Determination of Preservice Preschool Teachers' Perceptions of Music Lesson through Metaphors

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Abstract In this study, it was aimed to identify the perceptions of preservice preschool teachers about music lesson through metaphors. The study group of the research includes 137 teacher candidates studying in Trakya University, Faculty of Education, and the Department of Preschool Education in 2015-2016 spring semester and taking the course of Music Education II. With the aim of identifying metaphoric perceptions related to music course, teacher candidates were asked for completing the sentence, "Music course is like …; because…". The data were analyzed with content analysis among qualitatively research methods and 58 metaphors were obtained. These metaphors were gathered under 18 different conceptual categories depending on their common features and the reasons of explaining metaphors by the teacher candidates. As a result of the study, it has been identified that teacher candidates explained the concept of music course with the metaphors different from each other and they use the metaphor of "love" and "rainbow" mostly of these metaphors.

Keywords Metaphor, Preservice Teacher, Music Lesson, Perception

1. Introduction

The word metaphor is derived from the Greek word "metapherein", which means "to move from one place to another", being the combination of the words "meta" meaning "change" and "pherein" meaning "move" [6]. The metaphor is one of the most powerful mental tools that construct, direct and control our opinions about the occurrence and the process of the events [8]. It contributes to deriving certain meanings from the objective reality [13] and to revealing how the concepts that are desired to be analysed are perceived [4]. At the same time, it finds the similarities between the new information and the earlier information, allows for the establishment of relations, and thus, ensures the concrete explanation of the new information [9]. According to Morgan (1986), it is defined in the form of structures used to describe a situation or to improve a process (as cited in Yıldırım and Şimşek, 2006, p.212). Perceptions greatly influence the behaviours, judgments, attitudes and approaches of the individual. Metaphors have been the subject of many studies in recent years in terms of being tools that can provide revealing the perceptions about any subject. The works of Sözbir and Çakmak [1], Tez and Uygun [10], Babacan [2], Umuzdaş and Umuzdaş [11] and Koca [5] stand out among the metafor studies conducted in the fields of music and music education. The music plays an important role in the child's personality development and socialization. Since the most important contribution to the child's music development is provided by his/her family and the pre-school education institution, the thoughts and perceptions of pre-school teachers towards music education classes are very important. In this research, it was aimed to determine the perceptions of pre-service preschool teachers regarding the concept of "music lesson" through metaphors. Within the scope of this main objective, the answers to the following questions have been searched:

1. What are the metaphors that reveal perceptions of preservice teachers about music lesson?
2. Which categories can metaphors are grouped according to their common sense of describing and explanation reasons?

2. Materials and Methods

In this research, phenomenology design, which is among the qualitative research methods, has been used. Phenomenology focuses on the phenomena that we are aware of but do not have an in-depth and detailed understanding. In phenomenology, perceptions and events are presented realistically and holistically in their natural environment. This model constitutes a suitable research area for studies that are not totally unfamiliar to us but also aim to investigate what we cannot fully understand [13]. In this research process, it was discussed how the perception

of music lesson was conceptualized by preschool teacher candidates through metaphors.

2.1. Study Group

The study group consists of 137 pre-service pre-school teachers, who were studying at the Department of Pre-School Education in a public university in Trakya region, in the spring semester of 2015-2016 academic year and taking the Music Education II course.

2.2. Collection of Data

In order to determine the metaphoric perceptions of the pre-service teachers regarding the music lesson, the papers that the "music lesson is like ..., because..." sentence is written were distributed to the pre-service teachers, and they were given 20 minutes to complete this sentence on their papers. Prior to the data collection study, pre-service teachers were given information about the meaning of the metaphor and research purposes, and illustrative examples were presented. These sentences completed by the teacher candidates constituted the basic data source of the research. In terms of providing convenience in analysis and interpretation, the data were numbered as P (Participant) 1, P2, P3 ... etc.

2.3. Analysis and Interpretation of the Data

The data were analysed by the content analysis technique, which is among the qualitative research methods. Content analysis is a systematic, repeatable technique in which certain words are encoded with certain rules, the message given in a text is objectively identified, and some words are summarized with smaller content categories [3]. Basically, the process within the content analysis is to bring the similar data, specific concepts and themes together, and to organize and interpret it in a way that the reader can understand [13]. The analysis and interpretation of the metaphors developed by the pre-service teachers were carried out in five stages: naming, classifying, category development, providing the validity and reliability, transferring the data to the computer environment.

