

The Metaphors of Candidate Philosophy Group Teacher Regarding the Concept of ‘Mind’

Ekrem Ziya Duman¹

¹Gazi University, Gazi Faculty of Education, Ankara, Turkey

Correspondence: Ekrem Ziya Duman, Gazi University, Gazi Faculty of Education, Ankara, Turkey. E-mail: ezduman@gazi.edu.tr

Received: January 29, 2019

Accepted: February 19, 2019

Online Published: February 20, 2019

doi:10.5430/ijhe.v8n1p148

URL: <https://doi.org/10.5430/ijhe.v8n1p148>

Abstract

The purpose of the current study was to determine what the metaphors of the candidate philosophy group teachers regarding the concept of mind are and understand the related metaphors by means of gathering the metaphors expressed under certain categories. Phenomenology, one of the qualitative research designs, was used in the current study. The working group was made up of the students having pedagogical formation at Gazi University in the academic year of 2017-2018 and the last year students studying Philosophy Group Teaching at Gazi University. In this sense, the study was applied to total 85 people. Qualitative data collection techniques were used in the research. Data collection tool was applied to the participants by the researchers. In this sense, 62 valid metaphors were produced out of 85 candidate teachers. The metaphors produced were gathered under 10 categories, which are mind as a guide, mind as a basic element, mind as suitability for the purpose, mind as a working and developing structure, mind as a storage, mind as showing the reality, mind as an illuminator, mind as a valuable competence, mind as a limitless competence and the unclassified.

In the order of metaphors produced mostly by the candidate philosophy group teachers participating the research, mind as a guide was in the first place at the rate of 17.3%. Mind as a basic element was in the second category with a rate of 16% and it was followed by mind as suitability for the purpose and mind as a working and developing structure with a rate of 12%.

Keywords: metaphor, mind, philosophy, candidate teacher, mind metaphor

1. Introduction

The word metaphor was derived from the words “Metapherein” or “Metaphora” in Greek. It has the meaning of changing, carrying. Metaphor in Turkish is used as “mecaz” and “istiare” which means figurative expressions. This etymological structure shows the characteristic of metaphor to reconceptualise a phenomenon or object, connect with various angles and express it (Eraslan, 2011).

Metaphor has many definitions. Some of them are as follows: Metaphor is basically the explanation of a concept, phenomenon or event by likening another concept, phenomenon or event (Saban, 2008). Metaphor is to explain any unknown in terms of a known thing (Karaahmet, 2017). Metaphors are the expressions that individuals apply when they express themselves in the community and while they are visualizing abstract concepts and that they are mostly unaware of it while doing it (Celikkaya & Seyhan, 2017).

Metaphor; is the way of likening, comparison, relating as well as referring, the process of telling and expressing through analogy which is formed at the end of the tendency of transferring one’s name to another by making an association through making likening between two things having a near or far relation (similarity, knowledge of function, proximity) (Aksan 1999, p.127), empowering and enriching the narration (Yalcin & Erginer, 2012, p. 230; Sengul, Katranci & Gerez Cantimer, 2014, p. 91), creating an environment to keep in mind in the long term (Aslan & Bayrakci, 2006, p. 102), helping to tell the concrete concepts with the abstract ones (Minas & Gundogdu, 2013, p. 70) being effective in revealing the mental images and perceiving the (Pekdogan & Kanak, 2015, p. 145; Gurkan, Ozgun & Kahraman, 2017, p. 3).

Metaphors are strong mental mapping and modelling tools in terms of perceiving and interpreting the world, since metaphor is a connection process between the knowledge existing in the mind beforehand for the purpose perception and understanding a subject from the point of view of another subject (Dur, 2016).

Metaphors facilitates it for humans to make a comparison between two things, to draw attention to similarities between two things or explain something by replacing it with another thing (Kilcan, 2017, p. 4). Besides that, metaphors are used to tell some concepts more easily and effectively (Duman, Arslan & Kucuksabanoglu, 2018). In addition, metaphors encourage us to think and behave in new styles. While it extends our horizon of insight, it leads to new possibilities (Morgan, 1998, p. 14).

Metaphor is a discovery; since a dimension of meaning that a word cannot bear it on its own beforehand is discovered and in this way the meaning horizon of both the word and thought extends (Lakoff & Johnson, 2015, p. 10). In this respect, it is likely to say that metaphor is related to thinking, language and mind.

Thinking is the basis of speaking and speech (Ghazali, 2017, p. 53). Language is the expression of thought. It is a tool by means of which expressions are formed, questions are asked, explanations are made etc. For that reason, understanding a language, knowing the meaning of its expressions is to be able to tell which thoughts comprise the basis of its use (Richard, 2012, p. 204).

Individuals express their lives, their events and how they see the objects through different similarities and concepts. These expressions reflect the ways individuals perceive the world and themselves, as well. Using metaphor which is one of these ways is to give an opportunity to re-conceptualize the object or phenomenon to be expressed with a net of concepts belonging to a different field of meaning and to evaluate some case which are ignored beforehand from different points (Taylor, 1984).

Metaphors are sometimes used to enrich the teaching and educational environment, and they appear in a way of expressing complicated concepts and phenomena with the known concepts by means of similarity in formal learning (Gecit & Gencer, 2011). Thinking, discussing and research are the most basic humanistic characteristics and activities separating human from other creatures. Our main competence to fulfil these activities is our mind (Yaran, 2018, p. 7).

