

## Metaphor Perceptions of Social Studies Teachers Regarding the Conceptions of Freedom and Justice

**Özkan Akman**

Suleyman Demirel University, Türkiye,  <https://orcid.org/0000-0002-8264-3178>


**Kübra Ekici**

Ministry of Education, Türkiye,  <https://orcid.org/0000-0001-5683-1231>

**Zeynep Koçak**

Ministry of Education, Türkiye,  <https://orcid.org/0000-0002-0859-5665>

**Cemil Can Erdem**

Ministry of Education, Türkiye,  <https://orcid.org/0000-0001-9675-8593>

**Abstract:** Using metaphors in education is a very effective method, especially in terms of learning abstract concepts and being memorable. For this reason, teachers use frequently metaphors in order to understand the concepts in their lessons. This study aims to determine teachers' perceptions of freedom and justice concepts through the metaphors they produce for these concepts, which are abstract concepts and are important for social studies course. Phenomenology was used in data collection and interpretation to reveal the thoughts and interpretations of what was said. The working group of the research is 43 social studies teachers, 21 of whom are female and 22 of whom are male, working in Turkey's different provinces and schools affiliated to the Ministry of National Education of Turkey. The study group was determined by purposeful sampling method. An interview form developed by the researchers was used to collect the data. The collected data were analyzed by content analysis method. The teachers who participated in the study produced many metaphors with very different qualities for the concepts of freedom and justice. A total of 33 metaphors have been produced for the concept of freedom, and in these metaphors, freedom is mostly compared to being or concepts such as bird, flying and sun. At the same time, different metaphors such as swing, drinking coffee, screaming were also produced. In a total of 28 metaphors produced for the concept of justice, justice is mostly compared to the sun, balance and mother respectively. On the other hand, different metaphors such as coin, flower, worker were also produced by the participants for justice. The metaphors produced for both freedom and justice are included in different conceptual categories. Some of the metaphors was produced are quite suitable and functional to explain and teach the concepts of freedom and justice, but it is noteworthy that some of them do not have these qualities. New studies may be conducted to determine the reasons for producing inappropriate or invalid

metaphors. In addition, educational activities can be carried out in schools and out of school areas to understand and adopt the concepts of freedom and justice correctly.

**Keywords:** Justice, Freedom, Social Studies Teacher.

## Introduction

The concept of metaphor is defined as “mecaz” in the Turkish dictionary (Türk Dil Kurumu, 2020). It has been used as a "simile" and "metaphor" in Turkish, and a metaphorical meaning has been attributed (Uzunöz, Aktepe, & Özağaçhanlı, 2020). The origin of the concept of metaphor comes from the concept of "Metaphora", which is Latin and Greek. This concept, which has a combined structure, consists of the words Meta and Pherein (Öztürk, 2007).

The views of some researchers on the definition of the concept of metaphor are as follows; According to Öztürk (2007); the concept of metaphor is a linguistic analogy that people often use in their daily lives. In the field of education, while teaching something new, it is the use of equivalent concepts interchangeably in order to facilitate this teaching process and increase the retention, according to Mutluer (2015); metaphors are indirect expression in its most general form, according to Çağlar Karapınar and Arıbaş (2017); According to Beldağ and Geçit (2017), metaphor reveals people's perceptions of concepts and is a concrete reflection of people's inner world; According to Boğazlıyan and Yılmaz (2018); Metaphors are defined as methods used in understanding and explaining abstract concepts and theories in education.

When the contents of social studies textbooks used in education and training are examined, abstract concepts are quite diverse among the concepts used. The concepts of “justice, giving importance to family unity, independence, peace, being scientific, industriousness, solidarity, sensitivity, honesty, aesthetics, equality, freedom, respect, love, responsibility, savings, patriotism, benevolence” are among the values included in the social studies curriculum (MEB). , 2018). The subject area of the social studies course is people and their lives. Therefore, social studies course has an important place in teaching values (Safran, 2014). Considering the abundance of abstract concepts in the textbooks and considering the difficulties in teaching these concepts, it is seen that the teacher has important duties. Concretizing these concepts and transferring them to the student will both facilitate understanding and ensure retention in mind. Metaphors developed by teachers about abstract concepts will contribute positively to the learning process. For this reason, the use of metaphor method is a very effective method in education and training.

Metaphors are not just a method and concept used in the field of education. People feel the need to express themselves in the environment they live in, and in order to be more understandable while expressing themselves, they liken the abstract concepts that are difficult to express to other different concepts, and they generally use concrete concepts while doing this. Thus, metaphors are frequently used in every field of daily life such as

literature, art, philosophy, politics, architecture, as well as education. In this way, people give some clues about their feelings and thoughts without realizing it. The way of expressing oneself in this way by comparing concepts to each other is called metaphor (Memişoğlu & Taşkın, 2019).