2.3.1. Naming Stage

The metaphors produced by pre-service teachers were listed in alphabetical order and examined in terms of whether they were expressed at a meaningful level and whether more than one metaphor was produced. The papers that the generated metaphor and explanatory note do not overlap are marked for exclusion from the evaluation.

2.3.2. Classifying Stage

At this stage, all data obtained (n=137) have been examined in detail in terms of similarity and common features of metaphors in terms of analysis techniques, and metaphors have been analysed in terms of subject, source, and the relationship between subject and source. As a result of the analysis, 41 metaphors were excluded from the assessment due to the incompatibility between the metaphor and its source. A total of 96 data were evaluated and 58 valid metaphors were obtained. The currently accepted metaphors were sorted in alphabetical order and re-evaluated. For the creation of categories of metaphors, a sample metaphors list was created using the metaphor expressions that best represent these metaphors.

2.3.3. Category Development Stage

The 58 metaphors considered to be valid, were examined based on the common meaning they contain and the reasons for the pre-service teachers' explanations. 18 different conceptual categories have been created, namely, "Consolidating-Incorporating Differences", "Object of Nature", "Satisfactory", "Mood", "Entertaining", "Energizing", "Awareness-Raising", "Physical Activity", "Taking to the Past", "Exciting", "Healing", "Explorer", "Source of Happiness", "Freedom", "Relaxing-Peaceful", "Colour", "Vital Fact", and "Food".

2.3.4. Validity and Reliability

In a qualitative research, reporting the collected data in detail and explaining how the researcher reaches the results are among the important measures of validity [13].

Validity and reliability are two of the most important measures used to ensure the credibility of research results [13]. To ensure the reliability of the study, an expert opinion was consulted to confirm that the metaphors reached in the research and that fall under 18 conceptual categories represent a conceptual category. For this purpose, the sample metaphor list and 18 conceptual categories in which 58 metaphors are listed in alphabetical order, as well as the names of the 18 conceptual categories and the category list in which their features are listed are given to the expert who is consulted. He was asked to match metaphors in the sample list with 18 conceptual categories in the second list. The expert, consulted within the reliability study, has associated 5 metaphors (forest, ocean, yoga, paragliding and chocolate) with a different category from the researcher. The Reliability was found as 58 / (58 + 5) = 0.92 as a result of calculations using Miles and Huberman's [7] formula (Reliability = consensus/consensus + divergence).

Table 1. Valid Metaphors of Pre-Service Preschool Teachers Regarding the Concept of Music Lesson

Metaphor Number	Metaphor Name	f	%
1	Tree	3	3.1
2	Family	1	1.0
3	Diary	1	1.0
4	Friend	1	1.0
5	Love	9	9.4
6	Mirror	1	1.0
7	Spring	6	6.3
8	Peace	1	1.0
9	Botanical garden	1	1.0
10	Crossword	1	1.0
11	Wheel	1	1.0
12	Flower	1	1.0
13	Chocolate	1	1.0
14	Soup	1	1.0
15	Dance	2	2.1
16	Sea	1	1.0
17	Exercise	1	1.0
18	Entertainment	1	1.0
19	Festival	1	1.0
20	Rainbow	9	9.4
21	Sky	1	1.0
22	Sun	1	1.0
23	Life	3	3.1
24	Medicine	2	2.1
25	Human	1	1.0
26	Peoples' smiles	1	1.0
27	Gymnastics	1	1.0
28	Heart	1	1.0
29	Cake	1	1.0
30	Butterfly	1	1.0
31	Book	1	1.0
32	Concert	1	1.0
33	Cultures' reunion	1	1.0
34	Lollipop candy	1	1.0
35	Funfair	3	3.1
36	Pasty	1	1.0
37	River	1	1.0
38	Joy	2	2.1
39	Ocean	1	1.0
40	Forest	2	2.1
41	Game	4	4.2
42	Freedom	2	2.1
43	Pastry	1	1.0
44	Compass	1	1.0
45	Relaxation	1	1.0
46	Colour	1	1.0
47	Conversation	1	1.0
48	Sports	1	1.0
49	Water	1	1.0
50	Underwater	1	1.0
51	Carnival	1	1.0
52	Poem	1	1.0
53	Therapy	2	2.1
54	Sleep	1	1.0
55	Paragliding	1	1.0
56	Eating	2	2.1
57	Stars	2	2.1
58	Yoga	1	1.0
Total		96	100

3. Results

In this section, the findings obtained from the metaphors of pre-service preschool teachers participating in the research for the concept of "music lesson" are presented in a tabular form. Generated metaphors are listed in Table 1 in alphabetical order, with frequency and percentage values.