Explaining what the concepts are and what they aren't from the known to the unknown by means of determining where the concepts stay in the minds of people, what they know about the concept and even which ones they know truly and which ones they know wrongly will be effective in learning. Knowledge could be permanent in this way. And at this point, metaphors offer an important opportunity in order to make concepts understood and expressed (Duman, Arslan & Kucuksabanoglu, 2018). With these realities, metaphor could be used to make the concept of "mind" understood and told.

1.1 The Purpose of the Research

The purpose of the research was to determine what the metaphors of the philosophy group candidate teachers regarding the concept of "mind" were and understanding the related metaphors by means of gathering the determined metaphors under certain categories, since understanding these metaphors and commenting them would make a contribution in determining what is true and what is wrong. In addition, it would allow to tell what is unknown through known. For that reason, the following was aimed to determine in the research:

1. What are the metaphors philosophy group candidate teachers produced regarding the concept of "mind"?
2. Under which conceptual categories could the metaphors philosophy group candidate teachers produced regarding the concept of "mind" be gathered in terms of common features?

2. Method

Phenomenology, one of the qualitative research designs, was used in the current study. The design of phenomenology focuses on the phenomena of which we are aware but we do not have a detailed sense. The values, meanings and logical pattern regarding reality, how people understand reality and their experience they have related to it are important issues philosophy dwells on. Phenomenology studies could offer us outcomes, examples, expressions and experiences that will allow us to know and understand a phenomenon better (Yildirim & Simsek, 2016, p. 71).

The working group was made up of the students having pedagogical formation at Gazi University in the academic year of 2017-2018 and the last year students studying Philosophy Group Teaching at Gazi University. In this sense, the study was applied to total 85 people.

Qualitative data collection techniques were used in the research. Data collection tool was applied to the participants by the researchers. In order to determine the metaphors that the participants had with regard to the concept of mind, the participants were each asked to complete the sentence "Mind is like ..., because ...". For this purpose, candidate teachers were given a form. This form was used as the data collection tool. In this process, they were asked to express their thoughts focusing on only one metaphor. In the studies where metaphor is used as a research method,

the expression of “like” is generally used to associate the connection between the metaphor and the basis of metaphor. The concept of “because” was also in this research and the participants were asked to give logical bases for the metaphors they produced. The written metaphor expressions obtained were given as the basic data source of the research.

Data analysis in phenomenology studies aims at revealing the experiences and meaning. In the content analysis that is carried out in this sense, there is an effort of conceptualization of the data and the ascertainment of the themes that will be able to define the phenomenon. The results are offered as a descriptive narration and narrations are frequently applied. The findings obtained in the framework of the emerging themes and patterns are explained and commented (Yildirim & Simsek, 2016, p. 72).

Content analysis is a method used in determining human behaviours and nature. In particular, it is a technique allowing to study in the field of social sciences. Some words of a text are summarized with smaller content categories with the codes depending on certain rules. Besides that, it is carried out to determine the presence of certain words and concepts in a set made up of text or texts. In this way, researchers are able to make an inference regarding the messages in the texts by determining and analysing the presence, meanings and relations of the words and concepts (Buyukozturk et al., 2016, p. 50).

The main purpose in the content analysis is to reach the concepts and relations that could explain the data collected. In that way, the conceptualization of the data collected is made. Following that, it is necessary to determine the themes explaining the data in the concepts emerging. Data is tried to define with the content analysis. Besides that, it is tried to reveal the realities likely to be hidden in data (Yildirim & Simsek, 2016, p. 242).

The analysis and interpretation process of the materials developed by the candidate teachers participating in the research was conducted in four stages as determining the metaphors, classification of the metaphors, development of the categories and obtaining the reliability. The forms were examined one by one in order to determine whether the candidate teachers filled out the written forms completely. At the end of examination, 23 forms were excluded as 10 forms were never answered and 13 did not make a certain explanation. In the research, the metaphors were temporarily sorted out in a list and each participant was given a number and coded. Total 62 valid metaphors were obtained. With the similarities and differences achieved, a total 10 categories were formed out of the metaphors gathered under certain category using the metaphors of the candidate teachers regarding the concept of “mind”. Direct quotations were made from the expressions the candidates pointed out in order to reflect the metaphors of the candidate teachers. The quotations were coded with abbreviations such as candidate teacher 2 (CT 2), candidate teacher 52 (CT, 52) instead of his/her name.

3. Findings

The frequencies and percentages of the metaphors produced by the philosophy group candidate teachers regarding the concept of “Mind” are given in the table below.

Table 1. The Frequencies and Percentages of the Metaphors Produced by the Philosophy Group Candidate Teachers Regarding the Concept of Mind