When the literature is examined, many metaphor studies have been carried out in the field of social studies. The participants of these studies are mostly teacher candidates and secondary school students. In addition, when we look at the studies, it is seen that mostly the concepts of History and Geography course content are composed of concepts such as "Democracy, Coup, Environmental Problems, Geography, Savings, Citizenship, Atatürk, Social Studies, Identity, Peace" (Koçoğlu, 2014; Meral, Küçük and Gedik, 2016; Erdilmen Ocak, Çiydem and Mindivanlı Akdoğan, 2017; Şehirli, 2018; Seyhan, 2019; Uzunöz et al., 2020).

The aim of this study is to examine the perceptions of social studies teachers about the concepts of freedom and justice with the help of metaphors. In this context, answers to the following questions were sought in our study:

1. What are the metaphor perceptions of Social Studies teachers towards the concept of freedom?
2. Under which conceptual categories are the metaphors produced by Social Studies teachers for the concept of freedom?
3. What are the metaphor perceptions of Social Studies teachers towards the concept of justice?
4. Under which conceptual categories are the metaphors produced by Social Studies teachers for the concept of justice?

## **Method**

### **Research Pattern**

In this study, phenomenology design, one of the qualitative research designs, was used in order to reveal the perceptions of social studies teachers about the concepts of freedom and justice. Phenomenology reveals individuals' perceptions of the phenomenon, their thoughts, and the meanings they derive (Patton, 2014). Phenomenology enables to reveal and describe the essence of experiences (Merriam, 2018). The use of metaphor makes the meanings that are not purely structured in qualitative studies understandable and tends to categorize them (Shmitt, 2005).

### **Working Group**

The study group of the research consists of 43 social studies teachers working under the Ministry of National Education in different provinces of Turkey in the fall semester of the 2020-2021 academic year. In the research, it was aimed to explain the subject in the best way by using the purposeful sampling type (Baltacı, 2018).

Table 1. Demographic Information of the Working Group

	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Woman	22	51.2
	Man	21	48.8
<b>Age</b>	23-40	35	81.39
	40 and over	8	18.60
<b>Seniority</b>	1-8 years	37	86.04
	15 and above	6	13.95
<b>Institution</b>	State	28	65.11
	Special	15	34.88
<b>Total</b>		<b>43</b>	<b>100</b>

When Table 1 is examined, the study group consists of 22 female and 21 male participants of the social studies teachers participating in the study. While 35 of these participants are between the ages of 23-40, the remaining 8 participants are 40 years old and over. If we examine the level of seniority, it is seen that the majority of the participants, namely 37 people, have a term of office between 1-8 years and 6 people have a seniority of 15 years or more. Considering the institution where they work, we see that 28 participants work in the state and 15 participants in a private school.

### Data Collection

The "justice and freedom metaphor form" developed by the researchers was used to collect the data. While creating this form, various metaphor studies in the literature (Kılcan & Akbaba, 2013; Kaya, 2014; Durmuş & Baş, 2016; Çelikkaya & Seyhan, 2017; Egüz & Kesten, 2018; Faiz & Avcı, 2019; Dolanbay & Bülbül, 2019; Şekerci and Doğan, 2020; Aktepe, Uzunöz and Sarıçam, 2020) were examined. While 4 of the 6 questions directed to social studies teachers in the form are questions containing demographic information (gender, age, institution and tenure), the other 2 questions are about teachers' perceptions of the concepts of freedom and justice. The questions that reveal these perceptions are "Freedom.....similar. Because;..... and Justice.....similar. Because it is....." Firstly, likening the concepts to something and explaining the reason and reason revealed the perceptions of the teachers about the concepts.

### Analysis of Data

The data collected in the research were subjected to content analysis. It is used to make sense of the messages to be conveyed in an impartial and systematic way and to reveal the relations between them. (Buyukozturk, Akgun, Demirel, Karadeniz and Cakmak 2008). The following steps were followed in the analysis of the data.

Naming Phase: Metaphors created by social studies teachers are numbered and listed.

Coding and Extraction Phase: After the metaphors created by social studies teachers were numbered separately, these forms were examined and 3 metaphor forms that gave incomplete answers to the questions were eliminated. After the eliminated forms, the study continued with 43 interview forms.

Category Development Stage: Metaphors produced by social studies teachers for the concept of freedom and justice were separated according to their common characteristics. The categorization process was carried out by taking into account the similar justifications of the concepts produced. 5 conceptual categories belonging to the concept of freedom and 7 conceptual categories belonging to the concept of justice were created.

Phase of Ensuring Validity and Reliability: In order to increase the validity of the study, data collection and analysis process were tried to be explained in detail, direct quotations were made from the obtained data and these quotations were included in the findings section.

In addition, Yıldırım and Şimşek (2011) emphasized the importance of detailed reporting in ensuring validity. At the beginning of the teacher metaphors presented with direct quotations, the information was coded. SBO = social studies teacher, Number = number order in coding, F/M = gender.

Stage of Transferring the Data to the Computer Environment: After the identification of 43 metaphors and the creation of the conceptual categories formed by these metaphors, all the data were transferred to the computer environment, and the frequency ( $f$ ) and percentage (%) were calculated.