When Table 1 was examined, it was observed that the prospective teachers produced a total of 58 valid metaphors as "tree, family, memory book, friend, love, mirror, spring, peace, botanical garden, puzzle, reed, flower, chocolate, soup, dance, sea, exercise, entertainment, festival, rainbow, sky, people, laughter, gymnastics, heart, cake, butterfly, book, concert, cultures' reunion, lollipop candy, funfair pasty, river, joy, ocean, forest, game, freedom, pastry, compass, relaxation, colour, conversation, water, underwater, carnival, poem, therapy, sleep, paragliding, food, stars, yoga" related to the music lesson concept. Among these metaphors, it is seen that metaphor of love (f=9), rainbow (f=9), spring (f=6) and game (f=4) are used more frequently than others.

In Table 2, metaphors are categorized, and the metaphors that these groups contain are given.

Table 2 shows that metaphors are grouped under 18 categories such as Differences, Object of Nature, Satisfactory, Mood, Entertaining, Energizing, Awareness-raising, Physical Activity, Taking to the Past, Exciting, Healing, Explorer, Source of Happiness, Freedom, Relaxing-Peaceful, Colour, Vital Fact and Food. It has been determined that the vast majority of the metaphors created are collected under the concept category of "Consolidating - Incorporating Differences" (f=13). This category is followed by "Object of Nature" (f=9), "Entertaining" (f=7), "Physical Activity" (f=4), "Relaxing-Peaceful" (f=4), "Vital Fact" (f=4) and "Food" (f=4) categories. However, it appears that a metaphor is included in two different categories. The reason for this is that participants attribute different meanings to metaphors.

When the created metaphors are evaluated, it is observed that the pre-service teachers use rainbow (f= 9) and tree (f=2) in "Consolidating-Incorporating Differences" category, spring (f=6) and stars (f=2) in "Object of Nature" category, love (f=9) in the "Mood" category, game (f=3) and funfair (f=2) in "Entertaining" category, dance (f=2) in "Physical Activity" category, therapy (f=2) in "Relaxing-Peaceful" category, and life (f=3) in "Vital Fact" category more than other metaphors.

Table 2.   Distribution of the Metaphors in Terms of Category, Name, Number and Frequency

Categories	Metaphor Names	Metaphor Number	Metaphor Frequency
1. Consolidating-Incorporating Differences	Rainbow (9), Tree (2), Family (1), Peace (1), Botanical Garden (1),Wheel (1), Peoples' smiles (1), Concert (1), Cultures' reunion (1), Book (1), Funfair (1), River (1), Forest (1)	13	22
2. Object of Nature	Spring (4) Stars (2), Sky (1), Butterfly (1), Flower (1), Sun (1), Forest (1) Ocean (1), Underwater (1)	9	13
3. Satisfactory	Eating (1), Food (1)	2	2
4. Mood	Love (9)	1	9
5. Entertaining	Game (3), Funfair (2), Festival (1), Entertainment (1), Spring (1), Conversation (1), Festivity (1)	7	10
6. Energizing	Spring (1), Sleep (1)	2	2
7. Awareness-Raising	Mirror (1), Poetry (1), Yoga (1)	3	3
8. Physical Activity	Dance (2), Exercise (1), Gymnastic (1), Sport (1)	4	5
9. Taking to the Past	Diary (1)	1	1
10. Exciting	Lollipop Candy (1), Game(1), Paragliding (1)	3	3
11. Healing	Puzzle (1), Medicine (1)	2	2
12. Explorer	Sea (1), Compass (1)	2	2
13. Source of Happiness	Joy (2), Friend (1), Chocolate (1)	3	4
14. Freedom	Freedom (1), Freedom Journey (1)	2	2
15. Relaxing-Peaceful	Therapy (2), Tree (1), Medicine (1), Relaxation(1)	4	5
16. Colour	Colour (1)	1	1
17. Vital Case	Life (3), Human (1), Water (1), Heart (1)	4	6
18. Food	Soup (1), Cake (1), Pasty (1), Pastry (1)	4	4
Total		58	96

