

## Metaphoric Perceptions of Philosophy Students on the Concept of Philosophy

### *Felsefe Bölümü Öğrencilerinin Felsefe Kavramına İlişkin Metaforik Algıları*

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Received: 28.02.2021 | Accepted: 02.04.2021

**Abstract:** The study aims to determine how students of the philosophy department conceptualize and perceive the concept of philosophy through metaphors. In the study, phenomenological design, one of the qualitative research methods, was used, and a purposeful sampling technique was used to determine the study group. A total of 184 university students studying at Bingöl University Philosophy Department in the 2020-2021 academic year were included in the research. The metaphor sentence was sent online to the students of the philosophy department. The "content analysis" technique was used to analyze the data. According to the results of the research, most metaphors were produced by the students of the philosophy department in the category of "leading to thinking" ( $f = 29$ ). One of the most important results we obtained in our study, the largest of the reasons for the negative attitude towards philosophy in Turkey; philosophy is not known literally. In the comparisons made with similar studies on this subject, it has been determined that students who have received philosophy education have a more positive perception of the concept of philosophy than students who have not studied philosophy. We can say that most of the perceptions that philosophy is harmful, contradicts religion, confuses the mind, and is unnecessary are caused by not knowing philosophy.

**Keywords:** Philosophy, metaphor, philosophy department students, thinking, questioning.

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## Introduction

The concept of metaphor, which consists of the words meta: beyond and pherein: to carry, to be loaded, comes from the Greek word "phérō", which means to carry a concept, a phenomenon beyond itself, to undertake more than it is (Demir & Yıldırım, 2019:2). The Turkish Language Institution states that the word is French and corresponds to the word "Mecaz (Usage in Turkish)", which translates from Arabic to Turkish (TDK, 2011). When we look at the usage of the word metaphor in Turkish, we see that it is used as the equivalent of many concepts such as "istiare, telmih, mecaz-ı mürsel (Usage in Turkish)", "metaphor", "trope" (Develioğlu, 2010).

All meanings of the term "metaphor" have been associated with the actions of "carrying, sending" in Western languages. Later, a family of concepts was formed around this foundation. The metaphor, which is reproduced in the form of the concepts of "referring to the other, directing, relating, meeting with something else, likening, relating", has emerged in a wide range of using in-text studies and pedagogy. In Turkish, it is considered an art term, and since it is accepted as a synonym for the concept of "mecaz", all metaphors that have formed as a concept in oral and written culture disappear under the shadow of this term. In careful studies, instead of "metaphorical expression", other terms belonging to the "family of mecaz" are often preferred, and additional explanations are used in cases where this term is insufficient or does not coincide with the concept. "(Demir & Yıldırım, 2019: 3). In many fields of science until today metaphors; are mental images used at school, at home, on the street, and in all areas of daily life.

In revealing the perception style of a subject, the concepts to be analyzed, and the metaphors utilized from it (Cerit, 2008) are also used to grasp the real meanings through interpretation about that subject (Çalışkan, 2009). In short, metaphors are used for easier comprehension of some difficult, abstract, or unclear concepts (Arslan & Bayrakçı, 2006).

Metaphors are mental tools popularized and used not only by literary specialists but also by philosophers. Metaphors, to facilitate the understanding of an abstract problem, many of the ancient and Turkish-Islamic philosophers and even the Modern Age philosophers made use of metaphors. However,



while philosophers use metaphor to make difficult philosophical problems understandable, literati use it only for the beauty of style (Keklik, 1984).

The word philosophy, also called thinkology, is the intellectual thinking activity indicated by the term "phileo", which means "love" in Greek, and "sophia", which means knowledge, wisdom. When the word philosophy means "love of wisdom" or "search for wisdom", intellectual thinking, and original research, all kinds of scientific researchers are named "philosopher" according to this original meaning. In this respect, philosophy, which included all science and disciplines in the early periods, was separated from all other branches of science and disciplines in terms of methods and subjects later. According to this, the subject of philosophy is the ultimate and supreme things, the existence in general, the things that fundamentally affect everything of the universe, or the actions of man, his life, things related to it. While other sciences and disciplines dealt with existence from one aspect or from a certain angle, philosophy has used methods that are different from the sciences that describe what is happening, since it deals with and examines existence as a whole and in terms of being (Cevizci, 1999).

