Classroom Teachers' Metaphorical Perceptions Regarding the Concepts of Independence and Struggle

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Abstract: Metaphor is a tool that helps us perceive the world by expressing more than word art. Metaphors are used in certain areas of education. It appears in different ways in the fields of literature, philosophy, sociology, educational sciences, social studies. Teachers also tell concrete and abstract data through metaphors to make it easier to keep in mind and to make it more understandable. The purpose of this study is to perceive the metaphor perceptions of the concepts of "independence" and "struggle" that reveal the mental perceptions of classroom teachers. The method of this research is designed with one of the qualitative research methods, phenomenology. The research was conducted in the fall semester of the 2020-2021 academic year. The working group of the study 33 classroom teachers serving in various provinces and districts of Turkey (28 women, 5 man) was performed. "Independence is like ………; because ……" and "Struggle is like ………; because ………." questions were asked. The data were interpreted through content analysis. The metaphors obtained according to the content analysis were categorized according to their common features in terms of meaning, and tables were created and interpreted. The metaphors about the concept of "independence" are divided into 7 conceptual categories, and the metaphors about the concept of "struggle" are divided into 5 conceptual categories. According to the results obtained in this study, a metaphor has been explained mostly in the category of freedom with 57.4% about the concept of "independence". In this category, the metaphor of "bird" was formed at the most with 15.2%. With 45.2% regarding the concept of "struggle", it is mostly explained in the category of overcoming difficulties. In this category, the metaphor of "life" was formed at most with 12.1%. The metaphors created by the classroom teachers participating in the study reveal that they perceive them in a way that is equivalent to the definitions used in the Social Studies course. In the light of the findings, the research group can be changed, more different research can be done using qualitative and quantitative methods, and comparative studies with demographic information can be made.

Keywords: Independence, Metaphor, Struggle.

Introduction

The word metaphor means "to change" and pherein means "to carry" in Greek (Levine, 2005; Koçoğlu 2014; Korkut and Keskin 2016). Çelikten (2006) expresses the use of metaphors as a way of thinking and seeing that helps us understand the world, while Patton (2018) says that metaphor is a tool to explain certain features of an event or object.

Metaphors play an important aesthetic, decorative and pedagogical role not only in literature but also in education (Akman et al., 2022; Botha, 2009; Bulut, 2021a, 2021b; Bulut & Kirbas, 2022; Kaban, 2021a, 2021b; Onal, 2019; Palic Sadoglu & Durukan, 2018). It is accepted as an important part of the art of rhetoric, one of the types of metaphor, which is one of the decorative expression tools. It takes place as one of the rhetorical arts of embellishing discourses in a rhetorical way in Turkish lessons (Yörük, 2017). Contrary to expressing rhetoric, metaphors are an integral part of the contemporary education system (Çekten, 2006; Güloğlu and Karairmak 2012). Metaphors are used in various fields of education. These take place in different forms in the fields of social sciences, educational sciences, philosophy, sociology and literature (Zeren & Yapıcı, 2014). Metaphors are used in education to give meaning to concepts and to explain concepts more clearly (Gültekin, 2013). While teachers are explaining the concepts, they will enable students to understand them better in their minds and make it easier to keep them in mind in the long run (Arslan & Bayrakçı, 2006; Aydogan & Koc, 2022; Banihashem et al., 2021; Demirbilek, 2022; Demirbilek et al., 2021; Garza, 2021; Hwang et al., 2021; Smith, Shelley, & Higgins, 2021). Metaphor has creative potential. The emphasis of a concept chosen as a metaphor is its superior aspects. In this respect, for example, we use the term "like a crow" to people with a bad voice. The color of the crow and its feet are in the background, and we do not care about them. What really interests us is his prominent and emphasized voice (Morgan, 1980).

Although the subjects of independence and struggle are mentioned within the scope of Social Studies course, these concepts are not explained in a single unit or subject within the framework of the curriculum within the scope of values education. These values are included throughout the entire academic year (MEB, 2018).