Metaphor	f	%	Metaphor	f	%
1. Mother	3	4	31. Faith	1	1.33
2. World	3	4	32. Key	1	1.33
3. Mirror	2	2.66	33. Television	1	1.33
4. Breath	2	2.66	34. Lemon of salad	1	1.33
5. Wheel driver	2	2.66	35. Heart	1	1.33
6. Navigation	2	2.66	36. Battery	1	1.33
7. Sun	2	2.66	37. A driver with a licence	1	1.33
8. Water	2	2.66	38. Mirror glittering as cleaned	1	1.33
9. Pathfinder	2	2.66	39. Soccer ball	1	1.33
10. Car	2	2.66	40. Iron	1	1.33
11. Light	2	2.66	41. Sponge	1	1.33
12. Scale	1	1.33	42. Mill	1	1.33
13. Petroleum	1	1.33	43. Vegetable	1	1.33
14. Existence	1	1.33	44. Materials scattered around randomly	1	1.33
15. A mechanical tool with multi instruments	1	1.33	45. Endless well	1	1.33
16. Moon	1	1.33	46. Very precious jewellery	1	1.33
17. Torch	1	1.33	47. Guide	1	1.33
18. Needle hole	1	1.33	48. Fruit seed	1	1.33
19. Machine	1	1.33	49. Trousseau in the chest	1	1.33
20. Freedom	1	1.33	50. Essence	1	1.33
21. Leader	1	1.33	51. A sheet of paper written first and then erased	1	1.33
22. Money box	1	1.33	52. Flower	1	1.33
23. Kiblah	1	1.33	53. Tree	1	1.33
24. Earthquake	1	1.33	54. Treasure	1	1.33
25. Strainer	1	1.33	55. Engine of the machine	1	1.33
26. Car engine	1	1.33	56. Map	1	1.33
27. Money	1	1.33	57. Parents	1	1.33
28. Nature	1	1.33	58. Child	1	1.33
29. Train	1	1.33	59. Indian fabric	1	1.33
30. Stream	1	1.33	60. Weather condition	1	1.33
			61. Cube	1	1.33
			62. Space	1	1.33

As given in the table, 75 philosophy candidate teachers produced 62 valid metaphors regarding the concept of mind. The metaphors having the highest frequencies were mother and world with three times. Other than these metaphors, the metaphors of mirror, breath, wheel driver, navigation, sun, water, pathfinder, car, light were preferred twice. The other 51 metaphors were produced once. Depending on this data, it is likely to think that the production of different metaphors by a great majority shows that candidate teachers have different point of views or meaning worlds reading the concept of mind.

Table 2. The Metaphors Categories Produced by the Philosophy Group Candidate Teachers Regarding the Concept of Mind

Mind Category	Metaphors	f	%
As a guide	Mother (2), Navigation (2), Pathfinder (2), Wheel driver (1), A driver with a licence (1), Leader (1), Guide (1), Map (1), Parents (1), Water (1)	13	17.3
As a basic element	Breath (2), Petroleum (1), Faith (1), Lemon of the salad (1), Heart (1), Battery (1), Engine of the machine (1), Sun (1), Wheel driver (1), Existence (1), Essence (1)	12	16
As suitability for the purpose	Car (2), Money (1), Vegetable (1), Materials scattered around randomly (1), Trousseau in the chest (1), Water (1), Key (1), Soccer Ball (1)	9	12
As a working and developing structure	A mechanical tool with multi instruments (1), Machine (1), Car engine (1), Stream (1), Mill (1), Flower (1), Tree (1), Child (1), Fruit seed (1)	9	12
As a storage	Coin box (1), Nature (1), Sponge (1), A sheet of paper written first and then erased (1), Cube (1), Scale (1), World (1)	7	9.3
As showing the reality	Mirror (2), Mirror glittering as cleaned (1), Television (1), Light (1), Earthquake (1)	6	8
As an illuminator	Moon (1), Torch (1), Sun (1), Light (1), Kiblah (1)	5	6.6
As a valuable competence	Mother (1), Iron (1), Very precious jewellery (1), Treasure (1), Indian fabric (1)	5	6.6
As a limitless competence	World (2), An endless well (1), Space (1), Freedom (1)	5	6.6
The unclassified	Needle hole (1), Strainer (1), Train (1), Weather condition (1)	4	5.3
TOTAL		75	%100

As shown in the table, the metaphors produced by the philosophy group candidate teachers were gathered under 9 categories and 4 metaphors produced by 4 teachers could not be classified in any category. Upon the review of the categories formed, the category with the highest frequency value was “as a guide” with 13 metaphors. This category was followed by as a basic element (12), as suitability for the purpose (9), as a working and developing structure (9), as a storage (7), as showing the reality (6), as an illuminator (5), as a valuable competence (5), as a limitless competence (5) and the unclassified (4).

3.1 Findings Regarding the Conceptual Categories

3.1.1 Mind Category as a Guide

Candidate teachers formed the metaphors in this category depending on the guidance feature of mind and 13 candidate teachers produced 10 different metaphors. The frequency distributions of the metaphors produced was mother (2), navigation (2), as a pathfinder (2), wheel driver (1), a driver with a licence (1), a leader (1), a guide (1), map (1), parents (1), water (1). Regarding the mother metaphor which had the highest frequency value, candidate teachers used the expression of “*Mind is like mother because it always leads you. It has no luxury for not interfering, it is her own task and it works continuously.*” (CT3) and “*Mind is like mother because mothers help their children about where and what to do, and lead them, mind is like mother and leads human just like a mother and help him to spend all his life. No matter with which it is related, mind is the reason of all behaviours and thoughts of human.*” (CT66). Regarding the navigation metaphor which had the highest frequency like the metaphor of mother, they used the expressions of “*Mind is like a navigation because it guides you.*” (CT36) and “*Mind is like navigation because it helps us find our way.*” (CT54), regarding the pathfinder metaphor they used the expressions of “*Mind is like a pathfinder because we can develop practical solutions (ways) in life using our minds.*” (CT47) and “*Mind is like a pathfinder because it resembles to a navigation or a pathfinder that we use to find the true way. Just as we ask it to*

the navigation tool to reach the correct target or an unknown place, so the mind is like an information centre." (CT11). Besides that, they used for the metaphor of a driver with a licence the expression of *"Mind is like a driver with a licence because he knows to command a tool in a conscious way and direct it, just like mind directs our body and life."* (CT43) and for the metaphor of map they used the expression of *"Mind is like a map because it takes a person to his destination when looked into and used properly. Mind takes the person to his destination just like a map when looked properly."* (CT65), and they made likening regarding the directing feature of mind.