The subject of philosophy is human life in the social and historical dimension of individual existence. Philosophy is a set of activities that provide us with the opportunity to look at the life that has dominated every historical era and from the perspective of generations. To deal with philosophy is to expand beyond the present situation, to explore the essence of individual life. In one aspect, philosophy is science, that is, the knowledge of objects. On the other hand, when we go back and forth between facts in the search for truth, a methodology we need is almost a compass we need. But, especially from the perspective of the first philosophers, philosophy is a way of life (Işıldak, 2006).

Philosophy has always been a subject of interest in the curriculum in every period of the Ottoman state. However, the philosophical activity in our society, XII. the century began to decline, XVI. We see that after the century it was completely halted, and philosophy began to become an intellectual activity of scientists and a part of scholastic education. In this period, sometimes an attitude was taken against philosophy by showing religious sensitivities as a reason, and sometimes philosophy was wanted to be shown among harmful sciences. On the other hand, the Western-based philosophy education that



started with the Tanzimat and continued with the Republic period has affected the approach of the society to philosophy and philosophy education. It is seen that the background of the negative attitude towards philosophy has two main reasons. The first is the situation in which the critical and skeptical style of philosophy seems to contrast with religious beliefs, and the second is the nature of the mental transformation that is attempted to be achieved through philosophy lessons as an educational program (Yıldırım, 2013).

Negative attitudes towards Philosophy, the Republican era with the introduction of positivism Turkey (Korlaeçi, 2003), has begun to take a systematic state day by day. Because positivism has started to spread with various branches of science including philosophy. Having a Muslim community in Turkey has deepened an even more negative attitude towards philosophy under the influence of this movement. Among the people who do not know the true meaning of philosophy, the misconception that this science is irreligion and the deliberate attempts of students sent abroad for education to place it after their return has also led to the increase of this negative perception. In this study, we tried to measure the causes of negative perceptions against philosophy from the perspective of philosophy students.

In the understanding of philosophy, which can be considered more abstract than other sciences, metaphorical expressions are used to explain philosophy with a more specific and constructive method that can be understood from the meaningless, dark, and blurry, ambiguous expressions. If the difficulties in understanding philosophy are considered, the need for metaphor will be better understood (Aydın, 2006). Metaphors, which have been used frequently in recent years, are the way that a concept or phenomenon about a subject is expressed by images with the information existing in the mind of the person. Therefore, the metaphor expressed is also an expression of the knowledge in the mind about that subject. Because metaphor also gives a person's knowledge about a concept or phenomenon.

Since we understand most of our social reality in metaphorical terms and our understanding of the physical world is partially metaphorical, metaphor is very important and plays an undeniable role in determining what is real (Lakoff & Johnson, 2015: 194). Different cultures have different concept systems and hence the human dimensions of reality differ from culture to culture. Concept systems of different cultures depend in part on the physical environment in



which they develop and exist within this environment. Every culture should provide a way of dealing with its environment, both by adapting and changing it. Most cultural changes result, from the introduction of new metaphorical concepts and the loss of old ones (Lakoff & Johnson, 2015: 193-194). For example, it is observed that there is a negative perception in the society that "philosophy is verbiage". Studies are needed to correct this perception. The study was carried out with the students of the philosophy department to reveal the correct perceptions.

## Method

### Research Model

Phenomenological design, one of the qualitative research methods, was used in this study. Phenomenology, also known as phenomenology, is a method that studies phenomenology (Balci, 2016). Phenomenology is the conscious experience of people's own life worlds, that is, their daily life and social action (Schram, 2003: 71). The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the world we live in, phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts, and situations. However, this acquaintance does not mean that we fully understand the facts. Phenomenology provides a suitable research ground for studies that are not completely alien to us, but also aim to investigate phenomena that we do not fully understand (Yıldırım & Şimşek, 2016). In studies carried out with phenomenological design, it is tried to reveal the cognitive structures existing in the minds by examining the comments of the research participants about the facts they have personally experienced (Creswell, 2017). Phenomenology research is a research design that aims to highlight the perceptions and experiences of individuals from their own point of view (Ersoy, 2016: 55). Phenomenology is an elaborate and in-depth description of how people experience phenomena (Patton, 2014).