There are many definitions of independence according to the branches of science. These can be said in the field of politics, philosophy and education. Independence in the political sense is our state of not being dependent on foreign sources in terms of economy. In a philosophical sense, independence is an evaluation in the historical process in the sense of thought. In terms of education, it is the student's ability to be self-sufficient and manage his mind by taking his own responsibility (Güneş, 2013).

According to TDK (2011), struggle has two meanings:

1. "Hard effort, war between two sides to get each other to accept their wishes."

2. "The strong, sustained effort of a person or group of people to counteract a force, to achieve any purpose, struggle"

Independence is the foremost Atatürk's principle. For this reason, the slogan of the National Struggle is "Either independence or death!" (Nutuk, 2007, p.10). According to Atatürk, the importance of independence dates back to before the National Struggle period. He always expresses the importance of independence everywhere. In his speech at the congresses, he convened and the newspaper Hakimiyet-i Milliye, he explains in his Speech book that independence should not only be a piece of land but also in the fields of politics, social and economy (Özdemir, 2017). Atatürk has many aphorisms in which he explains the importance of independence in this sense. One of them is Atatürk's statement, which is one of his metaphorical approaches on independence: "The National Sovereignty is such a light that chains melt in front of it, crowns and thrones burn and perish" (Söylev ve Demeçler II, 1997, p.185). When we look at this statement of Atatürk for the importance of independence, he likened sovereignty to light and attributed even more meaning to independence than light and tried to express that the light of light burns with a fire that will destroy all negative situations.

The concepts of independence and struggle in the 4th grade Social Studies lesson In the Culture and Heritage Unit, "Understands the importance of the National Struggle based on the lives of the heroes of the National Struggle." and in the Effective Citizenship Unit "Describes the relationship between the independence of his country and his individual freedom, and his own role in this matter." talks about. In this context, one of the goals and principles of the teachers who teach Social Studies is to create an awareness of the students to develop a democratic and developed society in every field (MEB, 2018).

When we look at the literature, although it is seen that metaphor work has been done a lot, it has been seen that metaphor work for the concept of independence has been done in a small number. Studies on independence (Kuziyev, 2018; Güneş, 2013; Tayhani, 2020; Kazaz and Acar, 2020; Söylemez, 2020; Özdemirci and Torunlar, 2017; Şentürk, 2019; Binici, 2018; Bengi, 2019; Köylü, 2019; Andican, 2017; Yeşil, 2017; Dagestan and Sofuoğlu, 2005). He worked with the metaphor of independence (Aydemir and Ulu Kalın, 2018) and (Ulu Kalın and Koçoğlu, 2017). We come across many articles written about the struggle; (Eryılmaz, 2015; Avşar and Öğütoğulları, 2012; Baharçiçek, 2000; Sarıçoban, 2017; Baykal, 1984; Gündüz 2006; Kızıler, 2017; İncedal and Coşkun, 2013; Akgül and Kaptı, 2010; Tuğba and Hidayet, 2016; Gürses, 2007; Ersari and Naktiyok, 2012; Bengi 2011). However, when the literature is examined, it is seen that there is no metaphor study related to the concept of struggle. In this respect, the study is important in terms of its originality.

In the light of the above literature, the aim of this study is to reveal the mental perceptions of primary school teachers about the concepts of independence and struggle through metaphors. For this purpose, answers to the following sub-problems will be sought:

    1. With which metaphors did primary school teachers explain their mental perceptions about the concept of independence?

    2. What are the common conceptual categories created by the metaphor developed for the concept of "independence"?

    3. With which metaphors did the primary school teachers explain their mental perceptions about the concept of struggle?

4. What are the common conceptual categories created by the metaphor developed for the concept of "struggle"?

Method

Pattern of the Research

The phenomenological design, which is one of the qualitative research models, was used to determine the mental perceptions of primary school teachers about the concepts of independence and struggle through metaphors technique. Phenomenology is exploring how they make sense of human experience and transforming them into experience consciousness as individual and shared meaning (Patton, 2018). Phenomenology; It is a type of research that reveals interesting and different perspectives on learning, teaching and educational processes. In addition, he argues that educational practitioners (and students) can bring a new perspective to meaning making and complex processes through meaning (Mescht, 2004).