3.1.2 Mind Category as a Basic Element

Philosophy group candidate teachers formed the metaphors in this category depending on the fact that mind is an indispensable component and total 12 candidate teachers produced 11 different metaphors. The frequencies of these metaphors are as breath (2) petroleum (1), faith (1), lemon of the salad (1), heart (1), battery (1), engine of the machine (1), sun (1), wheel driver (1), existence (1), essence (1). The expressions regarding the breath metaphor which had the highest frequency of the candidate teachers are as follows: *"Mind is like breath because it is always a must, always necessary and a need. Mind enlivens just like breath."* (CT12), *"Mind is like breath because it is impossible to live without breathing."* (CT19). Regarding the petroleum category, the candidate teachers used the expression of *"Mind is like petroleum because it is the raw material making the car move. Mind is replaced in the first place and is the starter of every movement and every case. You cannot move without it."* (CT2) while they used regarding the metaphor of faith the expressions of *"Mind is like faith because just as we cannot a real Muslim without faith, we cannot be a real human without mind"* (CT34) and for the metaphor of the engine of machine, they used the expressions of *"Mind is like the engine of machine because a machine cannot work without an engine. Mind act unconsciously without mind"* (CT64). With regard to the metaphor of essence, candidate teachers used the expression of *"Mind is like essence because man differs from other creatures with mind. He affects his environment with mind and shapes it."* (CT58) and they tried to point out that mind is an indispensable component. In addition, regarding the wheel driver metaphor, they used the expression of *"Mind is like a wheel driver because human being cannot find his way without mind just as we cannot control the car without a wheel driver. For that reason, man finds his way thanks to his mind."* (CT6) and since there is an emphasis on the fact that the car cannot be controlled without a wheel driver, this metaphor was basically considered under the mind category. In the wheel driver category in the former category, with the expression of *"Mind is like a wheel driver because it is like a vehicle leading you and allowing to move in a correct way. You think with it and move so."* (CT18) the directing feature of wheel driver was emphasized so it was considered in the mind category of mind as a guide.

3.1.3 Mind Category as Suitability for the Purpose

The metaphors in this category were formed depending on the idea of the function of mind's a certain purpose and using it for a suitable purpose and 8 different metaphors were produced by 9 teachers. As for the frequency of the metaphors, they are as follows: car (2), money (1), vegetable (1), materials scattered around randomly (1), trousseau in the chest (1), water (1), key (1), soccer ball (1). Regarding the metaphor of car which had the highest frequency, the candidate teachers used the expression of *"Mind is like a car because not everybody can drive it properly. I believe that there are certain rules that man should obey. I think these are important in using mind properly."* (CT75) and *"Mind is like a car because just as a car goes towards the direction you drive and it does not work without putting fuel in the tank, mind does not work unless you fill it with knowledge."* (CT20) and they emphasized the correct and proper use of mind. Regarding the metaphor of money, they used the expression of *"Mind is like money because money and mind are things needed today. If you use your money properly, you reach the best places and if you use your mind properly, you achieve the best places."* (CT29) and regarding the metaphor of trousseau, they used the expression of *"Mind is like a trousseau because it is valuable if you open the chest and use it, what is the use of not opening the chest and keep it there. Many years later, it is neither on fashion nor does the person know its value."* (CT57) as for the key metaphor, the candidate teachers used the expressions of *"Mind is like a key because you can solve everything when you open the true door with the true key. What is important is to use mind in a correct way."* (CT35) and suitability for the purpose was emphasized and mind was likened to these metaphors. In addition, for the water metaphor in this category they used the expression of *"Mind is like water because if it is fit and proper, it will enliven. If it is extreme, it becomes flood, destroys and wipes."* (CT37) and it was considered in the category of suitability for the purpose. The metaphor of water in the mind as a guide *"Mind is like water because it always finds its way."* (CT5) the feature of water as directing, finding the path was emphasized, so it was considered in this category.

3.1.4 Mind Category as a Working and Developing Structure

The philosophy group candidate teachers formed the metaphors in this category in the basis of mind working as a mechanism and developing structure in the process. Total 9 teachers produced 9 different metaphors. The frequency distributions of these metaphors are as follows: A mechanical tool with multi instruments (1), machine (1), car engine (1), stream (1), mill (1), flower (1), tree (1), child (1), and fruit seed (1). As an example, regarding as a mechanical tool with multi instruments, the candidate teachers emphasized the fact that mind has many function with the expression of *“Mind is like a mechanical tool with multi instruments because it blends a great many different tasks at the same time in a fast and practical way and makes a basic inference.”* (CT7). With the machine metaphor, the developing side of mind was given with the expression of *“Mind is like a machine because it develops as it work.”* (CT15). Regarding the metaphor of flower, the candidate teachers remarked the developing side of mind with the expression of *“Mind is like a flower because we must make some interventions in order that it grows well, just as a flower need water and sun to grow.”* (CT61). With regard to the metaphor of fruit seed, they made an emphasis on the developing side of mind with the expression of *“Mind is like a fruit seed because the better you feed and grow a seed cultivated in the soil, the more it will grow healthily and efficiently and it will be beneficial with both its fruit and shadow.”* (CT56).