### Study Group of the Research

Criterion sampling technique, one of the purposeful sampling methods, was used in determining the study group. In line with the purpose of the research, the sample is composed of people, events, objects, or situations that have the qualifications determined in relation to the problem (Yıldırım &



Şimşek, 2016). The main criterion for the selection of the participants in this study is that they are students of the philosophy department. In the study group determined for this research, 198 students studying at the philosophy department of Bingöl University in the academic year of 2020-2021 were included. However, 14 forms that formed erroneous metaphors related to the concept of philosophy were eliminated, as a result, they consisted of 184 people.

Table 1. Demographic information of the students of the department of philosophy

Variables	Category	N	%
Gender	Female	121	65,8
	Male	63	34,2
Total Number of Students		184	100

### Collection of Data

In the research, a form was created in Google forms environment. In the form, participants were asked to complete the sentence "philosophy is like / similar to ..... because....." In addition to their personal information. In addition, explanations and examples were given about what metaphor is and how it is used (Kılcan 2017). The prepared forms were sent online (WhatsApp) and collected in the same way.

### Data Analysis

The content analysis method was used in the analysis and analysis of metaphors. Content analysis is defined as a systematic, renewable technique in which some words of a text are summarized with smaller content categories with coding based on certain rules (Büyüköztürk, Kılıç, Çakmak, Akgün, Karadeniz, & Demirel, 2008). Balcı (2016) content analysis; describes what people say and write as a process of quantification (digitization) by coding according to clear instructions.

While analyzing the content of this research, it was found that Creswell (2017) cascaded as a method in his book, D. Çeliker and Akar (2015), Saban (2008), Sezgin et al. (2016), the five-stage evaluation process that was adapted and used was considered. These are 1. *Naming and Screening Stage*, 2. *Classification Stage*, 3. *Category Development Stage*, 4. *Validity and Reliability Stage*, 5. *Data Editing Stage for Quantitative Data Analysis*.



A temporary alphabetical list of metaphors produced by education administrators during the naming and elimination stage was made. In accordance with the aims of the study, it was examined whether the metaphors produced by the students of the philosophy department were clearly expressed. The data that could not explain the concept of "philosophy" as a metaphor was eliminated ( $f = 14$ ). Each remaining questionnaire was given a poll number. The study was conducted with a total of 184 forms. For the forms of metaphors evaluated, they were coded and numbered as F1, F2...

In the classification stage, using content analysis, each metaphor was divided into mental images based on the main idea it contains and analyzed in terms of similarities and common features with other metaphors. For this purpose, the metaphors written by students were read and reviewed one by one.

During the category development phase, the metaphors written by the students were brought together in terms of their common features and gathered under different categories. The categories created by the field experts were grouped under common headings, which were re-classified. 12 categories were developed by the researcher regarding the concept of philosophy.

The reasons given in the categorization of the data were acted upon. Data with the same reasons and different metaphors were categorized into different categories. For example, "*Philosophy is like life because you learn as you live (27F)*." While the *life* metaphor in his sentence is in the category of "*being educational*"; The *life* metaphor in the sentence "*philosophy is like life because it is empty and meaningless (67F)*." is included in the category of "*being harmful*".

In the presentation of the obtained metaphors, "Word Clouds" were preferred to increase the understandability and accessibility by visualizing the written responses. The size of the word in the visualization is proportional to the number of times the word appears in the input text. In other words, the metaphor with a high frequency is determined to be larger in the image (Bletzer, 2015). In addition, since the metaphor was produced mostly in the category of "leading to thinking" in the study, "thinking man image" was used in visualization.

### **Ensuring Validity and Reliability Phase**

Reporting the collected data in detail and explaining how the researcher reached the results are among the important criteria of validity in





Figure 1 shows that a total of 127 different metaphors related to the concept of "philosophy" were produced by the students of the philosophy department. the most produced metaphors for the concept of philosophy; *life* ( $f= 11$ ), *water* ( $f= 8$ ), *thinking* ( $f= 6$ ), *ocean* ( $f= 5$ ), *key* ( $f= 5$ ), *path* ( $f= 4$ ), *outer space* ( $f= 4$ ), *universe* ( $f= 4$ ) and *forest* ( $f= 4$ ).