Working Group

In this study, snowball (chain) sampling method, one of the purposive sampling methods, was used while determining the study group. In this method, the question determined by interviewing many people is asked. After the question was asked, "Can you suggest anyone else I can interview with?" The question is asked and the number of people who will participate in the research increases. Then, the people who are most suitable for the purpose of the research are determined and included in the research (Patton 2018; Özmen and Karamustafa 2019). The reason for using this method is that the course of the covid-19 epidemic is high, it is in the distance education period and there is no opportunity to reach face-to-face.

This research was asked to 33 classroom teachers (28 F, 5 M) working in public and private schools affiliated to the Ministry of National Education in various provinces and districts in Turkey in the fall semester of the 2020-2021 academic year. The age of the participants in the research is between 26-55, the average age is 33.54. Most of the teachers work in the central provinces and districts.

Data Collection

The data obtained in the research were created using a semi-structured open-ended question form. As the first stage of the research, when the participants were contacted, information about the metaphor was given, and then questions consisting of 2 parts were asked. The questions were made by contacting the social communication network (whatsapp and instagram) due to the covid-19 epidemic. In the first part, gender, age and place of education (province/district/village). In the second part, "Independence is like ……... Because, ……………; Struggle is like ………. Because, ………" questions were asked and they were asked to create a single metaphor.

Analysis of Data

According to the results of the research, content analysis technique was used. In content analysis, metaphors are categorized and organized in a meaningful way. The created concepts are written in appropriate categories in a logical integrity and the data is explained (Yıldırım & Şimşek, 2018). The metaphors created by the classroom teachers participating in the research were examined in 5 different categories. These categories were created by taking into account the data analyzes in Gültekin (2013) study. 1. Naming and elimination, 2. C, 3. Creating categories, 4. Ensuring validity and reliability, 5. Analyzing quantitative data in computer environment

1. Naming: A list was created to examine the metaphors developed by classroom teachers.

2. Screening and Coding: In the created list, it was checked whether the metaphors created by the teachers were meaningful. All 33 metaphors were considered valid, illogical metaphors did not occur. Each class teacher was coded as SÖ1 (class teacher 1), PS2 (class teacher2), ….

3. Category creation and metaphor compilation: The categories made by content analysis were examined by being under the same category in terms of their common features according to the metaphor explanations. The concept of "independence" is divided into 7 different categories, and the concept of "struggle" is divided into 5 different categories.

4. Ensuring validity and reliability: Expert opinion was sought to ensure the reliability of the study. The expert was given an alphabetical list of metaphors and a list of categories. They were asked to match so that no metaphor expressions were left out. The consensus between the expert and the researcher was examined.

The reliability of the study was based on Miles and Huberman's model. This model (Confidence Formula = Consensus/Consensus + Disagreement) is made by looking at the internal consistency between the expert and the researcher. Consistency between the expert and the researcher is expected to be at least 80% (Miles & Huberman, 1994 cited in Baltacı, 2016). It was found that the research was reliable at a rate of 84% on the concept of "Independence" (Reliability= 33/33+7= 0.84) and at a rate of 84% on the metaphor of "Struggle" (Reliability= 33/33+7=0.84). According to Yıldırım and Şimşek (2018), after the data is collected, reporting it in detail and reaching the research results significantly supports the validity of qualitative research. The evaluation of the data by another expert supports the validity as well as the reliability in this respect. The importance given to validity also ensures reliability.

5. Transfer to computer environment: The number of people represented by the created metaphor is shown with f (frequency) and % (percentage) values. These values and tables were prepared in the excel program.