3.1.5 Mind Category as Storage

The metaphors in this category was formed by the candidate teachers as storage characteristic of mind and 7 candidate teachers produced 7 different metaphors. The frequencies of these metaphors are coin box (1), nature (1), a sheet of paper written first and then erased (1), cube (1), scale (1), world (1). As an example, candidate teachers used the expression of *“Mind is like a coin box because the more you fill the coin box, the heavier it is. It will be useful at this level. An empty coin box is nothing but an empty tin box. Man is light as long as his mind is empty”* (CT23), as for the nature metaphor, they used the expression of *“Mind is like nature because nature bears a purpose, causality, relativity in it. It also bears any kind of colour, smell and sound in it. Mind is just like nature. It bears any kind of thing in it.”* (CT30) and regarding the cube metaphor, they used the expression of *“Mind is like a cube because cube expresses fullness. Mind also has fullness in it. Knowledge is a treasure.”* (CT72) and regarding the metaphor of scale candidate teachers used the expression of *“Mind is like a scale because scale measures the weight of people, the heavier a person, the more the scale shows it. The more the mind has in it, the more a person reveals himself.”* (CT1) and they made an emphasis on the storage function of mind.

3.1.6 Mind Category as Showing the Reality

The philosophy group candidate teachers formed the metaphors in this category in the basis of mind showing the reality. Total 6 teachers produced 5 different metaphors. The frequency distributions of these metaphors are as follows: Mirror (2), mirror glittering as cleaned television (1), light (1), and earthquake (1). As an example, regarding the mirror metaphor having the highest frequency, the candidate teachers used the expression of *“Mind is like a mirror because it reveals the reality.”* (CT22) and *“Mind is like a mirror because it reflects our thoughts.”* (CT14) and regarding the television metaphor they used the expression of *“Mind is like a television because just as television reflects us everything as they are, mind does so. Mind shows individuals what and how they are as they are to us”* (CT39), as for the metaphor of earthquake, they used the expression of *“Mind is like an earthquake because there happen fractures for years beneath the earth silently and it causes destroys at an unexpected time.”* (CT25) and they focused on its structure of revelation and reflection of the reality.

3.1.7 Mind Category as an Illuminator

The metaphors in this category were formed by the philosophy group candidate teachers in the basis of mind's illuminating function of mind in finding reality. Total 5 teachers produced 5 different metaphors. The frequency distributions of these metaphors are as follows: moon (1), torch (1), sun (1), light (1), and kiblah (1). As an example, regarding the moon metaphor, the candidate teachers used the expression of *“Mind is like the moon because it divides the darkness with its light and allows to reveal the reality.”* (CT9), regarding torch metaphor, they used the expression of *“Mind is like a torch because it enlightens the way a compass determines, allows us to walk with true steps and see the way better. The light it emits makes the person be sure about his steps.”* (CT10) and as for the kiblah metaphor, they used the expression of *“Mind is like kiblah because when a person cannot find his true path, what he does, his life is in vain, a nothingness which cannot reach its purpose.”* (CT24) and they made an emphasis on the illuminating function of mind in finding reality. In addition, the metaphor of sun in this category was included in the mind category as basic element and light metaphor was included in the mind category as guide. It was given in the mind category as the basic element because it aims at the indispensability of the sun in the expression of *“Mind is the sun because it is the most important thing to carry on our life. Sun lights provide the vitality of our*

existence and spirit. It allows us to see our way, to discriminate the true from the wrong." (CT68) and it was given in this category as it was likened to the enlightenment side of the sun with the expression of *"Mind is like the sun because enlightens around as it shines"* (CT21). With the metaphor of light, the candidate teachers considered the expression of *"Mind is like a light because it allows us to see everything in the universe clearer thanks to its existence. As it enlightens where it is, it will allow to see and know everything better when it is used and developed."* (CT59) in the mind category of showing the reality while the expression of *"Mind is like a light because it enlightens when it is used."* (CT29) was considered in this category as it made an emphasis on the enlightening function of light.

3.1.8 Mind Category as a Valuable Competence

Philosophy group candidate teachers formed the metaphors in this category in the basis of mind as a very valuable structure. Total 5 teachers produced 5 different metaphors. The frequency distributions of these metaphors are as follows: mother (1), iron (1), very valuable jewellery (1), treasure (1), and Indian fabric (1). Regarding the iron metaphor, the candidate teachers used the expression of *"Mind is like iron because if mind were golden, everybody would understand its value and then everybody would use their mind. However, it is like iron and it is shaped in the hand or mind of the one knowing its value and very few people could use it and know its value."* (CT46), regarding the metaphor of treasure, they used the expression of *"Mind is like a treasure because treasure is precious. We are aware of its existence and try to discover it. We want to discover and use it. Mind is like this. We know we have a mind. We want to discover the ways to use it and we must."* (CT63), and as for the metaphor of Indian fabric, they used the expression of *"Mind is like an Indian fabric because it is precious and not everybody has it. Not everybody tries to obtain it."* (CT70) and they made an emphasis on the fact that mind is a precious structure. In addition, regarding the metaphor of mother it was expressed as *"Mind is like a mother because a person cannot open his eyes to the world without a mother. Mother does her best to make her baby know the world and she sacrifices herself. Mind is the most precious thing keeping man standing."* (CT38) and it was considered in this category as a similarity was made regarding the fact that mother is a precious being. Just like other 2 mother metaphors, as there was no emphasis of guidance, it was not considered in the mind category of guidance.