### Findings Regarding the Second Sub-Problem

Table 2. Categories of the concept of philosophy

Category "Quotations"	Metaphors	M	f
<b>Prompting to think</b> "Philosophy is like a discipline that encourages people to think, because it constantly teaches the individual to look at everything in a suspicious way (156F)."	(1): Wise, thought system, food, way of thinking, way of life, discipline that drives people to think, active action, action taken by philosophers, river, ant, robot; (2): Mind, book, brain; (3): Life; (4): Key; (5): Thinking	17	29
<b>Failure to conclude</b> "Philosophy is like a dead end because the thinker the thinker is not concluded (2F)."	(1): Unknown equation, paradox, endless road, infinity, outer space, ocean, school, space, imagination, water, journey, black hole, soup; (2): Bottomless well, dead end; (3): Being on the road, climbing the stairs without end; (4): Way	19	27
<b>Questioning</b> "Philosophy is like a little boy because he questions everything like a little boy (31F)."	(1): Thinking, deep hole, key, matryoshka, way of thinking, world, little boy, universe, betrayal, psychopath, book, beginner child, new learning child, happiness; (2): Water, understanding life, math; (3): Questioning; (4): Life	19	27
<b>It is immense</b> "Philosophy is like an immense sea, because there are all kinds of opinions and interpretations (125F)."	(1): Brain, realm, AB blood group, deep well, well, endless, broad thinking, soul; (2): Water, world, library, sky, sea; (3): Outer space; (4): Ocean	15	25



<b>Arousing curiosity</b> " <i>Philosophy is like a puzzle or a jigsaw because it is constantly curious (39F).</i> "	(1): Puzzle, game, puzzle, well, puzzle of the soul; (2): Closed box, universe; (3): Puzzle, wonder	9	15
<b>Causing addiction</b> " <i>Philosophy is like sea water, because the more one drank, the quieter it was (61F).</i> "	(1): Sea water, love, affection, lens, straight table, pleasure, affection (2): Religion, labyrinth	9	11
<b>The origin of science</b> " <i>Philosophy is like a tree because its roots are metaphysics, its trunk is physics, and the branches that come out of this trunk are other sciences (73F).</i> "	(1): Human anatomy, plane tree, historical building, atom, universe; (2): Tree; (4): Forest	7	11
<b>Being harmful</b> " <i>Philosophy is like a mouse because it gnaws the human brain (58F).</i> "	(1): Slope, thin rope, rotten bridge, human, mad person, storm, mouse, set, headphone cable, life	10	10
<b>Being enlightening</b> " <i>Philosophy is like a streetlamp because it illuminates us in the dark (9F).</i> "	(1): Lamp, streetlamp, moon, electricity; (2): Eye, sun, light	7	10
<b>Being educational</b> " <i>Philosophy is like life because you learn as you live (27F).</i> "	(1): Rubik's Cube, building stones, mirror, choir, word, bird; (2): Life	7	8
<b>Basic need</b> " <i>Philosophy is like water, because a life without questioning concepts and purpose is a life without water (14F).</i> "	(1): Breath, medicine, life; (3): Water	4	6
<b>Producing new things</b> " <i>Philosophy is like a seed because it creates new things in man (101F).</i> "	(1): Seed, renewable energy source, sprout; (2): Sapling	4	5
Note: Citations are located under the categories in the table. Each number in parentheses indicates the frequency of the metaphor.			

In Table 2, categories of metaphors for the concept of philosophy are presented. When the table is examined in terms of frequency; prompting to think (f = 29), failure to conclude (f = 27), questioning (f = 27), its immense (f = 25), arousing curiosity (f = 18), causing addiction (f = 11), the origin of



science (f = 11), being harmful (f = 10), being enlightening (f = 10), being educational (f = 8), basic need (f = 6), and producing new things (f = 6). It is seen that there are categories such as. Including the most metaphor "prompting to think (f = 29)" was determined as the category.