Results

Table 1. Classroom Teachers' Metaphors for the Concept of "Independence" and the Number and Percentage of
Teachers Representing Them

Metaphor Name	*f*	%
1. bird	5	15.2
2. being yourself	2	6.1
3. water	2	6.1
4. breaking the chains	2	6.1
5. Ataturk	1	3.0
6. dependence	1	3.0
7. fish in the sea	1	3.0
8. flag	1	3.0
9. to work	1	3.0
10. sea	1	3.0
11. diamond	1	3.0
12. factory	1	3.0
13. no invisible strings	1	3.0
14. peace	1	3.0
15. liberty	1	3.0
16. living without adhering to strict rules	1	3.0
17. ability to express your own opinion freely	1	3.0
18. village	1	3.0
19. struggle	1	3.0
20. breath	1	3.0
21. freedom	1	3.0
22. money	1	3.0
23. parachuting	1	3.0
24. drawing a picture	1	3.0
25. flying	1	3.0
26. intelligence	1	3.0
Total	33	100.0

3.0% of 26 metaphors (Atatürk, addiction, fish, flag, work, sea, diamond, factory, peace, freedom, absence of
invisible threads, living without following strict rules, being able to express your own opinion freely, village,

struggle, breath, money) , parachuting, painting, flying, wit) are represented by a teacher. 4 metaphors (being yourself, bird, water, breaking the chain) were represented by 6.1%-15.2%. As can be seen in the table, classroom teachers compared the metaphor of independence to the concept of a bird the most. The concept of bird constitutes 15.2% of the participants in the research.

Table 2. Categories Created by Metaphors of Classroom Teachers for the Concept of Independence

Categories	Metaphor f (frequency) % (percent)	Total frequency	Total percentage	Number of metaphors
1. Independence as a Concept of Freedom	Flag (f: 1, 3.0%), Sea (f : 1, 3.0%), Fish in the Sea (f: 1, 3.0%), liberty (f :1, 3.0%), living without adhering to strict rules (f :1, 3.0%), ability to express your own opinion freely (f : 1, 3.0%), Being yourself (f :2, 6.1%), Bird (f :5, 15%) ,2), Freedom (f : 1, 3.0%), Parachuting (f :1, 3.0%), Drawing a picture (f :1, 3.0%), Flying (f :1, 3%) ,0), Breaking the Chains (f :2, 6.1%)	19	57.3	13
2. Independence as a Basic Need	Breath (f: 1, 3.0%), Money (f :1, 3.0%), Water (f :2, 6.1%)	4	12.1	3
3. Independence as a Valuable Asset	Atatürk (f : 1, 3.0%), Diamond (f: 1, 3.0%)	2	6.0	2
4. Independence in Direction	to work (f: 1, 3.0%), Village (f: 1, 3.0%)	2	6.0	2
5. Independence as Production	Factory (f: 1, 3.0%)	1	3.0	1
6. Independence as Abstract Thought	Dependence (f:1, 3.0%) , no ınvisible strings (f : 1, 3.0%), Peace (f: 1, 3.0%), Intelligence (f :1, 3.0%)	4	12.0	4
7. Independence as a Hard-to-Reach Concept	Struggle (f: 1, 3.0%)	1	3.0	1

Category 1: Independence as a concept of freedom

When Table 2 is examined, 13 metaphors have emerged in the category of "independence as a state of freedom". When we look at the table, 19 people out of 33 teachers represent this category. Among the categories, the highest number of categories is in this category with 57.3%. In this category, the metaphor of "bird" was formed with a maximum of 15.2%. This metaphor is represented by f: 5 people. According to the explanations, the reason why the participants said the "bird" metaphor stems from the relationship they have established between the freedom of birds to fly wherever they want and independence. A few metaphor expressions of teachers to summarize the metaphors in the category are given below.

S.Ö.6: "Independence is like flying. Because your wings will take you wherever you want."

S.Ö.7: "Independence is like a bird. Because you can fly freely."

P.O.32: "Independence is like drawing a picture. Because when we draw, we can act with our own creativity, free emotions, and unrepressed emotions, no matter how old we are."

S.Ö.1: "Independence is like the sea. Because he can move as much as he wants in his own field."

Category 2: Independence as a Basic Need

When we examine Table 2, 3 metaphors have emerged in the category of "independence as a basic need". The metaphors created are represented by f:4 people and the total percentage value is expressed as 12.1%. Water metaphor was formed with a maximum of 6.1%. The excessive occurrence of the "water" metaphor is due to the fact that the teachers who created the metaphor see it as an indispensable need according to the answers they give.

Sample expressions to summarize the metaphors in the category are given below.

