ORIGINAL ARTICLE

Examining Perceptions of Turkish Language and Literature Teacher Candidates with Pedagogical Formation towards Drama Method

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Ethical Statement
The organization responsible for scientific publications in Turkey is TUBITAK. According to the information text on ethical rules of this institution, ethics committee permission is not required for articles of which research data was obtained before 2020. Since study was conducted between 2016 and 2017 it does not require ethics committee permission. In addition, there was no situation involving ethical violations that would negatively affect the participants in the study.

Conflict of Interest
No conflict of interest is present in the conduction or the reporting of this study.

ABSTRACT

The purpose of this research is to reveal the perceptions of Turkish language and literature teacher candidates, who receive pedagogical formation education at Çukurova University, about the drama method through metaphors. In the study in which basic qualitative research design was used, 146 Turkish language and literature teacher candidates who received pedagogical formation training at Çukurova University in the 2016-2017 academic year were asked to fill in the blanks in the sentence "Drama method is like ... because ...". The data of the research was obtained with this questionnaire. Content analysis technique was used while analyzing the data. The metaphors obtained in the research are divided into different categories. The sub-classifications with the highest frequency in the findings of the study; drama reflects life, it has animations, that it is relaxing, that it provides knowledge and skills, and that it reveals creativity. As a result, it has been tried to obtain clues about how the drama method is perceived by the Turkish language and literature teacher candidates who received pedagogy education and how they will use this method in their professional life. In this context, it has been concluded that the perceptions of Turkish language and literature teacher candidates regarding the concept of "drama" varies.

Keywords: Drama method, pedagogical formation, metaphor, Çukurova University, Turkish language and literature teacher candidates

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INTRODUCTION

Regardless of the period, the most important element of the education system are the teachers themselves. Increasing the qualifications of teachers, who play a major role in educating the next generation, should be one of the main responsibilities of today's education. It is important to train qualified teachers, as teachers play an important role in gaining the behaviors that an individual should have in order to adapt to society effectively with an effective teaching service (Çelenk, 1998: 33). Regardless of their branch, it is not enough for a teacher candidate to have good content knowledge for his professional life. In order to be a good teacher, candidate must be trained in the right curriculum and have a solid pedagogical background. One of the most important discussion topics in the field of education in Turkey is that some faculties provide formation education to their students in order to meet the need for teachers. With the establishment of the Higher Education Institution (YÖK- HEI) in 1982, educational institutes were connected to universities under the name of education faculty. Thus, the teacher training process has been linked to two separate sources with the pedagogical formation courses given to the students in the faculties of science and literature, as well as the education programs carried out in the education faculties of the universities (Yapıcı & Yapıcı, 2013: 1422). YÖK (HEI) has restructured teacher training with its decisions dated 04.11.1997 and numbered 97, 39, 2761 regarding the teaching certificate programs. Over time, although YÖK has put into practice the non-thesis master's programs, claiming that the teaching certificate programs for secondary education field teaching are far from application and insufficient in terms of content and duration, certificate programs have been reactivated after a while. However, as of 2023, YÖK has decided to open the formation courses as elective courses in the relevant faculties. This has added a new dimension to the discussions in the field.

Pedagogy, a word of French origin, means "educational science" (Turkish Dictionary, 2011: 1905). "Formasyon" (in Turkish) comes from the French word "formation". In broad terms, "pedagogical formation" can be considered as a qualification that must be possessed in order to train and teach. In other words, "pedagogical formation" is a necessary education to be a teacher (Yapıcı & Yapıcı, 2013: 1423). Within the teacher training policies, Turkish language and literature graduates and students who are currently studying in this department are given formation training opportunities.

In the courses given within the formation program, teacher candidates are given information from theory to practice about student-centered teaching methods and techniques, as well as traditional methods. Learning teaching methods and techniques for Turkish language and literature teacher candidates helps them to develop their professional knowledge and gain experience in practical lessons. The application of these methods in the lessons increases the success, attitudes and interest of the students (Çepni & Aydın, 2015: 298). One of these methods is drama. Drama is the enactment of a part or all of life in the classroom by making use of theatrical techniques such as improvisation and role playing. The fact that drama is process-oriented rather than outcome-oriented allows children to express themselves freely without fear of making mistakes. San (2006) emphasizes the relaxing feature of drama. In this respect, drama is an effective method that brings daily life to the lesson and enables students to express themselves freely. In this context, the drama method should be known by the teacher candidates in terms of popularizing the Turkish language and literature course, transforming the course into practice, and integrating it with the new understanding of education. It is vital for teachers to have sufficient knowledge and equipment in the effective implementation of the drama method (Güler & Kandemir, 2015: 112). Teacher is the basic element that determines the goals and ensures the effective progress of the process. For this reason, the teacher assumes an important role in drama activities (Karadağ & Çalışkan, 2014).

