

METAPHORICAL PERCEPTIONS OF SCIENCE TEACHER CANDIDATES TOWARDS TEACHER AND TEACHING PROFESSION

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Abstract

The purpose of this study is to explore the metaphorical perceptions of science teacher candidates towards teacher and teaching profession. Qualitative research method was used in the study and "phenomenological approach" was employed as the design of the study. The participants of the study are comprised of 102 teacher candidates who pursue science education programs, in the fall term of 2017-2018 academic year, in the department of mathematics and science education of a middle-sized faculty of education in Central Anatolia. As data collection tool, a form consisting of 2 questions was used for the identified concepts. The obtained data were analyzed using content analysis technique, and after the accuracy of the determined metaphors and created the categories were controlled by two faculty members having expertise, the final form of metaphor and the categories were generated. As a result of the analyses, it was found out that teacher candidates generated 40 metaphors for teacher concept and 60 metaphors for teaching profession. Given the data obtained, it has been observed that prospective teachers provided positive metaphors for the concept of teaching and teaching profession.

Keywords: Science teacher candidate, metaphor, teaching, teaching profession.