S.Ö.4: "Independence is like breathing. Because it is impossible to live without it."

P.Ö.15: "Independence is like water. Because, just as water is a basic need for people, independence is a must for a person or a nation.

Category 3: Independence as a Valuable Asset

When Table 2 is examined, it is seen that the number of people representing this metaphor is (f:2, 6.0%). Atatürk and the diamond were considered as valuable assets and were included in this category. The expression of the teacher in this category is given below.

P.S.28: "Independence is like a diamond. Because it is very, very valuable."

S.Ö.17: "Independence is like Atatürk. Because we achieved our independence thanks to Atatürk."

Category 4: Independence in Direction

In the category of "independence in the sense of giving direction" in Table 2, 2 metaphors were formed. 2 people (f:2, 6.0%) represent this metaphor. They stated that the metaphors these teachers created gave direction to life according to their meanings. Metaphors in this category are given below.

S.Ö.2: "Independence is like a village. Because when we go there, it becomes possible for us to give more direction to our lives."

P.S.29: "Independence is like working. Because we cannot reach our goals without working."

Category 5: Independence as Production

When we examine Table 2, the teacher likened the concept of independence to a factory producing. When we look at the table, there is 1 metaphor in this category and it is seen that only f:1 represents the teacher. The metaphor created by the teacher is given below.

P.O.22: "Independence is like a factory. Because the more you produce, the more independent you become.

Category 6: Independence as Abstract Thought

When we examine Table 2, 4 metaphors were created in this category. The metaphors created are represented by f:4 people and the total percentage value is 12.0%. The reason why teachers liken the concept of "independence" to abstract concepts in this category is because they connect with some experiences that affect them in daily life. Sample metaphors created by teachers are given below.

P.S.16: "Independence is like the absence of invisible threads. Because even if people do not realize it, they attach themselves to each other with invisible threads and are restrained."

P.O.27: "Independence is like intelligence. Because if you are ignorant, you always need someone."

S.Ö.19: "Independence is like peace. Because people under pressure are unhappy and restless."

Category 7: Independence as a Hard-to-Reach Concept

When we examined Table 2, 1 metaphor was created in this category. f: 1 person represented the created metaphor with 3.0%. The teacher saw the concept of independence as a struggle. He tried to express that he could achieve his independence with a hard effort just like struggle. The metaphor created by the teacher is given below.

S.Ö.3: "Independence is like struggle. Because you can never have without a struggle."

3. Using which metaphor did the primary school teachers explain their perceptions of the concept of "struggle"? When Table 3 is examined, primary school teachers have created 26 metaphors related to the "struggle" metaphor. How many people represented the created metaphors and their percentage values were given.

13 of 26 metaphors (Swimming against the current, Fighting for your purpose, The ordeal of a minimum wage worker, Arcade game, Success, Baby, Fighting the ignorant, Resisting the Wave, Energy, Power, Sun, Not giving up despite all, Work, Whip, Character, Ant , Book, Face of a random worker, Drop of water, Game of chance, Seed, Deer in the wild) is represented by a teacher. 10 metaphors show the metaphors represented between 3 and 4 (Life, War, Life). As can be seen in the table, classroom teachers compared the metaphor of struggle to the concept of life the most. The concept of life constitutes 12.1% of the respondents.

Table 3. Classroom Teachers' Metaphors for the Concept of "Struggle" and the Number and Percentage of Teachers Representing Them

Metaphor Name	f	%
1. to live	4	12.1
2. life	3	9.1
3. war	3	9.1
4. swimming against the current	1	3.0
5. fight for your purpose	1	3.0
6. the suffering of a minimum wage worker	1	3.0
7. arcade game	1	3.0
8. success	1	3.0
9. baby	1	3.0
10. fighting the ignorant	1	3.0
11. wave	1	3.0
12. resisting	1	3.0
13. energy	1	3.0
14. power	1	3.0
15. sun	1	3.0
16. not giving up despite everyone	1	3.0
17. business	1	3.0
18. whip	1	3.0
19. character	1	3.0
20. ant	1	3.0
21. book	1	3.0
22. the face of a worker we see randomly	1	3.0
23. water drop	1	3.0
24. game of chance	1	3.0
25. seed	1	3.0
26. deer in the wild	1	3.0
Total	33	100.0

