensible
S30	Dream	It is what people is trying to realize in which nobody can interfere.
S50	Inner Voice	Reflects what is coming from us
S10	Freedom	Ideas are invulnerable
S45	Spirit	Just as human beings are piece of meat without souls, and society without art is soulless.
S28	Life energy	Adds joy to life
S2	Taste	Gives pleasure.

Table 6 shows that metaphors of senses, love, dream, inner voice, freedom, spirit, life energy, pleasure, metaphors are collected in the category related to historical values. Expressions of the students are given below.

(S13) Art is like love. Because it's indispensable.

(S30) Art is like a dream. Because dream is what people trying to realize in which nobody can interfere.

(S50) Art is like inner sound. Because it reflects what is coming from us

(S10) Art is like freedom. Because ideas are invulnerable

(S45) Art is like a soul. Because just as human beings are piece of meat without souls, and society without art is soulless.

(S28) Art is like the energy of life. Because it adds joy to life.

(S2) Art is like taste. Because it gives pleasure.

In this group, they have integrated art with some of the most important emotional concepts specific to human beings. Art is associated with the most important emotional concepts that play a role in human life such as love, imagination, freedom, inner voice, soul life energy and pleasure.

Table 7. Metaphors Related to Historical Values

Student	Metaphor	Explanation
S9	Universality	It is the art of searching beauty in universality.
S22	Tradition	Reflects emotions.
S26	Culture	Carries traces from every society
S15	Society	It is the mirror of society
S11	Popular songs	Constantly renews itself, adds something.

Table 7 shows that metaphors of universality, tradition, culture, popular songs and society are collected in the category related to historical values. The statements of the teacher candidates are given below.

(S9) Art is like universality. Because it is the art of searching beauty in universality.

(S22) Art is like tradition. Because it reflects emotions.

(S15) Art is like a society. Because it is the mirror of society.

(S26) Art is like culture. Because it carries marks every society

(S11) Art is like popular songs. Because, constantly renews itself, adds something

In this section, art is integrated with the concepts of traditionalism, sociality and universality.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, metaphor perceptions of social studies teacher candidates about the concept of art were analyzed. A total of 50 metaphors obtained from teacher candidates were evaluated under 5 different groups in relation to people, nature, art, feelings, historical values.

As a result of the research, 50 metaphors presented by the students were gathered under 5 groups. Among these groups, it was observed that 'features related to people were used mostly and these concepts were closely associated with art by many students. In particular, the reflective feature of art has been integrated with the mirror 'metaphor' and has become the most commonly used concept that corresponds to art. Art has demanded labor, requires intelligence, can be relative, reflects the identity of the artist, and has found its equivalent as concepts directly related to art. In the second place, it was observed that art is integrated with 'concepts related to nature'. The miraculous beauty of nature, indispensability, visual color feast and the indispensable necessity in the life of mankind has been established a close relationship with art. In the third place, it was found that 'artistic concepts' took place. Art has been associated with concepts that directly concern art such as aesthetics, aesthetic anxiety, beauty and creativity. In the fourth place, even though it has been indirectly, art is associated with human emotional concepts such as love, imagination, freedom, inner voice, pleasure and life energy. In the last place, it was observed that in the historical values category, teacher candidates see art in close relation with the concepts that closely and directly concern art such as traditionalism, historical values, culture, universality and popularity.

In general, we observed that the concepts associated with art reflect directly or indirectly, remotely or closely, concepts within the broad scope of art. Art has been tried to be described in similar or different ways many times from past to present. The fact that art is very wide in scope and sometimes become long and complicated in terms of definition reduces its memorability. Therefore, although the art is defined many times in the lessons, it may be limited to some concepts that students can relate to within themselves. Therefore, in order to enable them to think about the concept of art in common metaphors, not only for social studies teacher candidates, but also in other fields, arrangements can be made regarding the contents of art and aesthetic courses. Based on the metaphors that emerge, it is possible to make different definitions about the concept of art, and for this purpose, the dimension of gaining different perspectives to teacher candidates may be emphasized. It is recommended that metaphors can be used among the techniques in transferring different information to students not only during the teaching of art courses but also in other fields.

In conclusion, it was observed that the concept of art has been found response directly or indirectly by social studies teacher candidates. As a result of this research, we observed that the concept of art is not a single concept in terms of expression, but art is quite general and inclusive.

The emergence of many metaphors about art in our study is parallel to the statement of Yılmaz (2011); "In addition to the definition of art and artist that develops in every period, it is inevitable that the concepts, in which the individuals express themselves and their dreams, change and develop". As Wells pointed out, it can be said that the differing program structures may have changed the reflection of the concepts expressed by the teacher candidates.

In particular, social studies teacher candidates receiving art education produce close concepts related to this concept and reveal that they can relate the concepts related to art in the course of art education. Because the metaphor study is practical and meaningful, effective and highly valid feedback can be obtained in a short time, effective and useful studies contributing to the different fields can be performed.

As pointed out in studies on metaphor in different fields; In the study of Kalyoncu (2012) investigating metaphors associated with 'concept of art education' in elementary education teacher candidates, it was found that the art education course was perceived correctly by the elementary school teacher candidates in line with the aims of art education, and this result is in line with the findings obtained from our research. In the study of Akin (2018) which investigates the perception of visual arts teacher candidates associated with concept of aesthetics with metaphors, it was found that the concept of aesthetics is explained with expressions directly or indirectly related with aesthetic by visual arts teacher candidates, and also this result is in parallel with our findings. Association of the concept of art in the research with other concepts directly or indirectly is correlated with idea of Wells (20) in which the redefinition of concepts such as metaphors, art and artists are addressed and the boundaries of art are extended.

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