## Results

In this section, the metaphors produced by the social studies teachers participating in the study about the concept of "justice" and "freedom", the categories created by these metaphors and the answers given by some social studies teachers are included.

### 1. Findings Regarding the First Sub-Problem

Metaphors produced by social studies teachers regarding the concept of "freedom" are given in Table 2.

Table 2. Metaphors Produced by Social Studies Teachers Regarding the Concept of Freedom

Metaphor name	Frequency	Metaphor name	Frequency
	$f$		$f$
Bird	10	Railway	1

Metaphor name	Frequency	Metaphor name	Frequency
	<i>f</i>		<i>f</i>
Sun	2	This	1
Fly	1	Ocean	1
Swing	1	Child	1
Sea	1	National border	1
The fish	1	Rain	1
Weather	1	Feeling	1
Dream	1	Live life	1
Mind	1	Feeling	1
Book	1	Escaping ball	1
Breath	1	Looking at the sky	1
Drink coffee	1	Sky	1
Oxygen	1	Brain	1
Defoliation	1	Conscience	1
Leaf	1	Scream	1
Scales	1	Heat	1
Stream	1		
		<b>Total</b>	<b>43</b>

When Table 2 is examined, it is seen that 43 people produced 33 different metaphors in total for the concept of "freedom" by social studies teachers. According to the table, the most repeated concept is the bird ( $f=10$ ) metaphor. The most repeated concept right after is the sun ( $f=2$ ) metaphor.

According to the table above, each of the remaining metaphors, including the concepts of swing, sea, scales, book, river, leaf, conscience, scream, was used once ( $f=1$ ). The opinions of some participants regarding these metaphors are given below. These;

*SBÖ8K: "Freedom is like a sound mind. Because; He knows where and what to do, his limits briefly."*

*SBÖ16K: "Freedom is like oxygen. Because; Freedom is as valuable and necessary as life."*

*SBÖ35E: "Freedom is like a ball running into your old grandfather's garden in the neighborhood. Because; If you go beyond your limits, you will explode."*

*SBÖ20K: "Freedom is like water. Because; its absence will deprive a person of life."*

## 2. Findings Regarding the Second Sub-Problem

The conceptual categories of metaphors produced by Social Studies teachers for the concept of "freedom" are given in Table 3.

Table 3. Categories of Metaphors Produced by Social Studies Teachers for the Concept of Freedom

Categories of Freedom Metaphors	Frequency ( <i>f</i> )	Percent (%)
Freedom as a Limited Being	13	30.23
Freedom as an Unlimited Being	11	25.58
Freedom as a Source of Life	11	25.58
Freedom as a Changeable Being	4	9.30
Freedom as a Responsible Value	4	9.30
<b>Total</b>	<b>43</b>	<b>100</b>

## 2.1 Findings of the Categories Related to the Concept of Freedom

### *Freedom as a Limited Being*

Freedom category 13 ( $f=13$ ) as a limited entity with the metaphors of bird, ocean, railway, escaping ball, country borders, fish, sea, mind, leaf, swing was used by the teacher. Bird metaphor 3 ( $f=3$ ) was produced by the teacher and is the most frequently produced metaphor in this category. Some teacher statements in this category are given below.

*SST1E: "Freedom is like a swing. Because; No matter how much we feel like we are flying while swinging, we actually have a foundation and roots to which we depend."*

*SBÖ27E: "Freedom is like a railway. Because; You can travel all over the world, but you have to stop at some stations. You cannot infringe on someone else's rights."*

*SBÖ28E: "Freedom, on the other hand, is like the borders of the country. Because; We can go anywhere inside. It's like traveling. But we can't go out of bounds. Visa, passport, etc. required for this. we must take. Freedom also has a limit. We cannot intrude on someone else's rights."*

### *Freedom as an Unlimited Being*

The freedom category 11 ( $f=11$ ) was used by the teacher as the bird, flying, looking at the sky, feeling, and the sky metaphors as an unlimited being. Bird metaphor was produced by 7 ( $f=7$ ) teachers and is the most frequently produced metaphor in this category. Some teacher statements in this category are given below.

*SBÖ19E: "Freedom is like flying. Because; There are no obstacles in front of you when you fly."*

*SBÖ37K: "Freedom is like a bird. Because; He can fly anywhere he wants, there are no limits. In doing so, it will not harm any living thing."*

*SBÖ36E: "Freedom is like a bird. Because; Flying wherever you want, in any direction, is not something everyone will have."*

### *Freedom as a Source of Life*

Freedom category 11 (f=11) was used by the teacher as the source of life, which includes the metaphors of living life, sun, belief, air, oxygen, sun, breath, water, cleanliness and child. The sun metaphor 2 (f=2) was produced by the teacher and is the most frequently produced metaphor in this category. Some teacher statements in this category are given below.

*SST5E: "Freedom is like the air we breathe. Because; You can live without it for a few minutes at most."*

*SBÖ13K: "Freedom is like oxygen. Because; Freedom is as valuable and necessary as life."*

### *Freedom as a Changeable Being*

The teacher used the freedom category 4 (f=4) as a changeable entity with metaphors of emotion, warmth and screaming in the book. Some teacher statements in this category are given below.

