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Metaphorical Perceptions of Students Placed in University with Aptitude Test Regarding 800 Thousand Threshold and Formation Education

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Article Type: Research Article
Received Date: 08.01.2025
Accepted Date: 02.07.2025
Published Date: 31.07.2025

Plagiarism: This article has been reviewed by at least two referees and scanned via a plagiarism software

Doi: 10.29329/tayjournal.2025.1290.01

Citation: Bek, B., Kaba, E., & Dinç Altun, Z. (2025). Metaphorical perceptions of students placed in university with aptitude test regarding 800 thousand threshold and formation education. *Türk Akademik Yayınlar Dergisi (TAY Journal)*, 9(2), 206-249.

Abstract

This study examines the metaphorical perceptions of students enrolled in higher education programs that admit candidates through special talent exams, focusing on the 800 thousand success ranking threshold and pedagogical formation. Conducted as a qualitative case study, the research involved 83 students from Fine Arts Education, Faculty of Fine Arts, Conservatory, and Sports Sciences departments. Each participant produced one metaphor for each topic, resulting in 166 expressions. Data were analyzed using content analysis and categorized as positive or negative. Regarding the 800 thousand threshold, 43 positive and 40 negative metaphors were identified. Positive metaphors emphasized themes like “distinctiveness” and “difficulty,” suggesting the threshold serves as a legitimate quality filter for teacher selection. Negative metaphors focused on “injustice,” “worthlessness,” and “obstruction,” especially from students in talent-based fields who felt disadvantaged by standardized exams. For pedagogical formation, 24 positive and 59 negative metaphors were recorded. Positive metaphors portrayed it as a “necessity,” a path to “experience,” and a means to “realizing dreams.” In contrast, negative metaphors described it as “inadequate,” “unfair,” and “lacking value,” often seen as a shortcut undermining formal teacher training. Overall, students viewed the 800 thousand threshold more positively than pedagogical formation. While the threshold was seen as necessary for teacher quality, formation drew criticism for its perceived unfairness and weak legitimacy. The study recommends aligning teacher education curricula with threshold standards, encouraging Basic Proficiency Test [TYT] preparation, and restructuring pedagogical formation to ensure fairness and higher quality.

Keywords: Special ability exam, 800 thousand threshold, pedagogical formation education, metaphor.

Introduction

Education has played a crucial role in discovering and developing individuals’ skills and enabling self-expression since the beginning of human existence. It is one of the fundamental tools that allows societies to adapt to innovations and reach the level of contemporary civilization. Therefore, the process of planning education and determining its objectives must be carried out with careful consideration (Boduroğlu, 2010). Just as education has accompanied humanity throughout history, art has also been an inseparable part of the human experience. Art is a fundamental human practice that reflects, shapes, and transforms individual and collective identities. It plays a significant role not only in aesthetic pleasure but also in the spiritual and moral development of people. In this context, Bilirdönmez and Karabulut (2016) define art as a unique way of learning, emphasizing its influence on human perception and cognition. In the process of supporting individual development through education, art emerges as a key component that fosters creativity, critical thinking, and emotional intelligence. It helps individuals construct meaning, understand the world around them, and communicate in ways that transcend linguistic or cultural barriers (Eisner, 2003; Winner et al., 2013).

Education is provided in various fields, and one of the most impactful among these is art education. When the findings of Bilirdönmez and Karabulut (2016) on the relationship between humans and art are examined, it becomes evident that art is a natural and indispensable part of human life. From prehistoric cave paintings to modern digital media, art has served both communicative and transformative purposes. In this sense, art and human

beings are deeply intertwined. Unlike traditional or classical forms of education, art education offers a dynamic and holistic approach to learning. It nurtures individuals who are more original, solution-oriented, and equipped with creative thinking skills. Balcı (2024) suggests that art education breaks away from rigid traditionalism, instead bringing vibrancy and flexibility to educational processes. It empowers students to express themselves freely and to approach problems from diverse perspectives.

Individuals raised through art education are known to generate creative and effective solutions to societal problems, produce goal-oriented works, and act consistently in line with their values. According to Eisner (2002), art education enhances individuals' capacity for critical thinking, problem-solving, and personal expression, all of which are essential for active participation in modern society. Art education is closely linked to personality development; it contributes to the formation of self-identity, emotional intelligence, and moral values (Winner, et al., 2013).

In the Turkish context, emphasize that students who receive systematic art education exhibit higher levels of aesthetic perception and are more sensitive to social and cultural values. These individuals tend to value art and the artist, appreciate aesthetic experiences, and become more conscious and reflective in their interactions with their surroundings. Furthermore, as stated by Duncum (2009), art education supports the development of visual literacy and the ability to interpret the world critically, empowering individuals to actively engage in societal discourse. In this sense, individuals trained in the arts are not only more creative but also more socially aware and solution-oriented in addressing the challenges of daily life.