3.0% of 26 metaphors (energy, sun, ant, seed, deer in the wilderness, not giving up despite all, character, book, swimming against the stream, ordeal of a minimum wage worker, fighting ignorance, resistance, power, work, whip, the face of the worker we see randomly, fighting for your purpose, success, baby, wave, water drop, arcade game, game of chance) is represented by a teacher. 3 people represent the metaphor of "life" and "war" with 9.1%. The most created metaphor is "life", represented by f:4 people with 12.1%. The reason why the

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participants created the metaphor of "life" is that, according to their explanations, they think that life itself and the situations that exist in it are maintained in a struggle with it.

Table 4. Categories Created by Classroom Teachers' Metaphors Regarding the Concept of Struggle

categories	Metaphor *f (frequency) % (percent)*	Total frequency	Total percent	metaphor qty
1. Struggle as an effort to exist in nature	Energy (*f* :1, 3.0%), Sun (*f:* 1, 3.0%), *Ant* (*f:* 1, 3.0%), Seed (*f:* 1, 3.0%), deer in the wild (*f:* 1, 3.0%)	5	15.0	5
2. struggle against oneself	Not Giving Up Despite Everyone (*f:* 1, 3.0%), Character (*f:* 1, 3.0%), Book (*f:* 1, 3.0%)	3	9.0	3
3. Struggle as Overcoming Challenges	Swimming against the current (*f:* 1, 3.0%), The suffering of a minimum wage worker (*f:* 1, 3.0%), Fighting the ignorance (*f:* 1, 3.0%), Resisting (*f:* 1, 3.0%, Power (*f:* 1, 3.0%), Life (***f: 3, 9.1%),*** Work (*f:* 1, 3.0%), Whip (*f:* 1, 3%) ,0), the face of a worker we see randomly (*f:* 1, 3.0%), to live (***f: 4, 12.1%)***	15	45.2	10
4. Struggle as Perseverance	fight for your purpose (*f:* 1, 3.0%), Success (*f:* 1, 3.0%), Baby (*f:* 1, 3.0%), Wave (*f:* 1, 3.0%), Water drop (*f:* 1, 3.0%)	5	15.0	5
5. Fight by Result	Arcade game (*f:* 1, 3.0%), War (***f: 3 , 9.1%), Game of*** chance (*f:* 1, 3.0%)	5	15.1	3

Category 1: Struggle as an Effort to Exist in Nature

When we examine Table 4, 5 metaphors were created in this category. The created metaphors are represented by f:5 people. The total percentage value is expressed as 15.0%. Teachers perceived the struggle as a struggle in nature. Sample metaphors attributed by teachers to the concept of "struggle" are given below.

S.Ö.1: "Struggle is like an ant. Because ants fight for everything. It carries a load, it fights against the bumps, it tries to rebuild when its nest is broken."

P.S.30: "Struggle is like a deer in the wild. Because it struggles to survive by escaping from other animals that want to hunt."

S.Ö.14: "Struggle is like a seed. Because, against all kinds of difficulties, he rises above the ground and sees the sun. If he clings to the ground, he wins the fight and enjoys the sun."

Category 2: Struggle against oneself

When Table 4 was examined, 3 metaphors were formed in this category. The metaphors that make up this category are represented by f:3 people, and the total percentage values are expressed as 12.0%. The reason why teachers create the concept of struggle against themselves is that they want to talk about their struggle with themselves according to the explanations they make. Sample teacher metaphors are given below.

P.O.20: "Struggle is like a book. Because the more you read, the stronger you get."

S.Ö.8: "Struggle is like character. Because, regardless of the degree of difficulties encountered, if you do not have a strong character, the patience and effort required for the struggle means that you are far from sanctity."