### Conclusion, Comments and Discussions

In our study, it is seen that a total of 127 different metaphors related to the concept of "philosophy" were produced by the students of the philosophy department. The most produced metaphors for the concept of philosophy; life (f = 11), water (f = 8), thinking (f = 6), ocean (f = 5), key (f = 5), path (f = 4), outer space (f = 4), universe (f = 4) and forest (f = 4). When we look at the metaphorical perceptions produced by the students of the philosophy department about the concept of philosophy, we see that almost all of them have content in the sense of thought, reflection, questioning, progress towards an infinite knowledge, an endless mental activity, an experience that makes sense of life, and an effort to explore the universe. It has been observed that very few of them think negatively about philosophy. The reason for this is that, as we have stated before, they think that philosophy has a denial feature rather than a meaningful one while questioning it. However, as Ibn Rüşd, one of the Islamic philosophers, stated, "Philosophy and religion are like twin brothers who suck milk from the same breast", it is stated that there is no contradiction between religion and philosophy. He even stated that they support and develop each other in the work named "Faslu'l-Makal" (Rüşd, 1999).

According to the results of the research, the categories formed by the metaphors for the concept of philosophy in terms of frequency; prompting to think (f = 29), failure to conclude (f = 27), questioning (f = 27), its immense (f = 25), arousing curiosity (f = 18), causing addiction (f = 11), the origin of science (f = 11), being harmful (f = 10), being enlightening (f = 10), being educational (f = 8), basic need (f = 6), and producing new things (f = 6). It is seen that there are categories such as. Including the most metaphor "prompting to think (f = 29)" was determined as the category.

In the study, which comes first in the category of "prompting to thinking (f = 29)"; "The wise, the thought system, the lifestyle of the philosopher, the life itself, the one that makes people think" etc. are metaphors. The answers given by the students of philosophy correspond to the content of the concept



of philosophy in the sense of "thinking/thinking activity". "What is philosophy?" The fact that an answer given to the question is not accepted as sufficient and satisfactory but defined again and each time in different ways, carries the quality of an enlightening expression about the nature of philosophy. Because Philosophy is not an activity that can be limited to a definition, on the contrary, it is a constant search for recognition and definition (Topdemir, 2009). Philosophy as an effort to discover the truth of existence is an endeavor to re-sense the newly learned. Man, by nature, wants to know. This is a requirement of his mind. The search for meaning is indispensable in philosophy. The most important feature that distinguishes human beings from other living things is to strive by thinking and to carry out their actions deliberately. Making sense of life is only possible through thinking. Since the curiosity to know is a human characteristic, philosophical thought is a method that satisfies this curiosity. In the study conducted by Aslan and Filiz (2018), metaphors such as water, lantern, holding a pen, brain, mother's lap were produced in the "guiding" category in parallel with the category of philosophy leading to thinking.

The group of our study on the metaphorical perceptions of the concept of philosophy consists only of the students of the Philosophy department. When we look at the literature research, our study is a first in this respect. Because we have not come across a study solely for students of the Philosophy department. In this respect, our study is important in terms of metaphorical perception about the concept of philosophy only for students studying philosophy. There is a study for students who received training from many departments, including students of the Philosophy Department, at Gazi University (Aslan & Filiz, 2018). However, this study is not only for philosophy students. This study revealed 155 metaphors in 5 different categories. A similar study was conducted for high school students (Ünsal, Korkmaz, & Çetin, 2016). In this study, 77 metaphors and 11 categories were created. Another study on the concept of philosophy is "The Metaphoric Perceptions of Turkish Teacher Candidates on the Concept of 'Philosophy'" (Er, Kara, & Dağistanlıoğlu, 2017). In this study, 15 categories were created, and 122 metaphors were obtained.

The meaning attributed to philosophy by the student of the department of philosophy, the meaning of the concept of philosophy, is a sign that it is perceived positively by those who have a little grasp of the nature



of philosophy. That is negative perception about the philosophy in Turkey is since he is a bit too unknown what the philosophy statement. The research conducted by Aslan and Filiz (2018) on metaphorical perceptions towards the concept of philosophy supports this thesis. It has been observed that there is a relationship between the department they graduated from and their metaphor perceptions. Most of the invalid metaphors were obtained from the graduates of the handicraft and child development department. In addition, while the metaphor perceptions of philosophy graduates were valid, it was observed that there were more invalid metaphors among sociology graduates (Aslan & Filiz, 2018).

