

Analysis of Pre-service Teachers' Views of Philosophy through Metaphors

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ABSTRACT The goal of this research is to determine pre-service teachers' views regarding philosophy and properties of philosophy through metaphors. Subjects of this research are 320 pre-service students who were full time students in the education department. In order to collect data for this qualitative research, pre-service teachers were asked to generate a metaphorical connection by filling the blanks in "Philosophy is just like ... because ..." sentence on a given form. Collected data analyzed initially by using frequency counts of the metaphors and percentages of the categories, after this primary analysis a qualitative content analysis methodology is been used. Based on the findings, 115 different metaphors regarding philosophy were generated by 320 pre-service teachers. Produced metaphors are grouped into eight conceptual categories based on their common characteristics. Concerning the distribution of metaphors to the categories, while *encompassing 4* takes the first place, *knowledge producing field* category takes the second place followed by *subjective field* and *difficult field to understand* categories. The least number of metaphors generated in the *guiding field* category. The results showed that most of the metaphors that students associated with philosophy carry positive meanings, yet especially metaphors like *black hole*, *blind node*, and *labyrinth* used to express the characteristics of philosophy and referring the difficulty of understanding it occasionally carries negative meanings.