Category 3: Struggle as Overcoming Challenges

When we examine Table 4, f: 15 people among 33 teachers, metaphors related to the concept of "struggle" were placed in the category of freedom. 10 metaphors were created in this category. The metaphors with the highest number of categories are in the category of "struggle as a situation of overcoming difficulties" with 45.2%. According to the explanations, the reason why the teachers participating in the research created more metaphors in this category; It has been tried to express that many difficulties are experienced and that they see difficult situations as struggle. Metaphors to summarize teacher statements in this category are given below.

S.Ö.2: "The struggle is like the suffering of a minimum wage worker. Because to educate your children with that money means to fight the country's economy."

S.Ö.6: "Fighting is like swimming against the current. Because you have to work hard to get where you want to be."

P.S.29: "Struggle is like work. Because we have to work at work to earn money, and we strive for it."

P.O.21: "Struggle is like life. Because we are always in a race. To have something, to achieve something, we are in a struggle with others, with ourselves, with life itself."

P.S.16: "Struggle is like resistance. Because, while struggling with negativities, it is necessary to resist in order to win."

Category 4: Struggle as Perseverance

When Table 4 was examined, 5 metaphors were created in this category. Each metaphor is represented by f:1 person. This category constitutes 15% of the teachers. The reason why teachers perceive "struggle" as a concept that can achieve what they want with determination is that they try to explain that it is possible to reach their goals if they struggle patiently without giving up. Sample teacher metaphors are given below.

P.O.23: "Struggle is like a wave. Because, as the waves hit the shore, they shape the shore after a while."

P.S.28: "Struggle is like a drop of water. With patience, the drips become a lake, and with patience they pierce the marble, which is said to be dripping."

S.Ö.31: "Struggle is like a baby. Because he insists on getting what he wants."

Category 5: Fight by Result

When we examined Table 4, 3 metaphors were created in this category. The number of teachers representing these metaphors is f:5. This category created represents 15.1% of the teachers participating in the research. They tried to express that the reason why the metaphors created by the teachers according to their answers were formed in this category could be the situation of winning or losing depending on the outcome of the struggle. Sample teacher metaphors are given below.

P.S.9: "Struggle is like a game of chance. Because it is not known whether the result will be positive or negative."

S.Ö.33: "Struggle is like an arcade game. Because you can either win or lose."

S.Ö.5: "Fighting is like fighting. Because in order to live in this world, you have to fight either with people or with thoughts."

Discussion, Conclusion and Recommendations

A total of 33 classroom teachers working in different provinces and districts in Turkey (Isparta, Antalya, Istanbul, Zonguldak, Van, Ankara, Osmaniye, Izmir) participated in the research, and a metaphor study was conducted to reveal their mental perceptions about the concepts of "independence" and "struggle".

In this study, 7 conceptual categories related to the concept of "independence" (independence as a concept of freedom, Independence as a Basic Need, Independence as a Valuable Asset, Independence as a Direction, Independence as Production, Independence as Abstract Thought, Independence as a Hard-to-Access Concept) were created. . Classroom teachers participating in the research;

• 57.4% of them created metaphors in the category of "independence as a concept of freedom". The metaphors that fall into this category are "flying", "flag", "drawing", "bird", "being yourself", "flying with a parachute", "breaking chains", "sea", "freedom", "fish", "freedom", "being able to express your own opinion freely", "living without following strict rules".

• 12% of them created a metaphor in the category of "independence as a basic need". These are the metaphors of "money", "breath", "water".

• 6% used the metaphor of "Atatürk" and "diamond" in the category of "independence as a valuable asset".

• 6% used the metaphors of "village" and "work" in the category of "independence as direction".

• 3% used the metaphor of "factory" in the category of "independence as production".

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• In the category of "independence as an abstract idea", 12% used metaphors of "absence of invisible threads", "addiction", "peace", "intelligence".

• 3% of them used the metaphor of "struggle" in the category of "independence as a hard-to-reach concept".

Among the metaphors, the most created is the "bird" metaphor with 15.2%. Accordingly, the majority of the classroom teachers participating in the research responded to the concept of independence according to its meaning in the literature. This shows that teachers perceive the concept of independence as equivalent to the definition used in the Social Studies course.