3.1.9 Mind as a Limitless Competence

Candidate teachers formed the metaphors in this category in the basis of the fact that mind is a competence of which borders cannot be determined and 5 candidate teachers produced 4 different metaphors. The frequency distributions of the metaphors are as follows: world (2), an endless well (1), space (1), freedom (1). Regarding the world metaphor which has the highest frequency level, the expression of *"Mind is like the world because it has many unknown places. As you reach the horizons, you reach new discoveries. Mind is rusted when it is not used, it is hidden when it doesn't think."* (CT73) and the expression of *"Mind is like the world because it is hard to determine its limits, it is limitless."* (CT8) and regarding the metaphor of endless well, they used the expression of *"Mind is an endless well because we do not know its limits yet and there is no limit in thought."* (CT52), as for the metaphor of space, they used the expression of *"Mind is like space because it is limitless. It grows with the things in it. Its limits are not certain. They make expected and unexpected changes. There is mobility and changeability in it."* (CT74), regarding the metaphor of freedom, they used the expression of *"Mind is like freedom because we can operate freely only under the light of mind. When we cannot use our mind as we wish – when this competency of ours is prevented – just like our freedom, our thinking competence will be limited."* (CT16) and they pointed out that mind has a structure of which limits cannot be determined. In addition, the metaphor of world other than 2 world metaphor in this category, the expression of *"Mind is like the world because it contains everything. It is always inclusive and integrative."* (CT33) was considered in the mind category of storage not in this category as there was a similarity with the inclusiveness of the world and that it bears a great many things.

3.1.10 Unclassified Metaphors

Four metaphors produced by 4 teachers were not included in any category. These metaphors are needle hole (1), strainer (1), train (1), weather condition (1). Regarding the metaphor of needle hole, the candidate teachers used the expression of *"Mind is like needle hole because it is thinking neatly as much as it passes through the needle hole. Thinking person moves forward, the one who doesn't think stays where he is."* (CT13) and regarding the metaphor of strainer, they used the expression of *"Mind is like a strainer because it helps people to separate what they want from what they do not want."* (CT26), regarding the train metaphor, they used the expression of *"Mind is like a train because nobody can stand before it."* (CT31) and with regard to the metaphor of weather condition, they used the expression of *"Mind is like weather condition because it is sometimes rainy, sometimes sunny. It is sometimes cheerful, sometimes sad."* (CT71).

4. Discussion and Conclusion

Metaphors are one of the basic mental models. This case shows that the life of every person is perceived with metaphoric ways (Uyan Dur, 2016, p. 127). The method of likening the concepts that we would like perceive to another concept in our mind is used while perceiving concepts. This method indicates the metaphors which has developed in recent years and is one of the primary mechanism of reasoning (Sahin & Baturay, 2013, p. 178).

Metaphor; which is used as “mecaz”, “egritileme” “benzetme” in Turkish (Ekici, 2016, p. 756; Aksan, 1999, p. 127; Minas & Gundogdu, 2013, p. 69) is a language phenomenon which has a quality of thinking method (Akin, 2017, p. 10), providing to understand and explain in a different point of view (Saban, 2008, p. 461), to see the differences (Tulunay Ates, 2016, p. 80), to reveal the perception (Deniz Celiker & Akar, 2015, p. 102; Tortop, 2013, p. 159; Kale & Cicek, 2015, p. 142), offering an opportunity of making a comparison (Sengul, Katranci & Gerez Cantimer, 2014, p 91), and which is formed between two concepts (Bulut & Koca, 2017, p. 142).

In the research, the metaphors produced the philosophy group candidate teachers with regard to the concept of mind were determined. In this sense, 62 valid metaphors were produced out of 85 candidate teachers participating the study. The metaphors produced were gathered under 10 categories, which are mind as a guide, mind as a basic element, mind as suitability for the purpose, mind as a working and developing structure, mind as a storage, mind as showing the reality, mind as an illuminator, mind as a valuable competence, mind as a limitless competence and the unclassified.

In the order of metaphors produced mostly by the candidate philosophy group teachers participating the research, mind as a guide was in the first place at the rate of 17.3%. Mind as a basic element was in the second category with a rate of 16% and it was followed by mind as suitability for the purpose and mind as a working and developing structure with a rate of 12%.

The contributions of guiding, path finding to the concepts of mother, navigation, guide, map, etc. were assigned to the concept of mind. Some metaphors were put forward over the concepts of breath, petroleum, heart, batter, engine, sun etc. with regard to the concept of mind and the metaphors of the concept of mind over the features providing the continuity of life were produced. The features of these concepts particularly in the continuity of life and taking action as the basic element were assigned to the concept of mind.

The metaphors produced over the concepts of car, vegetable, trousseau, water, key etc. were based on the feature of being the instruments to achieve the purpose these concepts. For that reason, the characteristic of mind allowing to make what is suitable for the purpose was emphasized. By means of likening the working and developing features of such elements as machine, car key, stream, mill, flower, tree, and child, the metaphors focusing on the working and developing feature of mind were produced.

Regarding the concept of mind, some metaphors were put forward depending on such concepts as coin box, sponge, cube, world and nature. These concepts were likened to such features as storage, preserving, containing in itself with the concept of mind. For that reason, the storing and preserving feature of mind was focused. It was also indicated that such concepts a mirror, television, light and earthquake are a reality and some metaphors were produced regarding the fact that mind has a feature showing the reality.

The illuminating features of mind was highlighted with such metaphors as the moon, torch, sun, light and kiblah. The fact that such concepts as mother, jewellery, treasure and Indian fabric have a value was assigned to mind. Therefore, some metaphors were produced regarding the fact that mind is a very precious competence.