*SBÖ10E: "Freedom is like a book open to interpretation. Because; Everyone has something to read and learn from. Naturally, freedom can be perceived as everyone's own interpretation."*

### *Freedom as a Responsible Being*

Freedom category 4 (f=4) was used by the teacher as a responsible entity with the metaphors of drinking coffee, falling leaves, running water, and the brain. Some teacher statements in this category are given below.

*SBÖ12E: "Freedom is like drinking coffee after work. Because; You are now a person who has completed his responsibility, not escaped from it. When you do not fulfill your responsibility, everything you do is escape, not freedom."*

## **3. Findings Regarding the Third Sub-Problem**

Metaphors produced by social studies teachers regarding the concept of "justice" are given in Table 4.

Table 4. Metaphors Produced by Social Studies Teachers Regarding the Concept of Justice

<b>Metaphor name</b>	<b>Frequency</b>	<b>Metaphor name</b>	<b>Frequency</b>
	<i>f</i>		<i>f</i>
Sun	9	Nature	1
Scales	5	Sword	1
Mom	3	Feeling	1
This	2	God	1
Change	1	Ocean	1
Fire	1	Locomotive	1



Metaphor name	Frequency	Metaphor name	Frequency
	<i>f</i>		<i>f</i>
Conscience	1	Capital city	1
Candle light	1	Breath	1
Human body	1	True	1
Mercy	1	Mother and father	1
Flower	1	Heart	1
Employee	1	Trivet	1
Rainbow	1	Knife	1
Bus	1	Death	1
		<b>Total</b>	<b>43</b>

When Table 4 is examined, the most frequently repeated metaphors are sun ( $f=9$ ), scales ( $f=5$ ), mother ( $f=3$ ) and water ( $f=2$ ), respectively. Apart from these, each of the other metaphors was used once ( $f=1$ ). The opinions of some participants regarding these metaphors are given below. These;

*SBÖ18E: "Justice is like the sun. Because; When the sun gives its heat to every living thing as much as necessary, it will ensure the continuity of the ecological balance. Here, if justice is provided as necessary, the order of humanity will also gain continuity.*

*SBÖ15E: "Justice is like workers in a factory. Because; Just as there is no factory without workers, there cannot be an unjust society."*

#### 4. Findings Regarding the Fourth Sub-Problem

The conceptual categories of metaphors produced by Social Studies teachers for the concept of "justice" are given in Table 5.

Table 5: Categories of Metaphors Produced by Social Studies Teachers for the Concept of Justice

Categories of Justice Metaphors	Frequency ( <i>f</i> )	Percent (%)
Justice as Equality	14	32.55
Justice as a Necessary Entity	11	25.58
Justice as an Inaccessible Entity	5	11.62
Justice as a Light Source	4	9.30
Justice as a Sign of Truth	4	9.30
Justice as a Sharp Entity	3	6.37
Justice as a Controlling Entity	2	4.65
<b>Total</b>	<b>43</b>	<b>100</b>

#### 4.1 Findings of the Categories Related to the Concept of Justice

##### *Justice as Equality*

The justice category 14 (f=14) was used by the teacher as equality, which included the metaphors of the sun, scales, flowers, nature, ocean, parents, and hairpin. The metaphor of the sun was used by 4 (f=4) teachers, and the metaphor of scales by 4 (f=4) teachers in this category. Some teacher statements in this category are given below.

*SBÖ7E: "Justice is like the Sun. Because justice is to act equally and balanced. It is like the light and heat that the Sun radiates to all parts of the Earth as needed or required. It is a set of universal rules, in which the measure of every good and evil will not be the same, and that every punishment and reward will be different."*

*SBÖ10E: "Justice is like a scale. Because; All humanity should benefit equally from it."*

*SBÖ21K: "Justice is like nature. Because nature; It does not discriminate between humans, animals and plants. It is for all. Justice does not discriminate against language, religion, race or color. It is for everyone."*

*SBÖ42K: "Justice is like a tripod with three legs. Because; It means nothing without equality, social rights and human values."*

##### *Justice as a Necessary Entity*

The justice category 11 (f=11) was used by the teacher as a necessary entity, which included the metaphors of human limb, mother and her children, compassion and understanding, workers in the factory, mother, locomotive, sun, water and breath. In this category, the metaphor of the mother 3 (f=3) is the metaphor produced by the teacher and produced the most. Some teacher statements in this category are given below.

*SBÖ8K: "Justice is like the limbs of the human body. Because; Just as a person experiences difficulties in the absence of limbs, life is filled with difficulties in the absence of justice."*

*SBÖ27E: "Justice is like the locomotive of a train. Because; If there is no locomotive, wagons are useless. Justice is the engine of society."*

*SBÖ31E: "Justice is like the fresh water found in nature. Because; Without water, it is impossible for living things to live, develop and produce products. Living things should get water in proportion to their needs so that all of them can exist on earth."*

*SBÖ32E: "Justice is like breathing. Because; Being alive makes life, not being killed kills. It is balance, it is inward, it is human, and the genius is divine."*

##### *Justice as an Inaccessible Being*

Justice category 5 (f=5) was used by the teacher as an inaccessible entity with the metaphors of the sun, god, rainbow, a unique product, and a bus. Some teacher statements in this category are given below.