In the metaphor study on the concept of independence in the literature, a research was conducted with 122 Social Studies teacher candidates by Ulu Kalın and Koçoğlu (2017), 35 valid metaphors were produced and divided into 7 different categories. As a result of the research, most of the participants in the research created a metaphor in the category of independence as the state of being free. With the results of the research conducted by Ulu Kalın and Koçoğlu (2017), in the metaphor study of the concept of independence with classroom teachers in this study, the metaphor of "bird" was formed the most, and it was seen that there was a similarity in terms of creating a metaphor in the category of freedom. In this respect, the results of the research and the definitions used in the Social Studies course are very similar to each other. In the light of the findings of the study conducted with 8th grade students by Aydemir and Ulu Kalın (2018), the perceptual changes before and after the application were examined in order to measure their perceptions of the value of "independence". It has been seen that the meaning is in accordance with the scientific definition (flag, state, nation). It is understood that there is a similarity between the study of Aydemir and Ulu Kalın (2018) and this study. According to the findings of this research, metaphors were formed mostly in the category of "independence as a concept of freedom" and the similarity between the metaphors and the scientific definition proves this.

Metaphors for the concept of "struggle" are discussed in 5 conceptual categories (Struggle as an Effort to Exist in Nature, Struggle Against Oneself, Struggle as Overcoming Difficulties, Struggle as Perseverance, Struggle by Result). Metaphors created in the category of struggle as overcoming difficulties with a maximum of 45.2% among the conceptual categories. In this category, "power", "swimming against the current", "whip", "the ordeal of the minimum wage worker", "the face of the worker we randomly see", "fighting ignorance", "work", "resisting", "life"., "life" metaphors were created.

- 15% of the participants used the metaphors of "ant", "seed", "deer in the wild", "energy", "sun" in the category of struggle as an effort to exist in nature.
- The metaphors of "character", "not giving up despite everyone", "book" were created in the category of struggle against oneself by 9%. The metaphors of "wave", "water drop", "baby", "fighting for your purpose", "success" were created in the category of struggle, 15% of which were determined as perseverance.
- According to the results of 15.1%, "arcade game", "game of chance", "war" metaphors were created in the category of struggle.

- Among the metaphors, the most created metaphor is "life" with 12.1%. The findings obtained as a result of this research are similar to the meaning of effort given in difficult situations during the National Struggle period, which is taught in the 4th grade Social Studies course.

When the literature was examined, no metaphor studies were found for the concept of struggle. However, there are different studies on the struggle. Gürses (2007), İncedal and Coşkun (2013), Tuğba and Hidayet (2000) talked about the economic situation of the struggle in their research on poverty reduction. Bengi (2011) examined the relationship between the independence struggles of countries and the national agency. Sarıçoban (2017) talked about the struggle and resistance of women in the national struggle in his research. When we look at these examples, we see that the struggle has many different aspects. These different aspects of the classroom teachers who participated in the research were also revealed and interpreted by creating various metaphors about the concept of "struggle".

Metaphors about the formation and operation of events are powerful mental tools. Metaphors are also described with the expression "language of experiences" in terms of making sense of people's personal experiences (Miller, 1987). In this respect, we can talk about the experiences that affect the mental perceptions of the classroom teachers in the metaphors they create. Classroom teachers use the concept of struggle with an exemplary expression: "Struggle is like life. Because we are always in a race. We are in a struggle with others, with ourselves, with life itself, to have something, to achieve something." Yet another classroom teacher; "Fighting is like swimming against the current. Because you have to work hard to get where you want to be." he states.

As a result of this research, the metaphor study with the classroom teachers revealed what the teachers' mental perceptions are. The fact that it is equivalent to the concepts used in the Social Studies course shows that the teachers have sufficient knowledge.Metaphors can be an important tool for teachers to use during education and to make sense of concepts that emerge with their mental perceptions. In this regard, teachers should use metaphors in their lessons. Different data can be obtained by conducting more comprehensive quantitative and qualitative research with classroom teachers, prospective classroom teachers, social studies teachers, and social studies teacher candidates. A comparative study can be made by taking the demographic information of the teachers. More detailed results can be obtained by conducting a focus group discussion with the concepts of "independence" and "struggle".

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