One of the most effective ways that enables the development of an appropriate instructional design that can be followed by Turkish language and literature teacher candidates who will apply drama, which is a method that increases the effectiveness of educational activities when used in the teaching profession, is to create metaphors by examining the perceptions of the candidates towards drama. Teacher candidates' perceptions of drama will enable them to understand how to shape them while planning educational activities. The main problem of this research is to investigate through metaphors how the teacher candidates who receive teaching profession education in Turkey perceive the drama method, which is the most important building block of constructivist education. The meanings that individuals attribute to phenomena or objects affect their thinking and behavior (Ferreira, Smith & Bosworth, 2001). Metaphor is the figurative reflection of social reality (Balcı, 2003: 30). In other words, metaphor is the labels, meanings or conceptual expressions that a concept creates in the individual. Using metaphors helps individuals to say what they want to say more effectively with fewer words (Girmen, 2007: 9). It contributes to a better understanding of poorly understood subjects, to summarize ideas (Semerci, 2007: 133), to develop individuals' creative thinking skills and to create different perspectives (Girmen, 2007: 9; Aydoğdu, 2008: 27).

In this research, it has been tried to obtain clues about where the drama method is in the eyes of Turkish language and literature teacher candidates who graduated and have received formation education and how it will be used in education. When the literature is examined, we see that many metaphor studies are carried out in the field of drama (Adıgüzel, 2009; Yücel Toy, 2012; Taş, 2013; Güler & Kandemir, 2015; Yüksel, et al., 2016; Şahin Kalyon & Aksoy, 2017; Gündoğan & Ergenekon, 2019). It was seen that these studies mostly aimed to determine the Turkish, classroom and preschool teacher candidates' metaphorical perceptions towards drama. When the literature is examined, no study has been found to reveal the perceptions of Turkish language and literature teacher candidates towards the concept of drama. It is thought that the research will contribute to the field by revealing the perceptions and thoughts of teacher candidates in general, and Turkish language and literature teacher candidates who have received formation education in particular.

Aim of the Study

The study was carried out in order to examine the perceptions of Turkish language and literature teacher candidates, who received pedagogical formation education, about the drama method, based on the stated opinions. Within the framework of this purpose, the views of 146 Turkish language and literature teacher candidates, who received pedagogical formation education at Çukurova University, about the drama method were emphasized. The problem sentence of the research has been determined as "What are the metaphorical perceptions of Turkish language and literature teacher candidates regarding the drama method?".

METHOD

Research Design

In the research, basic qualitative research, one of the qualitative research designs, was used. In the study, the perceptions of Turkish language and literature teacher candidates about the drama method were evaluated. Basic qualitative research is a qualitative research design that is widely used in applied fields such as education and management. Anyone can do qualitative research, though not phenomenological, embedded (implicit) theory, narrative analysis, critical or ethnographic work. The research pattern of such studies is called "basic qualitative research". The research pattern of such studies is called "basic qualitative research". Data in basic qualitative research, which is one of the most widely used patterns in

education; collected through interview, observation or document review. What questions are asked, what is observed, and which documents are considered relevant and examined in such studies depend on the theoretical framework of the study. All qualitative research deals with how meaning is constructed. In this context, the primary purpose of basic qualitative research is to reveal and interpret the meanings in the data collected through interview, observation or document review (Merriam, 2018). The data obtained in the research were analyzed by content analysis method. Content analysis method is used to reveal concepts and relationships in the explanation of the data obtained (Yıldırım & Şimşek, 2013). All qualitative research deals with how meaning is constructed. In this context, the primary purpose of basic qualitative research is to reveal and interpret the meanings in the data collected through interview, observation or document review (Merriam, 2018). The data obtained in the research were analyzed by content analysis method. Content analysis method is used to reveal concepts and relationships in the explanation of the data obtained (Yıldırım & Şimşek, 2013).