SBÖ19E: *“Justice is like a bus. Because; You say it's complete, but there's always space behind.”*

SBÖ24E: *“Justice is like God. Because; Even if it is abstract, you want it to have a real-life response.”*

#### *Justice as a Light Source*

Justice category 4 (f=4) was used by the teacher as the light source with the metaphors of the sun and candlelight. The sun metaphor was produced by 3 (f=3) teachers and was the most produced metaphor in this category. Some teacher statements in this category are given below.

SBÖ1E: *“Justice is like the sun. Because; It offers prosperity (illuminates with its light) wherever it reaches, unless there is an artificial obstacle in front of it.”*

SBÖ6K: *“Justice is like candlelight. Because; It illuminates whichever way it falls.”*

SBÖ38K: *“Justice is like the rising sun because both illuminate people with their presence.”*

#### *Justice as a Sign of Truth*

Justice category 4 (f=4) was used by the teacher as an indicator of truth, including the metaphors of conscience, death, truth, and coin. Some teacher statements in this category are given below.

SBÖ5E: *“Justice is like conscience. Because; never wrong. Justice will be served sooner or later. No justice can provide an account that your conscience cannot give.”*

SBÖ20K: *“Justice is like death. Because; Sooner or later it will definitely manifest itself.”*

#### *Justice as a Sharp Being*

Justice category 3 (f=3) as a sharp entity with metaphors of knife, sword and fire was used by the teacher. Some teacher statements in this category are given below.

SBÖ22K: *“Justice is like a sword. Because; is sharp.”*

SBÖ43E: *“The blade of justice is similar. Because; It's like a knife, it hurts you for what you've done. If you are guilty of things you did not do, he will cut the rope and save you while your hands are tied.”*

#### *Justice as a Controlling Entity*

Category 2 (f=2) as a controlling entity with capital and heart metaphors was used by the teacher. Some teacher statements in this category are given below.

SBÖ28E: *“Justice is like the capital of a country. Because; If a problem occurs in the capital, it affects the whole country. Whether or not there is justice in society affects everyone.”*

*SBÖ40E: "Justice is like the heart. Because; When there is a problem in the heart, it is reflected in all organs, the quality of life decreases, and sometimes we can lose our lives. Justice is like the heart in every environment it is in, it is indispensable for living and when there is a deficiency in justice, it spreads to all of us."*

## **Discussion, Conclusion and Recommendations**

Metaphors are widely used in the field of education as well as in various fields and practices of life. Because the use of metaphor is a very useful and effective method especially in terms of learning, comprehending and retaining abstract concepts. For this reason, teachers frequently resort to the use of metaphors in their lectures. The use of metaphor is also very common in social studies teaching, and there are many studies in the literature on the use of this method. Most of these studies are related to the teaching of history and geography subjects. On the other hand, it has been determined that the number of studies on the concepts of justice and freedom is quite low.

In this study, which aims to determine the perceptions of social studies teachers about the concepts of freedom and justice, it is revealed what the teachers liken to "freedom" and "justice" and which conceptual category the object they liken is in. A total of 33 different metaphors for the concept of "freedom" were produced by 43 social studies teachers who participated in the study. In these metaphors, freedom is most likened to a bird or flying like a bird. The reason for these comparisons; It is the thought that being a bird and flying removes the limitations, addiction and obstacles, and allows to go and travel freely wherever one wants. Therefore, it is concluded that the participants perceive freedom as getting rid of borders, obstacles and addiction. After the bird and flying, the second being that freedom is most likened to is the sun. The reason for this is that the sun is the source of life, heating and illuminating all beings. Some other metaphors that draw attention to which freedom is likened are beings that are indispensable for life, such as oxygen/air, breathing, water, and rain. Thus, it is understood that the participants consider freedom as a necessary requirement for human life. In the studies conducted by Çengelci-Köse and Kantekin (2019) and Toy et al. (2020) on social studies teacher candidates, it is seen that the participants produced many and very different metaphors for the concept of freedom. Some of the most produced metaphors in both studies have the same or similar qualities with the metaphors in this study. These metaphors include bird, flying, kite, sun, oxygen, breath, water, rain, ocean, sky, etc. example can be given. In this case, it can be said that most of the people have common or similar perceptions of freedom. In this study, different and incompatible with the concept of freedom such as swing, drinking coffee, screaming, railway, escaping ball, as well as nature elements such as the ocean, river, sky, and warmth, were also expressed. Similarly, in the works of Çengelci-Köse and Kantekin (2009) and Toy et al. (2020), it is seen that many unusual and incompatible metaphors are produced. Some of the incongruous or unusual metaphors in Çengelci-Köse and Kantekin's (2009) study are field, sports, tears, software, movies, babies. Some of the incongruous or unusual metaphors in the study of Toy et al. (2020) are football, emptiness, snowflakes, student living in dormitory, astronaut, non-existence. Therefore, although many people have a common or similar

perception of freedom, it is understood that there are many people who have different and extraordinary perceptions apart from the general.