The metaphors highlighting the feature that mind has a limitless competence are the similarities such as the world, endless well, space and freedom. The features that these concepts are limitless were assigned to mind. Such metaphors produced regarding mind as needle hole, strainer, train and weather condition were considered in the category of unclassified in terms of their likening feature.” The metaphors produced in this category did not have any common feature. This finding obtained in the research is line with the metaphors regarding the concept of “logic” by the university students in the study by Duman, Arslan & Kucuksabanoglu (2018).

It was found that even though some concepts produced regarding the concept of mind was the same in the study, these metaphors emphasized different features of mind. As an example, in the metaphor of “*Mind is like water*”, a candidate related mind to the guiding feature of guiding while another one related mind with the feature that water serves for a purpose. In the metaphors produced with regard to the concept of the sun over the concept of mind, the sun’s feature of being the basis and being an illuminator with the concept of mind.

The features that mother is a valuable competence and she is a guide was assigned to the concept of mind. The

concept of the world was related to the concept of mind in terms of both as a storage and limitless competence in different ways. The different features that the concept of wheel driver as a guide and as a basic element was assigned to the concept of mind.

The reasons why the metaphors put forward by people in the findings of the research could be the fact that such cases as culture, way of life, education etc. are different. The reasons why the philosophy group candidate teachers produced more than one metaphor regarding mind in the current study carried out could be the fact that such cases life, culture, environment, the background about the issue are different.

According to Akca Berk, Gultekin & Cencen (2015, p. 184), metaphors reveal the mental structures of individuals. A metaphor that is produced by people over any concept is the reflection of the interest in their minds. In addition, people's educational status, life and the view of life are effective on the metaphors they form (Aslan & Buyukalan Filiz, 2018, p. 784). Such that, it was found in the study carried out by Uslu, Kocakulah & Gur (2006, p. 355) that metaphors differ according to the lives and cultural structure of people. In the study carried out by Tortop (2013, p. 159), it was pointed out that new perceptions and images are formed as a result of the cases and phenomena students experience and encounter. In another study by Kalyoncu (2012, p. 481), the metaphors produced depending on the observations and experiences of the participants during their pupillage were revealed.

One of the results obtained at the end of the current study is that the metaphors produced more than one such as the sun, the world, wheel driver, mother regarding the concept of mind should not mislead the researchers. In other words, one should not satisfy with the expression that the concept of mind is likened to these concepts because some metaphors are produced regarding mind depending on different features of these concepts. For that reason, it would be useful to make a classification and make an emphasis on the relation made in such kind of studies in terms of the feature of likening.

The current study that was carried out regarding the concept of mind depending on the data of the study could be applied to different fields. In this way, it is likely to encounter different findings of metaphors that people reveal regarding the concept of mind. On the other hand, the similarities and differences with regard to the meaning assigned to the department students study and the concept of mind could be studied.

References

- Akca Berk, N., Gultekin, F. & Cencen, N. (2015). The metaphors of social sciences candidate teachers regarding the course of social sciences and social sciences teaching. *Ahi Evran University Kirsehir Journal of Egitim Fakultesi*, 16(1), 183-199. Retrieved from http://kefad.ahievran.edu.tr/InstitutionArchiveFiles/f44778c7-ad4a-e711-80ef-00224d68272d/d1a3a581-af4a-e711-80ef-00224d68272d/Cilt16Sayi1/JKEF_16_1_2015_183_199.pdf
- Akin, C. (2017). The Use of orientation metaphors in Kyrgyz proverbs. *Turkish World, Journal of Language and Literature*, 44, 9-17. <https://doi.org/10.24155/tdk.2017.29>
- Aksan, D. (1999). *Turkcenin zenginlikleri incelikleri (The richness and grace of Turkish Language)*. Ankara: Bilgi Publishing.
- Arslan, M. M. & Bayrakci, M. (2006). An Examination of metaphorical thinking and learning from educational view. *National Education*, 171, 100-108. Retrieved from http://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/217.pdf
- Aslan, G. & Buyukalan Filiz, S. (2018). Metaphor perceptions of pedagogical formation students regarding philosophy. *Turkish Studies Social Science*, 13(10), 773-786. <https://doi.org/10.7827/TurkishStudies.13635>
- Bulut, R. & Koca, M. K. (2017). Metaphors of social studies instructor candidates about peace. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*. 12(18), 139-156. <http://dx.doi.org/10.7827/TurkishStudies.12116>
- Buyukozturk, S. et al. (2016). *Scientific research methods*. (22nd ed.). Ankara: Pegem Akademi Publishing.
- Celikkaya, T. & Seyhan, O. (2017). The perceptions of secondary education students regarding universal values: Metaphor analysis, *International Journal of Languages Education and Teaching*, 5(4), 958-977. <https://doi.org/10.18298/ijlet.2147>
- Denis Celiker, H. & Akar, A. (2015). Metaphors regarding to nature of middle school students. *Ahi Evran University Kirsehir Journal of Education Faculty (KEFAD)*, 16(2), 101-119. Retrieved from http://kefad2.ahievran.edu.tr/archieve/pdfiler/Cilt16Sayi2/JKEF_16_2_2015_101-119.pdf