3.1. Conceptual Categories

3.1.1. Consolidating-Incorporating Differences Category

In this category, there are metaphors that can combine many different phenomena in the same environment and reveal the integration of different structures in harmony. In this category, there are 13 metaphors and 22 participants (22.9%). The most frequently used metaphor is rainbow (f=9) and the following metaphors are tree (f=2), family (f=1), peace (f=1), botanical garden (f= 1), wheel (f=1), people's smiles (f=1), the concert (f=1), the cultures' reunion (f= 1), the book (f=1), the funfair (f=1), the river (f=1) and the forest (f=1). Below are some examples of metaphors grouped under this category.

"The music lesson is like a rainbow, because as the colours in the rainbow combine to form a beautiful visual feast when musical instruments unite, it becomes an auditory feast, enhancing the touch of the human spirit" (P 16)

"The music lesson is like a rainbow because if the sun that opens through the black clouds brings a happiness belt to the sky, the music lesson is like that happiness belt among other lessons." (P 60)

"The music lesson is like a tree because each rhythm is divided into different branches, leaves from the branches. Music also consists of roots, branches, leaves and veins. To

be able to exist, it needs a lot of parts to be able to create an integrity. When all these parts are combined, a whole is formed and its existence is manifested."(P 104)

"The music lesson is like a tree because it has a lot of songs in its shadow." (P 66)

"The music lesson is like a family, because every note added to music, like every individual added to the family, provides a new melody." (P 15)

"The music lesson is like peace because it does not discriminate against language, religion, race, it is enough to be human." (P 122)

"The music lesson is like a botanical garden because there are buildings of different flavours and odours." (P 70)

"Music lesson is like concerts because multiple instruments are used." (P 48)

"The music lesson is like a fusion of cultures because it is like an eternal folding fan." (P 13)

"The music lesson is like a book with an ugly cover because you do not want to look inside, but inside it possesses worlds." (P 108)

"Music lesson is like funfairs because they have all kinds of songs." (P 67)

"The music lesson is like a river because it goes along with what is around you, it is not alone." (P 89)

"Music lesson is like forests because they have various voices, colours, and vitality. Integrity in the forests

constitutes trees, animals, their voices. Various rhythms include them. "(P 84)

"The music lesson is like a wheel because there are different things in every part, it is not uneven, and it will not be boring." (P 80)

"Music lesson is like people's laughs because every human being has different smiles, different lives of joy, just like different voices." (P 96)

3.1.2. Object of Nature Category

There are 9 metaphors and 13 participants (13.5%) in this category, where there are metaphors on the music lesson's being natural, such as natural objects. The frequency distribution shows that the most commonly used metaphor is spring (f=4) and that the metaphors follow are the stars (f=2), sky (f=1), butterfly (f=1), flower (f=1), sun (f=1), forest (f=1), ocean (f=1), and underwater (f=1). Below are some examples of metaphors listed under this category.

"The music lesson is like spring because new melodies come out as the flowers grow." (P 2)

"The music lesson is like spring because people wait with excitement. When spring arrives, everyone becomes very happy and alive. People are more likely to get together, just as music connects people. "(P 93)

"The music lesson is like the sky, because it's vast, it makes you experience different things every moment." (P 75)

"The music lesson is like a butterfly, because it's colourful, it's moving." (P 92)

"Music lesson is like stars, because they give light to the surroundings, allowing creativity to emerge" (P 22)

"The music lesson is like a star because it sparkles among all the boring lessons." (P 41)

"The music lesson is like a flower, because it's colourful, it's different." (P 55)

"The music lesson is like the sun because it warms the soul of man." (P 24)

"The music lesson is like a forest on a spring day because if you play music you will relax and be filled with joy." (P 26)

"The music lesson is like the ocean, it takes the human to immense feelings." (P 52)

"The music lesson is like underwater because we are more likely to encounter beautiful things when we go deep down." (P 5)

3.1.3. Satisfactory Category

There are 2 metaphors and 2 participants (2.1%) in this category where the metaphor of the music course reveals the ability to provide satisfaction on the soul and the body. Looking at the frequency distribution, it is seen that the eating (f=1) metaphor and the food (f=1) have the same frequency. Below is an example of these metaphors.