When we look at the metaphors of freedom produced in this study in terms of concept categories, it is seen that 30% of the participants liken it to assets with limited freedom, 25% to unlimited assets, and 25% to assets that are sources of life. 10% of the participants perceive freedom as a changeable phenomenon, while the other 10% perceive freedom as a value that requires responsibility. Therefore, it is obvious that the participants have different perceptions of freedom in terms of concept categories.

The metaphors produced by the teachers constituting the research group regarding the concept of "justice" are also quite diverse. Participants produced a total of 28 different metaphors for this concept, among which "justice" was most likened to the sun, scales, mother and water. The idea underlying the analogy of justice to the sun, as well as freedom, is that the sun is a source of life, that it illuminates and warms all beings without discrimination, and that it provides every creature with energy appropriate to its quality and as much as it needs. Therefore, the participants who make this analogy think that justice is compulsory for everyone, and that justice will be realized when everyone is provided with rights and opportunities in line with their qualifications and needs. It is understood that the participants who use the metaphor of Libra perceive justice as equality, measure and balance. The third most used metaphor for justice is the mother. It is understood that these participants perceive justice as the basis of individual and social life. In addition to vital elements such as nature, water, breath, and heart, it has also been likened to different entities such as coins, flowers, workers, buses, knives, locomotives, capitals, and rainbows. In the study conducted by Memişoğlu and Taşkın (2019), it is seen that the concept of justice is mostly identified with concepts such as scales, sun, water, air, mother, father, honor, marriage, and family. In the study conducted by Çengelci Köse et al. (2019), the concept of justice is most likened to beings such as scales, sun, water, oxygen, mother, and knife. The fact that many metaphors produced in the two studies and in this study are the same or similar indicates that most of the people have similar perceptions of justice; shows that they see justice as a necessary requirement for social life. However, as in this study, metaphors in the form of glue, salt, mathematics, sand, executioner and needle produced in the study of Memişoğlu and Taşkın (2019) and the disabled individual, boomerang, organ and pencil produced in the study of Çengelci Köse et al. It is seen that non-metaphors are produced. Therefore, it is understood that the concept of justice is perceived in many different ways, just like the concept of freedom. In addition, as in this study, it is seen that many metaphors that are incompatible with the concept of justice and invalid are produced in other studies.

In this study, when the metaphors related to justice are examined in terms of concept categories, it is understood that most of the participants perceive justice as an indispensable necessity, source of life, measure, punishment and control mechanism when necessary. Some participants describe justice as an unattainable phenomenon, thus seeing it as an ideal.

There has been rapid development and transformation in our educational systems (Noroozi, O. & Sahin, 2022a, 2022b). The use of appropriate metaphors is as important as the use of metaphors in education. An inappropriate

metaphor does not provide a correct understanding and comprehension of the subject or concept. Moreover, wrong metaphor can cause it to be learned completely wrong or to settle in the mind with an inappropriate connotation. Considering the place of early learning in the life of the individual and its decisiveness for later learning, it is better understood how important correct learning is. Therefore, teachers should be very careful when using metaphors and choose metaphors that will create an appropriate meaning and connotation in the mind of the student.

As psychosocial individuals, teachers' interests, expectations, upbringing, education, etc. It is natural for them to produce different metaphors on the same subject in line with their characteristics. However, coin, swing, drinking coffee, leaf, escaping ball, scream, bus, rainbow, flower, emotion, death etc. produced for the basic concepts of both life and social studies course such as freedom and justice. Some metaphors are suggestive. Because it is very difficult to connect these objects or situations with the concepts of freedom or justice. Assuming that the same teachers use these metaphors in order to teach the students about the concepts in question, it is thought that the relevant students will not have a correct perception and understanding of the concepts of freedom and justice. Perception is a subjective process and each individual has a perception within the framework of his own world of meaning. However, concepts are linguistic signs on which socially agreed upon meanings. Therefore, it is of great importance that the concepts are used within the framework of this common consensus in order to make a correct interpretation. For a correct understanding, the metaphors used must also be appropriate and functional. Thus, the use of metaphor emerges as an issue that should be emphasized in teacher education and teaching profession. In this context, studies can be conducted to determine the reasons why teachers or prospective teachers produce metaphors that are incompatible with the concepts of freedom and justice and that are invalid.

In order for the concepts of freedom and justice to be adopted and internalized by all citizens, these concepts can be given wide coverage and special applications can be made in the relevant courses at primary, high school and university levels. In addition, seminars, conferences, panels, workshops, etc., in schools, public institutions and areas for public participation. Awareness can be increased by carrying out activities. Again, educational studies can be carried out to increase awareness through the media.