- Duman, E. Z., Arslan, A., & Kucuksabanoglu, Ö. (2018). Metaphors of university students regarding the concept of "logic". *Abant İzzet Baysal University, Journal of Eğitim Fakültesi*, 18(3), 1456-1473. <https://dx.doi.org/10.17240/aibuefd.2018.18.39790-421382>
- Ekici, G. (2016). Student-teachers' metaphoric perceptions towards the concept of "computer". *Gaziantep University Journal of Social Sciences*, 15(3), 755-781. <https://doi.org/10.21547/jss.256704>
- Eraslan, L. (2011). Sociological metaphors, *Journal of Akademik Bakis*, 27, 1-22. Retrieved from <http://eski.bingol.edu.tr/media/262572/9sosyolojikdusunme-SOSYOLOJIK-METAFORLAR.pdf>
- Ghazali. (2017). *Over thinking, speaking and speech*. Istanbul: İnsan.
- Gecit, Y. & Gencer, G. (2011). Determining the geography perceptions of 1st year students of classroom teaching through metaphor. *Journal of Marmara Cografya*, 23, 11-19. Retrieved from <http://dSPACE.marmara.edu.tr/handle/11424/2605>
- Gurkan, G., Ozgun, B. B. & Kahraman, S. (2017). Preservice teachers' metaphoric perceptions about knowledge concepts. *Inonu University Journal of the Graduate School of Education*, 4(8), 1-18. <https://dx.doi.org/10.29129/inujse.351602>
- Kale, E. & Cicek, U. (2015). Metaphor perceptions of nurses about their own profession. *Journal of Health and Nursing Management*, 3(2), 142-151. <https://doi.org/10.5222/SHYD.2015.142>
- Kalyoncu, R. (2012). Metaphors of visual arts candidate teachers regarding the concept of "teaching". *Mustafa Kemal University Journal Sosyal Bilimler Enstitüsü*, 9(20), 471-484. Retrieved from <http://sbed.mku.edu.tr/article/view/1038000369>
- Karamehmet, B. (2017). Management of trademarks through metaphor. *Journal Atatürk İletişim*, 13, 125-147. Retrieved from <http://dergipark.gov.tr/download/article-file/429899>
- Kilcan, B. (2017). *Metaphors & an application guide for metaphorical studies in education*. Ankara: Pegem.
- Lakoff, G. & Johnson, M. (2015). *Metaphors, life, meaning and language*. Istanbul: İthaki Publishing.
- Minas, R. & Gundogdu, K. (2013). Investigation of secondary school students' metaphorical perceptions related to some concepts in science and technology lesson. *Adnan Menderes University-Faculty of Education-Journal of Educational Sciences*, 4(2), 67-77. Retrieved from http://www.dergi.adu.edu.tr/egitimbilimleri/arsiv/2013_c4/2013_aralik/32_minas_g%C3%BCnd%C4%9Fdu/32_minas%20gundogdu.pdf
- Morgan, G. (1998). *Metaphor at management and organization theories*. Istanbul: Mess Publication.
- Pekdogan, S. & Kanak, M. (2015). Preschool education candidates perceptions related to creativity: a sample analysis of metaphors. *The Journal of International Education Science*, 2(3), 138-147. Retrieved from <http://dergipark.gov.tr/download/article-file/562604>
- Richard, M. (2012). *Meaning*. (H. Kayıkçı, Trans.) Ankara: Guguk Kusu.
- Saban, A. (2008). Metaphors about school. *Educational Administration: Theory and Practice*, 55, 459-496. Retrieved from https://www.pegem.net/dosyalar/dokuman/36365-2011060393525-06_sabanahmet.pdf
- Sahin, S. & Baturay, M. H. (2013). An evaluation of the perceptions of the secondary education students regarding the concept of internet: A study of metaphor analysis. *Journal of Kastamonu Education*, 21(1), 177-192. Retrieved from http://www.kefdergi.com/pdf/21_1/21_1_12.pdf
- Sengul, S., Katranci, Y. & Gerez Cantimer, G. (2014). Metaphor perceptions of secondary school students about "mathematics teacher". *The Journal of Academic Social Science Studies*, 25(1), 89-111. <http://dx.doi.org/10.9761/JASSS2155>
- Taylor, W. (1984). *Metaphors of education*. London: Heinemann Educational Books.
- Tortop, H. S. (2013). Preservice teachers' metaphors about university teacher and metaphor as an evaluation tool. *Journal of Higher Education and Science*, 3(2), 153-160. <https://doi.org/10.5961/jhes.2013.070>
- Tulunay Ates, O. (2016). Teacher and school metaphors of students. *International Journal of Contemporary Educational Studies (IntJCES)*, 2(1), 78-93. Retrieved from <http://www.intjces.com/multimedia/v2i1/2c8ates.pdf>
- Uslu, N., Kocakulah, A., & Gur, H. (2016). An investigation into the metaphor perceptions of the secondary

education students regarding the concepts of science, Scientist and Teacher. *Journal of Education and Teaching*, 5(1), 354-364. Retrieved from http://www.jret.org/FileUpload/ks281142/File/36a...nalan_uslu.pdf

Uyan Dur, B. İ. (2016). Metaphor and ex-libris. *International Journal of Ex-libris*, 3(5), 122-128. Retrieved from <http://www.aed.org.tr/wp-content/uploads/2017/02/27.pdf>

Yalcin M. & Erginer A. (2012). Metaphoric perception of principals in primary schools. *Journal of Teacher Education and Educators*, 1(2), 229-256. Retrieved from <http://www.jtee.org/document/issue2/4mak.pdf>

Yaran, C. S. (2018). *Informal Logic*, Istanbul: Ragbet.

Yildirim, A. & Simsek, H. (2016). *Research methods in social sciences*, (10th Ed.). Ankara: Seckin Publishing.