The answers are given by philosophy students in the category of "failure to conclude" again contain the meanings of one of the most important features of the concept of philosophy. The results on this subject in the study of Er, Kara, and Dağistanlı (2017) are exactly in line with the results of our study. Philosophy is not an activity with a single answer or a single definition, but a constant search for recognition and definition. It is the exact equivalent of Karl Jaspers' saying, "philosophy is to be on the way". This is the difference between philosophical knowledge from scientific knowledge that expresses certainty. It is always to question, to question the answer is obtained. Consequently, it is like the mind activity climbing up an endless ladder.

The category of "being immense" obtained in our study is also in a form that includes meanings close to this category. Philosophy, starting with the first man and continuing, is an integral quality for human beings that will exist if man exists. Because the greatest virtue that makes man superior in the universe is that he thinks, that is, he has intelligence. Because philosophy is always in search of the effort to understand. In Aslan and Filiz's (2018) study, metaphors used by students such as the ocean, sea, space/space gap, universe, road, bottomless well, journey, desert, rainbow, sky overlap with the study. Philosophy, systematic thinking, was born out of people's feelings of amazement. Because philosophy, "what?" starts with the question. Every new knowledge learned generates another curiosity. Like a crossword, an answer found is the beginning of a new question.

The category of "being questioned (f = 27)", which includes the meaning of the concept of philosophy and is one of its features, is also important



among the students' answers. One of the most important features of philosophical knowledge is that it is critical. The emergence of new information that creates excitement from under every criticized information is a search that brings happiness to the person who has the curiosity to know by nature. Questioning even the most inviolable is an indispensable desire for man to attain truth. In the category of "being questioned"; Metaphors such as "thinking, deep hole, key, matryoshka, way of thinking, world, small child, the universe, book, newly beginning child, new learning child, happiness" were obtained. The fact that each of these metaphors overlaps with the meaning of the concept of philosophy shows that students who study philosophy have positive perceptions of the concept of philosophy. In other studies, on this subject, in the categories of "questioning", the questioning aspect of philosophy, "myth, detective, unconvinced child, etc." Metaphors were used (Aslan & Filiz, 2018; Er, Kara, & Dağistanlıoğlu, 2017; Ünsal, Korkmaz, & Çetin, 2016).

As seen in these examples, the "questioning" feature of the concept of philosophy has been used in philosophy students to mean "the concept of thinking and its derivatives". However, it was used in other students to mean "asking for an account" rather than questioning to learn. This situation means that people who study philosophy have positive perceptions of philosophy. This determination is one of the most important results of our study. They stated that students studying philosophy have an analytical, questioning, and critical perspective on philosophy. These statements can help improve negative perceptions about philosophy. Because this kind of questioning is based on curiosity. Curiosity and the need for something cause addiction. The innate curiosity and need to know are best met in philosophical thought. It can be said that human beings, who have been chasing knowledge throughout history, have become dependent on knowing the truth. Because systematic thinking is an indispensable occupation for human beings.

In the category of "Harmful (f = 10)"; Metaphors such as "slope, thin rope, rotten bridge, human, mad person, storm, rat, sink, headphone cable, life" are used. Philosophy is a method science like a double-edged sword. While making sense of life, philosophy, which is a way of life in essence, constantly criticizing everything with questions may seem harmful to those



who do not like to think. Sometimes it can be thought that the philosophical thought system that is critical about the "unquestionable" and "untouchable" values is unnecessary and harmful for people who think that questioning in philosophy is not to learn but to reject nature. In the studies of Er, Kara, and Dağistanlı (2017), they obtained a result parallel to our work on this subject. "Many people see philosophy as a puzzle that seems to be full of hidden wisdom, adorned with mysterious concepts expressed by sober and respectable people, and prepared almost to be insoluble. Or some people often view philosophy as very promising, attractive but far from meeting what it promised, almost impossible to understand, and very boring and complex, contrary to the interest it arouses at first. The common denominator in these evaluations is generally the abstraction of the problems that philosophy deals with and the difficulty of the language it uses. The uncertainty of philosophy scares many people in this context (Er, Kara, & Dağistanlıoğlu, 2017).