## References

- Aktepe, V., Uzunöz, A. & Sarıçam, İ. (2020). *Ortaokul Öğrencilerinin Sosyal Bilgiler Dersinde Çalışkanlık Değerine Yönelik Metafor Algıları*. Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6(2), 449-466. DOI: 10.31592/aeusbed.660037
- Baltacı, A. (2019). Nitel Araştırma Süreci: *Nitel Bir Araştırma Nasıl Yapılır?*. Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5(2), 368-388. DOI: 10.31592/aeusbed.598299
- Beldağ, A., & Geçit, Y. (2017). *Sosyal Bilgiler Öğretmenlerinin "Coğrafya" Kavramına İlişkin Algıları: Bir Olgubilim Araştırması*. Doğu Coğrafya Dergisi, 22(37), 99-112. DOI: 10.17295/atauniddc.277905

- Boğazlıyan, B. & Yılmaz, A. (2018). *Ortaokul 8. Sınıf Öğrencilerinin Vatandaşlık Üzerine Metaforik Algıları*. Eğitimde Yeni Yaklaşımlar Dergisi, 1 (1) , 70-89. DOI: 10.17679/iuefd.17345163
- Bülbül, Y., & Dolanbay, H. *Sosyal Bilgiler Öğretmen Adaylarının Medya Okuryazarı Kavramına Yönelik Metaforik Algıları*. Uluslararası Alan Eğitimi Dergisi, 5(2), 152-164. DOI: 10.32570/ijofe.642706
- Büyüköztürk, Ş., Akgün, Ö. E., Demirel, F., Karadeniz, Ş., & Çakmak, E. K. (2008). *Bilimsel Araştırma Yöntemleri*. Pegem A Yayıncılık.
- Çelikkaya, T. Ve Seyhan, O. (2017). *Sosyal Bilgiler Öğretmenlerinin Ve Öğretmen Adaylarının Evrensel Değerlere İlişkin Metafor Algıları*, E-Uluslararası Eğitim Araştırmaları Dergisi, Cilt: 8, Sayı: 3, 2017, 65-87. DOI: 10.19160/ijer.342330
- Çengelci Köse, T. & Kantekin, S. (2019). *Sosyal Bilgiler Öğretmen Adaylarının Özgürlük Değerine İlişkin Metaforları*. Uluslararası Bilim ve Eğitim Kongresi (UBEK). 1009-1014.
- Çengelci Köse, T., Gürdoğan Bayır, Ö., Köse, M., & Yıldırım Polat, A. (2019). *Öğretmen Adaylarının Bakış Açısıyla Adalet Değeri*. Kalem Eğitim ve İnsan Bilimleri Dergisi 2019, 9 (1), 67-93. DOI: 10.23863/kalem.2019.120.
- Durmuş, E., & Baş, K. (2016). *Sosyal Bilgiler Öğretmen Adaylarının Coğrafya Kavramına İlişkin Metaforik Algıları*. Fırat University Journal Of Social Sciences/Sosyal Bilimler Dergisi, 26(1). DOI: 10.18069/fusbed.85640
- Edilmen Ocak, Ş., Çiğdem, E., & Mindivanlı Akdoğan, E. (2017). *Sosyal Bilgiler Öğretmen Adaylarının Kimlik Ve Kültür Kavramlarına Yönelik Metafor Algıları*. E-Kafkas Eğitim Araştırmaları Dergisi, 4(3), 59-71 DOI: 10.30900/kafkasegt.360685
- Egüz, Ş. & Kesten, A. (2018). *Sosyal Bilgiler Öğretmenliği Öğrencilerinin Sosyal Medya Algılarının Metafor Yoluyla Belirlenmesi*. Cumhuriyet International Journal of Education, 7(3), 219-240. DOI: 10.30703/cije.403147
- Faiz, M. & Karasu Avcı, E. (2019). *“Atatürkçülük” Kavramına İlişkin Sosyal Bilgiler Öğretmen Adaylarının Metaforik Algıları*. Bayburt Eğitim Fakültesi Dergisi, 14 (28) , 217-252. DOI: 10.35675/befdergi.475283
- İnel, Y., Urhan, E. & Ünal, A. (2018). *Ortaokul Öğrencilerinin Adalet Kavramına İlişkin Metaforik Algıları*. Anadolu Journal Of Educational Sciences International, Volume: 8 Issue: 2, 379-402. DOI: 10.18039/ajesi.454584
- Karapınar, B. Ç. & Arıbaş, K. (2017). *Sosyal Bilgiler Öğretmen Adaylarının Doğa Eğitimi Hakkında Metaforik Algıları*. Anadolu Kültürel Araştırmalar Dergisi, 1(2), 40-66.
- Kaya, M. (2014). *Sosyal Bilgiler Öğretmen Adaylarının “Küresel Isınma” Kavramına Yönelik Metafor Algıları*. Doğu Coğrafya Dergisi, 18 (29) , 117-134
- Kılcan, B. & Akbaba, B. (2013). *Sosyal Bilgiler Öğretim Programında Yer Alan Kültürel Mirasa Duyarlılık Değerine İlişkin Öğrenci Algılarının İncelenmesi*. Zeitschrift für die Welt der Türken/Journal of World of Turks, 5(3), 113-137.
- Koçoğlu, E. (2014). *Sosyal Bilgiler Öğretmenlerinin Sosyal Bilgiler Kavramına İlişkin İmgesel Algıları*. Journal Of Kırsehir Education Faculty, 15(3). 107-126.