"A music lesson is like eating food because it always pleases." (P 49)

"The music lesson is like food because it feeds the spirit." (P 98)

3.1.4. Mood Category

In this category, where the music lesson excites the human and reveals the deeply emotional nature of the love metaphor, there are 1 metaphor and 9 participants (9.4%). Looking at the frequency distribution, it is seen that the love (f=9) metaphor has a high usage frequency.

Below are the examples of this metaphor.

"The music lesson is like love because it contains all kinds of emotions; love, compassion, anger, hatred, jealousy, hatred." (P 34)

"The music lesson is like love because the heart changes rhythm." (P 53)

"The music lesson is like love because it contains deep feelings like love." (P 119)

3.1.5. Entertaining Category

There are 7 metaphor and 10 participants (10.4%) in this category, where metaphors reveal the entertaining, fun-to-play feature of music lesson. When we look at frequency distribution, we can see that the most frequently used metaphor is game (f=3) and the following metaphors are funfair (f=2), festival (f=1), entertainment (f=1), spring (f=1), conversation (f=1) and festivity (f=1). Below are some examples of metaphors classified under this category.

"The music lesson is like a playful and relaxing game because we learn while we are entertained by the commands that our teacher gives. I love music lessons. "(P 25)

"The music lesson is like a game because when we sing, everyone dances when we have fun." (P 94)

"The music lesson is like a game because it's a lot of fun." (P 125)

"Music lesson is like fun parks because entertainment, action, happiness never ends." (P 12)

"Music lesson is like fun parks because everyone has the opportunity to have fun and experiment with new things" (P 39)

"The music lesson is like a festival because the songs we sing in the class, the games we play, delight me and entertain me a lot." (P 110)

"The music lesson is like entertainment because you will find yourself in every melody." (P 105)

"Music is like a conversation because you do not understand how time passes." (P 38)

"The music lesson is like spring because the sounds of birds and their tweets are all fun." (P 85)

"Music lesson is like festivity, because of the fact that everybody dances." (P 14)

3.1.6. Energizing Category

There are 2 metaphors and 2 participants (2.1%) in this category, where the metaphor reveals the power and energy of music lessons to make something happen. Looking at the

frequency distribution, it is seen that spring (f=1) and sleep (f=1) metaphors have the same frequency. Below are the examples of these metaphors.

"Music is like spring because it gives energy." (P 72)

"Music is like sleep because it gives energy." (P 128)

3.1.7. Awareness-raising Category

There are 3 metaphors and 3 participants (3.1%) in this category, where there are metaphors claiming that the music lesson sets the awareness for the individual. Looking at the frequency distribution, it is seen that the mirror (f=1), poetry (f=1) and yoga (f=1) metaphors have the same frequency. Below is an example of these metaphors.

"The music lesson is like a mirror because you'll find your own reflection." (K 58)

"Music is like poetry because you find yourself." (K 59)

"The music lesson is like yoga because if yoga is about the integration of body and soul if human beings are aware of it, music is also about getting people aware of themselves, their feelings and body, and discovering oneself." (P 69)

3.1.8. Physical Activity Category

There are 4 metaphors and 5 participants (5.2%) in this category, which includes metaphors that demonstrate the ability of music to move and to motivate. When the frequency distribution is examined, it is seen that dance (f=2) metaphor is used more frequently and the following metaphors are exercise (f=1), gymnastic (f=1) and sport (f=1). Below are the examples of these metaphors.

"The music lesson is like dancing because when you dance you have to be in harmony with your team, and in music the notes make it themselves." (P 77)

"Music lessons are like dancing because they make you move." (P 132)

"The music lesson is like exercise because it restores the spirit." (P 3)

"The music lesson is like gymnastic because our internal organs are harmonious." (P 54)

"Music lesson is like sport, because it opens the mind, relaxes the body, it is a source of happiness." (P 28)

3.1.9. Taking to the Past Category

This category sets out the characteristic of music lessons, linking past experiences, bringing individuals back into the past and animating beautiful memories. In this category, where there is a diary metaphor, there are 1 metaphor and 1 participant (1%). Looking at the frequency distribution, the diary (f=1) appears to be used by only one pre-service teacher. An example of this metaphor is given below.

"The music lesson is like a memo book because each note makes each voice bring people back in time, reminiscent of beautiful or bad tracks." (P 82)

3.1.10. Exciting Category

This category focuses on the ability of the music lesson

to make one feel the excitement of doing an activity for the first time before doing it. In this category, there are 3 metaphors and 3 participants (3.1%). Looking at the frequency distribution, it is seen that the metaphor of lollipop candy (f=1), game (f=1) and paragliding (f=1) have the same frequency. Below is an example of these metaphors.

"The music lesson is like lollipop candy because it excites us like a child almost every time. The flavour that we have until the end is enough to entertain us for a long time. "(P 123)

"The music lesson is like a game because each time something different is learned, different pleasures are gained, each time there is a different excitement and taste" (P 83)

"The music lesson is like paragliding because it excites." (P 35)

3.1.11. Healing Category

In this category, there are metaphors for the music lesson, which reduce and improve the negative aspects of the mental/physical condition. In this category, there are 2 metaphors and 2 participants (2.1%). Looking at the frequency distribution, it is seen that the puzzle (f=1) and medicine (f=1) metaphors have the same frequency. Below is an example of these metaphors.

"Music lesson is like puzzle because it heals the brain." (P 91),

"The music lesson is like medicine because it improves the spirit." (P 86)

3.1.12. Explorer Category

This category consists of 2 metaphors and 2 participants (2.1%), which includes metaphors focusing on the discovery feature of music lessons in the process of learning new voices and new instruments. Looking at the frequency distribution, it is seen that the sea (f=1) and the compass (f=1) metaphors have the same frequency. Below are the examples of these metaphors.

"The music lesson is like the sea because we make new discoveries as we go further in open sea." (P 44)

"The music lesson is like a compass because it guides the man to the unknown and to the undiscovered." (P 23)

3.1.13. Source of Happiness Category

There are 3 metaphors and 4 participants (4.2%) in this category which focuses on the music lessons' feature of giving happiness. Looking at the frequency distribution, it is seen that the joy (f=2) metaphor is used more frequently and the following metaphors are friend (f=1) and chocolate (f=1). Below are the examples of these metaphors.

"Music lessons are like joy inside a child because it never ends." (P 29)

"The music lesson is like a joy because if you sing, you'll find joy." (P 88)

"The music lesson is like a friend because it gives the

man joy." (P 127)

"The music lesson is like chocolate because it provides the spiritual satisfaction of a person. If we are happy by eating chocolate, we can listen to music wherever we want and relax ourselves. The music lesson is also influencing our satisfaction." (P 120)

3.1.14. Freedom Category

This category consists of 2 metaphors and 2 participants (2.1%), which focuses on the feature of the music lesson that deals with the ability of the individual to express himself by singing, playing an instrument or dancing. Looking at the frequency distribution, the metaphors of freedom (f=1) and journey of freedom (f=1) seem to have the same frequency. Below are some examples of metaphors classified under this category.

"The music lesson is like freedom because you can express yourself freely with the music." (P 87)

"The music lesson is like a journey to freedom because you can travel with notes every time." (P 137)

3.1.15. Relaxing-Peaceful Category

In this category, which focuses on the calming nature of the music lesson, there are 4 metaphors and 5 participants (5.2%). When frequency distribution is considered, it is seen that therapy (f=2) metaphor is used more frequently and the following metaphors are tree (f=1), medicine (f=1) and relaxation (f=1). Below are the examples of these metaphors.

"Music is like a therapy because it relaxes and gives energy." (P 19)

"The music lesson is like a therapy because it reflects the feelings of a person. People can comfort themselves with songs according to their emotional state. "(P 56)

"The music lesson is like a tree because it comforts the man, it gives the man peace. Dealing with notes is like sniffing the flowers of trees in the spring. "(P 50)

"The music lesson is like medicine because it comforts." (P 8)

"Music lesson is like relaxation because, with music, people express themselves more easily. People have the opportunity to express themselves in a freeway." (P 114)

3.1.16. Colour Category

There are 1 metaphor and 1 participant (1%) in this category where there's the colour metaphor, which brings about the music lessons' ability to add colour to the lives of individuals. Looking at the frequency distribution, colour (f=1) appears to be used by only one pre-service teacher. An example of this metaphor is given below.