It is seen that some of the students of philosophy still have negative thoughts about philosophy. a negative perspective on philosophy in Turkey there are always. There are many reasons for this, especially religious, historical, social, and psychological. Therefore, Philosophy is a branch of science that confuses people and is claimed to be incompatible with religious beliefs because it speaks on the rational ground. According to these prejudices, dealing with philosophy too much reduces your religious sensitivities and even expels them from religion. This negative perception is also negative effects on the philosophy of education in Turkey. One of the biggest reasons for this is that the concept of Philosophy is not sufficiently understood, which we see in our work. Therefore, it is thought that all these negative perceptions against philosophy will decrease when the real meaning of philosophy is known.

In our study, students produced metaphors in the categories of "being a basic need" and "producing new things", such as the necessity of philosophy for human life. In this context, Aslan and Filiz (2018) also obtained results parallel to their studies. The statement of Socrates, who has a very important place in the history of philosophy, "A life that is not questioned is not worth living" is proof that systematic thinking is indispensable for human beings. Since blind devotion and dogmatic thinking is the way of thinking that philosophy rejects, it is a necessity for an individual who



wants to live a life worth living with questioning. Philosophical knowledge, which is rational, constantly acquires new knowledge. A rational mind activity generates new thoughts like seeds. Every consistent, rational, and critical thinking is the most important way to get the right information.

Art, actuality, sensuality, and rationality can be considered as tools to enter that magical world of philosophy and to make understandable what seems incomprehensible. However, when a person enters that magical world, he will see that it is not that easy, and he will find himself in the activity of comprehending existence, deeply knowing, discussing, and grounding. He will realize that other knowns are not the kind of information he was looking for, and he will get caught up in the talisman of philosophy. He will experience questioning, interpretation, productivity, and wholly intellectual wealth. Thus, it will be easier to penetrate philosophy, which is a purely rational-logical activity, and this will help more people to love philosophy. Philosophical thought will settle and develop (Ömerustaoğlu, 2007). Throughout the history of philosophy, we see that the pursuit of all philosophers was to reach the correct information. Philosophy, which means discovering the nature of things, means the enlightenment of existence since it is the meaning of the self-first and then the universe.

Since philosophy is a way of life especially in ancient philosophers, philosophical knowledge is a factor that brings happiness in the life of human beings. According to many philosophers, the way to gain happiness is philosophy. Considering the history of the world, all the achievements experienced by man are the product of philosophical effort. Therefore, philosophy education has also gained great importance. Grasping the true meaning of philosophy and eliminating the negative perceptions used for philosophy is only possible with a correct philosophy education.

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**Öz:** Araştırmanın amacı felsefe bölümü öğrencilerinin felsefe kavramını nasıl kavramsallaştırdıklarını ve algıladıklarını metaforlar aracılığı ile belirlemektir. Araştırmada nitel araştırma yöntemlerinden fenomenolojik desen, çalışma grubunun belirlenmesinde ise amaçlı örnekleme tekniği kullanılmıştır. Araştırmada 2020-2021 eğitim-öğretim yılında Bingöl Üniversitesi Felsefe bölümünde öğrenim gören toplam 184 üniversite öğrencisi yer almıştır. Felsefe bölümü öğrencilerine metafor cümlesi online olarak gönderilmiştir. Verilerin analizinde “içerik analizi” tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre felsefe bölümü öğrencileri tarafından en fazla “düşünmeye yöneltmesi” kategorisinde metafor üretilmiştir (f=29). Çalışmamızda elde ettiğimiz en önemli sonuçlardan biri, Türkiye’de Felsefeye karşı olumsuz tavırların sebeplerinden en büyüğü; felsefenin mahiyetinin bilinmemesidir. Bu konuda benzer çalışmalarla yapılan kıyaslamalarda, felsefe eğitimi almış olan öğrencilerin, felsefe eğitimi görmeyen öğrencilere nazaran felsefe kavramına karşı algılarının daha çok olumlu olduğu gerçeği saptanmıştır. Felsefenin zararlı olduğu, dinle çeliştiği, zihni bulandırdığı, gereksiz olduğu gibi algıların çoğunun felsefeyi bilmemekten kaynaklandığını söyleyebiliriz.

**Anahtar Kelimeler:** Felsefe, metafor, felsefe bölümü öğrencileri, düşünme, sorgulama.