- Memişoğlu, S.P. & Taşkın, S. (2019). Öğretmenlerin Adalet Kavramına İlişkin Metaforik Algıları. *International Journal Of Social Sciences And Education Research*, 5(2), 178-201. DOI:10.24289/ijsser.540882
- Meral, E., Küçük, B. & Gedik F. (2016) *Sosyal Bilgiler Öğretmen Adaylarının Çevre Kavramına İlişkin Metaforik Algıları*. Kastamonu Eğitim Dergisi 24(1) 65-78.
- Merriam S.B, (2018)(Çev. Edt. Turan, S.) *Nitel Araştırma: Desen Ve Uygulama İçin Bir Rehber*, Nobel Yayınları: Ankara.
- Milli Eğitim Bakanlığı (MEB) . (2018). *Sosyal bilgiler dersi öğretim programı ( ilkokul ve ortaokul 4,5,6 ve 7. Sınıflar)*. Ankara
- Mutluer, C.(2015) *Sosyal Bilgiler Öğretmen Adaylarının “Hoşgörü” Kavramına İlişkin Metaforik Algıları*. Tarih Okulu Dergisi (Tod) 8(22) .575-595. DOI:10.14582/DUZGEF.726
- Noroozi, O. & Sahin, I. (Eds.). (2022a). *Studies on Education, Science, and Technology 2022*. ISTES.
- Noroozi, O. & Sahin, I. (Eds.). (2022b). *Proceedings of International Conference on Humanities, Social and Education Sciences 2022*. ISTES.
- Öztürk, Ç. (2007). *Sosyal Bilgiler, Sınıf Ve Fen Bilgisi Öğretmen Adaylarının “Coğrafya” Kavramına Yönelik Metafor Durumları*. Ahi Evran Üniversitesi, Kırşehir Eğitim Fakültesi Dergisi, 8(2), 55-69.
- Patton, M. Q. (2014). *Nitel Araştırma Ve Değerlendirme Yöntemleri (Çeviri Editörleri: M. Bütün-S. B. Demir)* Ankara: Pegem A
- Safran, M. (2014). *Sosyal Bilgiler Öğretimi*. Pegem Yayıncılık: Ankara
- Schmitt, R. (2005). *Systematic Metaphor Analysis As A Method Of Qualitative Research*. The Qualitative Report, 10 (2), 358-394.
- Seyhan, B. (2020). *Sosyal Bilgiler Ve Sınıf Öğretmeni Adaylarının Demokrasi Ve Atatürkçülük Kavramlarına Yönelik Metafor Algıları*. Avrasya Sosyal Ve Ekonomi Araştırmaları Dergisi, 6 (12) , 32-52
- Seyhan, B. (2020). *Sosyal Bilgiler Ve Sınıf Öğretmeni Adaylarının Demokrasi Ve Atatürkçülük Kavramlarına Yönelik Metafor Algıları*. Avrasya Sosyal Ve Ekonomi Araştırmaları Dergisi, 6 (12) , 32-52
- Şehirli, Y. A. (2018). *Barış Kavramına İlişkin Sosyal Bilgiler Öğretmen Adaylarının Metaforik Algıları*. Electronic Turkish Studies, 13(26). DOI: 10.7827/TurkishStudies.14535
- Şekerci, H. & Doğan, M. (2020). *İlkokul Sosyal Bilgiler Öğretimi Bağlamında Öğrencilerin Tarihi Mekânlara İlişkin Algılarının Metaforlar Yardımıyla İncelenmesi*. Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 22 (2) , 464-480 DOI: 10.24106/kefdergi.3960
- Toy, İ., Uzunöz, A., Aktepe, V. ve Meydan, A. (2020). *Sosyal Bilgiler Öğretmen Adaylarının Özgürlük Değerine İlişkin Metaforik Algılarının İncelenmesi*. Route Education and Social Science Journal, Volume: 7 (1). 652-677. DOI: 10.17121/ressjournal.2511
- Türk Dil Kurumu (TDK). (2020). *Güncel Türkçe Sözlük*. 25.12.2020 tarihinde <https://sozluk.gov.tr/> adresinden taranmıştır.
- Uzunöz, A., Aktepe, V., & Özağaçhanlı, Z. (2020). *Sosyal Bilgiler Öğretmen Adaylarının Tasarruf Değerine İlişkin Metaforik Algıları*. Nevşehir Hacı Bektaş Veli Üniversitesi Sbe Dergisi, 10(1), 36-51. DOI: 10.30783/nevsosbilen.659945.
- Yıldırım, A., & Şimşek H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık