

**METAPHORICAL PERCEPTIONS OF CANDIDATE TEACHERS ON
MATHEMATICS AND MATHEMATICS EDUCATION**

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Abstract: At all levels in Turkish educational system, students fail most and fear most the mathematics class and consequently, other science classes. It is a point of curiosity whether this lack of success of students is affiliated with the perceptions of mathematics teachers as well as other teachers towards mathematics and the mathematics class. The metaphorical perceptions of candidate teachers in other branches towards mathematics and mathematics education gain significance.

The aim of this study is to determine the perceptions on mathematics and mathematics education through metaphors of candidate teachers in the Education Faculty. In line with this aim, it has been examined through which metaphors the candidate teachers perceive the concepts of mathematics and mathematics education and any variations in their perceptions by gender, age, class, department and other demographic features. The study utilized a semi-structure survey form as data collection tool. The form used in the study comprises two sections with demographic variables and requiring participants to complete the sentences "Mathematics is like..., because..." and "Mathematics education is like..., because...". The study data has been attained from the written statements of students on the concepts of mathematics and mathematics education. Metaphorical content analysis techniques have been utilized to process the study data. The study firstly summarizes the data in frequency and percentage charts. The relations between perceptions on the concepts of mathematics and mathematics education as well as similarities and differences thereof have been analyzed. The sample group in the study consists of the students in Trakya University, Education Faculty during the 2016-2017 academic year.

Keywords: Mathematics, teaching, metaphor, concept, perception

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