Study Group

The study group of the research consists of 146 Turkish language and literature teacher candidates who received pedagogical formation education at Çukurova University

Table 1. Characteristics of the participants

Characteristics		f	(%)
Sex	Male	83	56,85
	Female	63	43,15
Total		**146**	**100**

Data Collection

The data in the study were obtained with the metaphor form prepared by the researchers. Through metaphors, people explain the concepts they have difficulty in perceiving with some simile elements they use in daily life. In order to collect the data, the participants were asked to answer the question "drama method is like … because…". According to Saban (2008), the concept of "like" in metaphor studies is used to evoke the relationship between the subject of the metaphor and the source of the metaphor more clearly. With the concept of "because", students are expected to create a justification or a logical basis for the metaphors they produce. Afterwards, the participants were informed about the purpose of the study by explaining what "metaphor means".

Data Analysis

In order to collect data in the research, teacher candidates were asked to answer the question "Drama method is like … because …". Codes and categories were determined based on the metaphors expressed by the teacher candidates.

1. Coding and Sorting

While analyzing the data, coding and sorting were done first. At this stage, the metaphors produced by the teacher candidates were listed and it was checked whether the written metaphors clearly expressed the metaphor. Then, each metaphor stated by the teacher candidates was coded. When the metaphors were examined, it was seen that there were 10 forms in which the metaphor was not explained with any logical justification, and these forms were excluded from the evaluation.

2. Sample Metaphor Compilation

At this stage, 146 valid metaphors obtained after the listed metaphors were listed again and the data of the teacher candidates were listed by coding each form as K. 1, K. 2 etc. Then, the sample metaphor expression that best represents each metaphor was selected. Thus, a sample metaphor list was created. This list was used when deciding under which categories the metaphors would be grouped.

3. Category Creation

At this stage, the metaphors created by the participants for the drama method were examined in terms of common characteristics. A total of 93 different metaphors for the drama method were analyzed in terms of the subjects, sources and the relationship between the subjects and sources of the metaphors. It was determined that the examined metaphors have grouped in 17 categories in terms of their common characteristics.

4. Ensuring Validity and Reliability

In order to measure the reliability of the research, first of all, the metaphors were ranked according to conceptual categories by three researchers. Then, categories were determined by taking the reasons for the metaphors into account. At the next stage, the analyzes made with the researchers were compared and the cases where there was a difference of opinion or consensus were determined. In this context, the metaphors stated by the teacher candidates were calculated with the formula of Miles & Huberman (1994) Reliability = Consensus / Consensus + Disagreement and the result was determined as .90, and this result was found to be sufficient in terms of reliability.

FINDINGS

In this section, the metaphors produced by the participants regarding the drama method were analyzed first by categorizing them as positive, negative and neutral, and then conceptually. Quotations were made from the sentences related to the metaphors created.

Table 2. The positive, negative and neutral metaphors developed by Turkish language and literature teacher candidates regarding drama method, and number and percentage of students representing these metaphors

Category	Code	Name of the Metaphor	The Student Representing the Metaphor			
			Total of Codes			
			(f)	(%)	(f)	(%)
	1	Pain	1	0,68	125	85,62
	2	Tree	2	1,37		
	3	Crying Baby	1	0,68		
	4	Action	1	0,68		
	5	Memory	1	0,68		
	6	Mirror	8	5,48		
	7	Freedom of Self	1	0,68		
	8	Bringing Knowledge	1	0,68		
	9	Enactment	1	0,68		
	10	Charlie Chaplin	1	0,68		
	11	A Precious Environment	1	0,68		
	12	A Lesson Taught Enjoyably	1	0,68		
	13	Emotion	2	1,37		

	14	The Mirror of Emotions	1	0,68
	15	An Emotional Theater	1	0,68
	16	The World	1	0,68
	17	Literature	1	0,68
	18	Education	1	0,68
	19	Stone of Education	1	0,68
	20	Entertainment	1	0,68
	21	Film	2	1,37
	22	The Real Life	3	2,06
	23	Sky	2	1,37
	24	Visual Feast	1	0,68
	25	Show	1	0,68
	26	Eye	1	0,68
	27	Daily Life	1	0,68
	28	Dream	3	2,06
	29	The World of Dreams	1	0,68
	30	Imaginary World	1	0,68
	31	Sky in Our Imagination	1	0,68
	32	Life	12	8,22
	33	Trailer of Life	1	0,68
	34	The Curtain on which Life is Staged	1	0,68
	35	Story	1	0,68
	36	To Feel	1	0,68
	37	Light	1	0,68
	38	Need	1	0,68
Positive Metaphors	39	Paper	1	0,68
	40	Permanent	1	0,68
	41	Heart	1	0,68
	42	Section	1	0,68
	43	Book	1	0,68
	44	Bridge	1	0,68
	45	Substance	1	0,68
	46	A Tree with Fruits	1	0,68
	47	Music	2	1,37
	48	Fourteen- Fifteen Keys	1	0,68
	49	Game	9	6,17
	50	Studentship	1	0,68
	51	Learning- Teaching Game	1	0,68
	52	Educational Art Activities	1	0,68
	53	Freedom	1	0,68
	54	Reinforer	1	0,68
	55	Color	1	0,68
	56	Romanticism	1	0,68
	57	Role Playing	1	0,68
	58	Dream	1	0,68
	59	Scenario	1	0,68
	60	Magic	1	0,68
	61	Cinema	1	0,68
	62	Water	1	0,68

	63	Candy	1	0,68			
	64	Poem	2	1,37			
	65	Depiction	1	0,68			
	66	Theater	13	8,91			
	67	Earth	1	0,68			
	68	Traumatic	1	0,68			
	69	T-Shirt	1	0,68			
	70	Ballad	1	0,68			
	71	Reflecting	2	1,37			
	72	Life	4	2,74			
	73	Living	1	0,68			
	74	Pain	1	0,68	16	10,96
	75	Requiem	1	0,68		
	76	Crying	1	0,68		
	77	Evening	1	0,68		
	78	Tear	1	0,68		
	79	Sad Side of Life	1	0,68		
Negative Metaphors	80	Enacting Sadness	1	0,68		
	81	Sad Song	1	0,68		
	82	Fear	1	0,68		
	83	Onion	1	0,68		
	84	Turkish Lira	1	0,68		
	85	Turkish Cinema	1	0,68		
	86	Sadness	2	1,37		
	87	Artificial	1	0,68		
	88	Oppression	1	0,68		
	89	Raw Meat	1	0,68	5	3,42
	90	Film	1	0,68		
Neutral Metaphors	91	Destiny	1	0,68		
	92	Song	1	0,68		
	93	Life	1	0,68		
Total			**146**	**100**	**146**	**100**

As seen in Table 1, Turkish language and literature teacher candidates produced 93 different metaphors for the concept of "drama". When the table is examined, it is seen that 125 (85.62%) participants have a positive perception of the concept of "drama", while 16 (10.96%) participants have a negative perception and 5 (3.42%) participants have a neutral perception.

The most produced positive metaphors are "Theater, life, play and mirror" metaphors, respectively. Some of the participant statements are as follows:

Drama is like "theater" because it is created using theatrical techniques. (P.117)

Drama is like "life" because it is from life. (P.44)

Drama is like a "game" because it is fun and permanent. (P.82)

Drama is like a "mirror" because it shows what people perceive around them. (P.2)

Participants who developed negative metaphors categorized drama as "sadness" the most. Here is an example of this

category:

Drama is like "sadness" because it reminds me of sadness and pessimism. (P.146)

In Table 3, the metaphors created by the teacher candidates are divided into 17 conceptual categories:

Table 3. Conceptual categories created by participants' metaphors regarding drama

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Reflecting life	25	17,12	Impressive	6	4,11
Teaching and facilitating learning	20	13,70	The one with contradictions	5	3,42
Reflecting the inner world of human	19	13,01	Precious	3	2,05
Painful or distressing	14	9,59	Improving communication	3	2,05
Diverse/ rich/ differentiating/ different	10	6,85	Uncertain or indecisive	2	1,37
Theatrical	10	6,85	Unreal	1	0,69
Developing creativity and imagination	10	6,85	Unlovable	1	0,69
Entertaining	8	5,48	The ever-moving	1	0,69
Based on game and enactment	8	5,48			
Total				**146**	**100**

Analysis of the Categories

Table 4. The Metaphors regarding the category of "reflecting life"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Life	10	40	Daily life	1	4
Mirror	5	20	Trailer of life	1	4
Real life	3	12	The curtain on which life is staged	1	4
Living	3	12	Theater	1	4
Total				**25**	**100**

In this category, there are 8 metaphors produced by 25 teacher candidates (17.12%). It is seen that metaphors mostly consist of the concepts of "life, mirror". Some of the participant statements regarding this category are given below:

Drama is like "life" because it is from life. (P.44)

Drama is like a "mirror" because it reflects all aspects of life. (P.4)

Table 5. The metaphors regarding the category of "teaching and facilitating learning"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Theater	2	10	Paper	1	5
Memory	1	5	Permanent	1	5
Bringing knowledge	1	5	Substance	1	5
Need	1	5	Game	1	5
Stone of Education	1	5	Learning- teaching game	1	5
Visual Feast	1	5	Educational art activities	1	5
Show	1	5	Reinforcer	1	5
Eye	1	5	Cinema	1	5
The World of Dreams	1	5	T-Shirt	1	5
Story	1	5			
Total				**20**	**100**

In this category, there are 19 metaphors created by 20 teacher candidates (13.70%). In the table, it is seen that

the metaphor of "theatre" is mostly used. The participant statement regarding this category is given below:

Drama is like "Theatre" because it is more permanent. (P.111)

Table 6. Metaphors regarding the category of "reflecting the inner world of human"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Mirror	3	15,79	Poem	1	5,26
Emotion	2	10,53	Destiny	1	5,26
Crying Baby	1	5,26	Romanticism	1	5,26
Enactment	1	5,26	Description	1	5,26
An emotional theater	1	5,26	Earth	1	5,26
The sky in our imagination	1	5,26	To reflect	1	5,26
Life	1	5,26	Living	1	5,26
To feel	1	5,26	To live	1	5,26
Total				**19**	**100**

In this category, there are 16 metaphors produced by 19 teacher candidates (13.01%). It is seen that metaphors mostly consist of the concepts of "mirror and emotion". Some of the participant statements regarding this category are given below:

Drama is like a "mirror" because when you look in the mirror, you see yourself and your experiences. (P.7)

Drama is like "emotion" because with emotions, people can dramatize and express (abreact) themselves. (P.20)

Table 7. The metaphors related to the category of "painful or distressing"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Sadness	2	14,29	Sad side of life	1	7,14
Pain	1	7,14	Enacting sadness	1	7,14
Requiem	1	7,14	Sad song	1	7,14
Crying	1	7,14	Fear	1	7,14
Evening	1	7,14	Onion	1	7,14
Literature	1	7,14	Turkish cinema	1	7,14
Tear	1	7,14			
Total				**14**	**100**

In this category, there are 13 metaphors produced by 14 teacher candidates (09.59%). It is seen that the metaphor of "sadness" is used the most. The participant statement regarding this category is given below:

Drama is like "sadness" because it reminds me of sadness and pessimism. (P.146)

Table 8. The metaphors related to the category of "diverse/ rich/ differentiating/ different"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Tree	2	20	A tree with fruits	1	10
Sky	2	20	Fourteen- fifteen keys	1	10
Education	1	10	Role playing	1	10
Book	1	10	Poem	1	10
Total				**10**	**100**

In this category, there are 8 metaphors produced by 10 teacher candidates (06.85%). It is seen that metaphors mostly consist of the concepts of "tree and sky". Some of the participant statements that make up this category are given below:

Drama is like a "tree" because each branch has its own difference. (P.14)

Drama is like the "sky" because it contains many colors and emotions. (P.42)

Table 9. The metaphors related to the category of "theatrical"

Name of the Metaphor	f	%
Theater	9	90
Scenario	1	10
Total	**10**	**100**

In this category, there are 8 metaphors created by 10 teacher candidates (06.85%). In the table, it is seen that the metaphor of "theatre" is mostly used. The participant statement regarding this category is given below:

Drama is like "theatre" because it is created by making use of theater techniques. (P.117)

Table 10. The metaphors related to the category of "developing creativity and imagination"

Name of the Metaphor	f	%	Metaphor Name	f	%
Imagination	3	30	Life	1	10
Freedom of self	1	10	Section	1	10
The world	1	10	Freedom	1	10
Imaginary world	1	10	Dream	1	10
Total				**10**	**100**

In this category, there are 8 metaphors created by 10 teacher candidates (06.85%). It is seen that the metaphor of "dream" is mostly used in the table. The participant statement regarding this category is given below:

Drama is like a "dream" because it allows the imagination to develop. (P.58)

Table 11. The metaphors related to the category of "entertaining"

Name of the Metaphor	f	%	Name of the Metaphor	f	%
Game	3	37,5	Color	1	12,50
A lesson taught enjoyably	1	12,5	Candy	1	12,50
Entertainment	1	12,5	Ballad	1	12,50
Total				**8**	**100**

In this category, there are 6 metaphors created by 8 teacher candidates (05.48%). It is seen that the metaphor of "game" is mostly used. The participant statement regarding this category is given below:

Drama is like a "game" because pleasure it is pleasurable and enjoyable to play games. (P.85)

Table 12. The metaphors related to the category of "based on game and enactment"

Name of the Metaphor	f	%
Game	4	50
Film	2	25
Theater	1	12,50
To Reflect	1	12,50
Total	**8**	**100**

In this category, there are 6 metaphors produced by 8 participants (05.48%). It is seen that the main metaphors consist of the concepts of "game and movie". Some of the participant statements regarding this category are given below:

Drama is like "game" because in drama, play is essential. (P.87)

Drama is like a "movie" because it is animated. (P.32)

Table 13. The metaphors regarding the category of "impressive"

Name of the Metaphor	f	%
Music	2	33,33
Light	1	16,67
Traumatic	1	16,67
Magic	1	16,67
Water	1	16,67
Total	**6**	**100**

In this category, there are 5 metaphors produced by 6 participants (04.11%). It is seen that the metaphor of "music" is used the most. The expression of the participant creating this category is given below:

Drama is like "music" because it is impressive. (P.76)

Table 14. The metaphors related to the category of "the one with contradictions"

Name of the Metaphor	f	%
Pain	1	20
The mirror of emotions	1	20
Film	1	20
Song	1	20
Living	1	20
Total	**5**	**100**

In this category, there are 5 metaphors produced by 5 participants (03.42%). Sample participant statements related to this category are given below:

Drama is like "pain" because it's beautiful in that both pain and joy go together. (P.9)

Table 15. The metaphors related to the category of "precious"

Name of the Metaphor	f	%
A precious environment	1	33,33
Heart	1	33,33
Studentship	1	33,33
Total	**3**	**100**

In this category, there are 3 metaphors produced by 3 teacher candidates (02.05%). An example of the participant's statement related to this category is given below:

Drama is like a "valuable environment" because those who appreciate it know it. (P.23)

Table 16. The metaphors related to the category of "improving communication"

Name of the Metaphor	f	%
Charlie Chaplin	1	33,33
Bridge	1	33,33
Game	1	33,33
Total	**3**	**100**

In this category, there are 3 metaphors produced by 3 teacher candidates (02.05%). Below is an example of the participle expression that makes up this category:

Drama is like a "bridge" because it enables communication between people. (P.74)

Table 17. The metaphors related to the category of "uncertain or indecisive"

Name of the Metaphor	f	%
Turkish lira	1	50
Raw meat	1	50
Total	**2**	**100**

In this category, there are 2 metaphors created by 2 teacher candidates (01.37%). An example of the participant's statement related to this category is given below:

Drama is like "raw meat" because it is neither disposable nor edible. (P.145)

Table 18. The metaphors related to the category of "unreal"

Name of the Metaphor	f	%
Artificial	1	100
Total	**1**	**100**

In this category, there is 1 metaphor produced by 1 teacher candidate (0.69%). An example of the participant's statement related to this category is given below:

Drama is like "artificial" because it cannot live the truth. (P.146)

Table 19. The metaphors related to the category of "unlovable"

Name of the Metaphor	f	%
Oppression	1	100
Total	**1**	**100**

In this category, there is 1 metaphor produced by 1 teacher candidate (0.69%). An example of the participant's statement related to this category is given below:

Drama is like "oppression" because I don't like it. (P.144)

Table 20. The metaphors related to the category of "the ever-moving"

Name of the Metaphor	f	%
Action	1	100
Total	**1**	**100**

In this category, there is 1 metaphor produced by 1 teacher candidate (0.69%). An example of the participant's statement related to this category is given below:

Drama is like "action" because it is a continuous sequence of events taking place within itself. (P.1)

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In order to be successful in the teaching profession, Turkish language and literature teacher candidates should learn not only the subjects related to their field, but also the ways of how to transfer these subjects to the students. That teacher candidates learn all kinds of teaching methods, techniques and strategies for the field is necessary for them to know their own fields, to gain experience in their profession, and to turn theory into practice. Today, the basis of these methods is based on the constructivist education approach. J. Dewey, one of the pioneers of constructivist education, argued that education is not a preparation for life, it is life itself, and activities that will enable children to learn the necessary knowledge and skills for their lives should be associated with their daily lives. The fact that drama provides learning based on experiences and prepares children for life is in line with Dewey's thoughts. During drama activities, children reflect

situations and events that can happen in daily life by using techniques such as animation, improvisation, role-playing, and take part in the activities. Among the education systems, the constructivist approach is the most desired and accepted one. The feature of drama preparing children for life, reflecting life, supporting their problem-solving skills and providing them with the opportunity to learn by doing and experiencing coincides with the principles of the constructivist approach, the basic principle of which is active participation (Önder, 2002).

Among these methods, it is important for teacher candidates to know the drama method, which is integrated with the constructivist education approach. In this context, in this study, it was tried to determine the perceptions of Turkish language and literature teacher candidates about the drama method. It was observed that 125 participants had a positive perception of the concept of "drama", while 16 participants had a negative perception and 5 participants had a neutral perception. The most produced positive metaphors are respectively "Theatre, life, play and mirror" metaphors. Participants who developed negative metaphors categorized drama as "sadness" the most. In similar studies, it was determined that the participants had positive perceptions towards drama (Gündoğan & Ergenekon, 2019; Onur Sezer & Bağçeli Kahraman, 2021).

Based on the metaphors expressed by the participants, the following categories were created:

- Reflecting life

- Teaching and facilitating learning

- Reflecting the inner world of human

- Painful or distressing

- Diverse/ rich/ differentiating/ different

- Theatrical

- Developing creativity and imagination

- Entertaining

- Based on game and enactment

- Impressive

- The one with contradictions

- Precious

- Improving communication

- Uncertain or indecisive

- Unreal

- Unlovable

- The ever-moving

The fact that the participants produced a large number of metaphors (93) and that they were divided into 17

categories can be considered as the drama method being a rich and diverse field. Other studies on the drama method have also referred to the richness of perceptions about the method (Yüksel, et al., 2016).

When we look at the conceptual categories, the participants who developed metaphors about the drama method mostly chose the concept of "reflecting life" with 17.12%. It was observed that the participants used the concepts of "life and mirror" as the main metaphor. In similar studies conducted with teachers from different branches, it is seen that drama is identified with life (Taş 2013; Yüksel, et al., 2016; Şahin Kalyon & Aksoy, 2017; Gündoğan & Ergenekon, 2019; Onur Sezer & Bağçeli Kahraman, 2021). Gündoğan & Ergenekon (2019) stated in their studies that drama is seen more like life and that it reflects life itself. In the same study, life-reflective features of drama such as "memories, observation and experience, rehearsal of real life" were expressed. In another study, it was determined that the life metaphor related to the concept of "drama" was frequently produced. This is an expression that teacher candidates associate the concept of "drama" with life at the end of drama activities. Situations that drama presenting sections from the life, being able to deal with many subjects and giving opportunities to experience different emotions in the process show that it is not very independent from the metaphor of life (Şahin-Kalyon & Aksoy, 2017: 123). In another study, when we look at the metaphors that drama is likened to in terms of being a tool that reflects life, it has been determined that drama is predominantly seen as "life, mirror, world and human" (Onur Sezer & Bağçeli Kahraman, 2021: 528). It is noteworthy that these metaphors are similar to the metaphors in the category "Reflecting life" in our study. Kerekes & King (2010), who draw attention to the importance of drama education that teacher candidates receive during their undergraduate education, state that drama activities, which enable them to be prepared for real-life situations, support children and teacher candidates in gaining the skills needed in the 21st century. As a result, the fact that the teacher candidates are mostly united in the theme of "reflecting life" can be interpreted as the lived or possible events in the definition of drama are associated with life.

13.70% of the teacher candidates participating in the research preferred the category of "teaching and facilitating learning" using the metaphor of "theatre" the most. Although drama contains the concepts of "game and freedom", it is an effective teaching method with its own rules. This method also has a facilitating feature that saves learning from boringness and monotony. In a similar study, when metaphors containing the category of drama as a teaching tool were examined, it was determined that drama was predominantly perceived as "method, lesson, teacher and simulation" (Onur Sezer & Bağçeli Kahraman, 2021: 520).

13,01% of the teacher candidates participating in the research preferred the category of "reflecting the inner world of the human" by using the metaphors of "mirror and emotion" the most. During drama activities, the individual reflects his inner world, expresses his feelings and relaxes, briefly gets to know herself/ himself. By reflecting their inner world, the participants mingle with other group members, and feel relieved by expressing their suppressed emotions from the moment they join the group.

09.59% of the teacher candidates participating in the research preferred the category of "painful or distressing" by using the metaphor of "sadness" the most. There is no semantic relationship between the word "dram (tragedy)", which is used to express pathetic situations among the public, and the "dram" that we use today (Kara, 2010: 12). The participants confused the concepts of "drama" and "dram (tragedy)" with each other and interpreted them in a negative way with the common understanding.

06.85% of the teacher candidates participating in the research preferred the category of "diverse/ rich/

differentiating/ different" using the metaphors of "tree and sky". Drama diversifies the individual by putting on different roles, enriches both creativity and imagination.

06.85% of the teacher candidates participating in the research preferred the category of "theatrical" using the metaphor of "theatre" the most. Drama and theater feed off each other, but they differ within themselves. From time to time, these two fields are perceived as the same concepts due to the transitive relationship between them. That's why the participants liken drama to theatre. Onur Sezer & Kahraman (2021: 528) stated that when the metaphors in their study were examined, drama is mainly seen as "game" and "theatre".

06.85% of the teacher candidates participating in the research preferred the category of "Developing Creativity and Imagination" using the metaphor of "dream" the most. Drama is a method that turns dreams into creative actions. Drama helps the individual to have the fastest access to the imagination. In addition, drama provides the development of imagination by providing a transition to a different world (Gündoğan, Arı, & Gönen, 2013). In a similar study, when metaphors describing drama as an imaginary world were examined, it was determined that drama was mainly seen as "creativity, imaginary world and dream garden" (Onur Sezer & Bağçeli Kahraman, 2021: 520). In another study, perceptions that identify drama with imaginary concepts were revealed. Drama is likened to "imagination, sky, as if" (Gündoğan & Ergenekon, 2019: 1782).

05.48% of the teacher candidates participating in the research preferred the "Fun" category by using the "game" metaphor the most. Glasser (1996) speaks of the needs for "freedom and fun" in choice theory. Since drama allows learning by having fun and its essence is freedom (Önder, 2003), it overlaps with two of the basic needs Glasser mentioned in the theory of choice. In many similar studies, drama was seen as an entertaining method by the participants. In this context, metaphors of "entertainment, play dough, prize, holiday and street games" were preferred mainly. In the related study, drama was mostly expressed with the metaphor of "entertainment" by teacher candidates (Onur Sezer & Bağçeli Kahraman, 2021: 528-530).

05.48% of the teacher candidates participating in the research preferred the category of "Based on Play and Enactment" using the metaphors of "game and movie" the most. Onur Sezer & Kahraman (2021: 519) stated in their studies that drama is seen mainly as game and drama. In a similar study also conducted with teacher candidates, it is also remarkable that the game, which is one of the important components of drama, is among the metaphors most frequently created by teacher candidates. Based on this, it can be said that the teacher candidates have reached the conclusion that the game has an effect on drama (Yüksel, et al., 2016: 427). Epçacan (2013), in his study, the majority of teacher candidates stated that drama improves their knowledge and cultural levels through games. The most important stage of the drama is the "enactment". During re-enactment, children develop their empathy skills (Pinciotti, 1993) and their ability to look at events from a different perspective (Annarella, 1992) as they enact an event or situation. With the enactment of different characters, children learn the role, duties and responsibilities of the characters around them in society.

04.11% of the teacher candidates participating in the research preferred "Impressive", 03.42% "The one with contradictions", 02.05% "A precious environment", 02.05% "Improving communication", % 01.37 of them preferred the category of "Uncertain or indecisive", 0.69% of them "Unreal" and 0.69% of them "Unlovable".

0.69% of the teacher candidates who participated in the research preferred the category of "the ever-moving" the most. Another important element of drama is physical activity, that is, "action". Action is at the heart of drama. In fact, drama is used as a word to mean "doing something", "something being done" (Nutku 1998, 27). In a study conducted with

teacher candidates, it was revealed that they produced metaphors under the "movement" sub-theme regarding the concept of drama. This is an expression of the emphasis on drama's characteristic of containing movement (Şahin Kalyon & Aksoy, 2017).

As a result, most of the metaphors created by the Turkish language and literature teacher candidates for the drama method are positive. In this sense, it can be concluded that drama integrates students with life itself, supports their development zones, and improves their creativity and imagination. If teacher candidates have positive feelings and thoughts about drama, they will implement drama activities more effectively and willingly. These experiences and information obtained during drama education are very effective in the formation of mental schemas (Toivanena, Komulainena & Ruismäkia, 2011). Yüksel et al., (2016) also discussed the situation from a different perspective in their studies and stated that the theoretical knowledge and experiences gained by teacher candidates in drama activities were effective on the metaphors they produced (Yüksel, et al., 2016: 427). The truth revealed by all these ideas is that there is a close relationship between drama management and gaining experience.

Within the framework of the above results, the following recommendations can be listed:

- Similar studies to be carried out in different universities and with more Turkish language and literature teacher candidates will be important in terms of revealing the effect of the drama method.

- The positive perception of the drama method in the eyes of teacher candidates may suggest the inclusion of drama courses in the Turkish language literature teaching formation program.

- Turkish language and literature teacher candidates can be encouraged to attend relevant training courses and seminars in order to enable them to use drama in their professional lives.

- In another study, more information and findings on perceptions about drama can be obtained by supporting the data collection process with different methods such as focus group interview, observation, and action research.

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