"Music lesson is like colour, because it brings a different perspective and diversity." (P 68)

3.1.17. Vital Case Category

There are 4 metaphors and 6 participants (6.3%) in this category, where the metaphors expressing that music

lessons are important for the existence of life such as weather, water, sun are included. When we look at the frequency distribution, it is seen that life (f=3) metaphor is used more frequently and the following metaphors are human (f=1), water (f=1) and heart (f=1). Below are some examples of metaphors classified under this category.

"The music lesson is like life, because even when the song ends, the notes still exist, just like death and birth." (P 51)

"Music lesson is like life, because they have a life in it, and they make a person experience all the emotions." (P 109)

"The music lesson is like life because every moment is experienced in a rhythm and harmony." (P 111)

"Music lesson is like human because they are dynamic. It breathes, feels, thinks, and makes you feel alive. "(P 102)

"The music lesson is like water because you cannot live without it, it is a must of life" (P 45)

"The music lesson is like a heart because everybody has their own rhythm." (P 97)

3.1.18. Food Category

In this category, there are metaphors that focus on the tasteful nature of the music lesson. In this category, there are 4 metaphors and 4 participants (4.2%). Looking at the frequency distribution, it is seen that the metaphors of soup (f=1), cake (f=1), pasty (f=1) and pastry (f=1) have the same frequency. Below is an example of these metaphors.

"The music lesson is like cake because it has a unique taste that grows bigger." (P 130)

"The music lesson is like a soup because as you add new stuff it gets tastier as well." (P 115)

"Music is like pastry because it is so beautiful." (P 124)

"Music lesson is like pasty because you never want it to finish" (P 117)

4. Discussion and Conclusion

Music activities support social, emotional, mental, psychomotor, physical and language development of preschool children positively. Teachers who love music lessons, who are good at planning and practising music activities and who can practice these skills in their lessons can provide the opportunities for children to express themselves through different channels such as singing, playing an instrument and dancing. "Music Education" is a compulsory course in the pre-school teacher education program. This course aims to provide pre-service teachers with the knowledge, attitudes and skills that will enable music to be used as an educational tool, and at the same time to create positive perceptions about music lessons.

In the music education lesson, Orff instruments are used which do not require long practical process and preliminary experience in order to obtain a good sound that can be played much easier than piano and violin.

Teacher candidates are taught letter equivalents of notes (Do-C, Re-D, Mi-E, etc.) in music education. Thus, even if they do not know where the notes are located on the stave, they can read the letters on the xylophone and learn more easily which sounds should be played. In the phase of rhythm teaching, the rhyme and phonetics used in pre-school literature are used. Apart from that, the rhythm is learned naturally because the words which can best represent the rhythm piece being studied are selected among the words frequently used in daily conversation. The physical structure of the class allows students to actively participate in the learning process and to perform actions such as running, jumping, rolling. In this context, it is an important learning outcome for the "Music Education" lesson that pre-school teachers have got positive perceptions about the music lesson.

As a result of the research, the pre-service teachers produced 58 different metaphors and these metaphors were grouped under 18 different categories. It can be said that pre-service pre-school teachers' creating 58 metaphors for the concept of "music lesson" is normal, when the statement that claims metaphors are selective and only represent a part of the phenomenon to be explained [12] is taken into consideration. The fact that pre-school teachers are more active in their creative thinking skills due to their working with children can be seen as another reason for the production of such a large number of metaphors.

The results of the research also support the results of the studies conducted by Tez and Uygun [10], Babacan [2], Umuzdaş and Umuzdaş [11] and Koca [5].

As a result, it is observed that there are 13 metaphors in the "Consolidating - Incorporating Differences" category, 9 in the "Object of Nature" category and 6 in the "Entertaining" category, when the produced metaphors are categorized. In this direction, it can be said that 46.8% of pre-school teachers perceive music lessons as an amusing and versatile structure that combines many different phenomena in the same environment, cares about differences and offers freedom to express oneself.

These results demonstrate the necessity for music education courses to be carried out in an active learning environment that allows students to demonstrate their potential.

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