Eldemir (2011), on the other hand, defines the definition of the fine arts department as training educators who promote and popularize art and, in time, creating an artist-teacher profile. There are educational faculties that train art teachers in these institutions. Faculties of education aim to train teachers fine arts faculties and conservatories aim to train artists (Yalçın, 2017). Fine arts faculties are one of the leading institutions where art education is given. The importance of these faculties is that they can provide art education and raise individuals who can direct the artistic development of society. Conservatories aim to train music scientists, researchers, and technologists, that is, artists who can understand the social, cultural and artistic geography of both our country and the world (Korkmaz & Karkın, 2023). Fine arts teachers and music teachers study at faculties of education, but students from faculties of fine arts can also receive formation both during and after completing their undergraduate studies. Institutions that provide sports education in our country develop individuals' abilities in the field of sports and ensure that sports become widespread in society. Education faculties, sports academies and various sports science faculties that train physical education teachers play an important role in this field. These institutions aim to increase the physical capacity of individuals and create a healthy life awareness by training both professional athletes and sports trainers (Devicioğlu et al., 2011). To become teachers, graduates from fine arts, conservatories, and sports sciences faculties (outside education faculties) are often required to complete additional "pedagogical formation education". This training is designed to equip them with the pedagogical skills, competencies, and professional readiness necessary for effective teaching. Pedagogical formation education is essential for

developing both subject-specific and transversal teaching competencies, as well as fostering professional growth and readiness for the classroom (Bolzan et al., 2013).

Pedagogical formation education is a certificate program given to graduates of undergraduate programs that constitute a source for a teaching career (Council of Higher Education [CoHE], 2023). Pedagogical formation programs in Türkiye offer graduates of fine arts faculties, conservatories, and physical education and sports sciences programs an alternative pathway into the teaching profession, especially for those who do not meet the 800 thousand ranking threshold required for direct admission into faculties of education. This threshold, implemented by the CoHE (CoHE, 2023), aims to enhance teacher quality but has inadvertently limited access for students from specialized disciplines such as music, visual arts, and physical education. Through pedagogical formation, these students can still obtain teaching qualifications and contribute to the education system.

Until 2019, a Basic Proficiency Test [TYT] score of 150 or higher was sufficient to apply to teacher training programs that accept students through special talent exams. However, as of 2020, this condition has been changed to “having the lowest 800 thousandth success rank” (Demirel & Sözer, 2023). With this regulation, success based on numerical and verbal skills has been brought to the forefront; success in the general culture exam has become a filter rather than artistic/sports talent.

This change has made the application process more difficult for students who graduated from talent-based education institutions such as Fine Arts High Schools and Sports High Schools, and has even led to some students losing their right to take the special talent exam. In addition, structural problems such as quotas not being filled have arisen. Due to the requirement of a high TYT ranking, there has been a serious decrease in the number of students who can apply for the talent exam; talented students who cannot succeed in TYT have been pushed out of the system. This situation negatively affects the training of qualified teachers in fields such as art-craft, music and physical education teaching; and creates a loss of motivation in orientation towards the teaching profession (Atar & Yılmaz, 2012; Demirel & Sözer, 2023; Kandemir, 2007). Since the TYT threshold prioritizes general cultural success rather than measuring artistic/sporting talent, it creates an external obstacle that has no distinguishing function in talent assessments. This damages the reliability of the talent measurement process (Sağır, 2007). Especially for individuals who receive art-based education, the curriculum differences in TYT create disadvantages and lead to talent atrophy (Demirel & Sözer, 2023).

While the institution responsible for teacher appointments is the Ministry of National Education [MoNE], pedagogical formation education is provided by universities operating under the supervision and regulation of the CoHE (CoHE, 2023). In this way, the program serves as a formal but flexible path to teacher qualification for students who are restricted by national university entrance criteria. However, research shows that this alternative path may not fully meet the competencies required for effective teaching. For example, a study by Özgül (2023) found that the pedagogical formation education process did not meet the expected competencies in music teaching, emphasizing the need to re-evaluate teacher training structures and policies in Türkiye. A study by Kasap et al. (2024) also revealed that this threshold positively affects students’ performance in cultural courses but negatively affects

field courses. Students aiming to meet the threshold often focus on extracurricular studies and standardized tests, which leaves less time for practical training, which reduces their interest and motivation in the teaching profession.

Furthermore, the Music Educators Association [MÜZED] and similar professional organizations have expressed concerns that the 800 thousand threshold hinders graduates of fine arts and sports high schools from pursuing teaching careers, despite their specialized training. This situation underscores the need for a more inclusive approach that considers the unique educational backgrounds of students in creative and physical.

The 800 thousand success rank threshold introduced for placement in the music, visual arts and physical education teaching departments of education faculties has caused a decrease in the number of students in these fields. Especially graduates of Fine Arts High Schools and Sports High Schools could not apply to education faculties due to this threshold, which led to the quotas in the relevant departments not being filled. As a result of these developments, students turned to conservatories, fine arts faculties and sports sciences faculties as alternatives (Başbuğ & Kaya, 2022). While teacher candidates in education faculties prepare for the teaching profession by taking pedagogical formation courses for four years, individuals who graduate from other faculties usually receive this education in intensive programs lasting one year. This difference has an impact on the professional competence and application skills of teacher candidates.

Given the policy implications of the 800 thousand university entrance ranking threshold and the alternative route of pedagogical formation for graduates of fine arts, conservatories, and physical education faculties, it becomes crucial to understand how these prospective teachers perceive their educational and professional futures under such structural limitations (Öztürk et al., 2025). The implementation of the threshold, while aiming to ensure quality, may unintentionally affect the motivation, career planning, and professional identity of teacher candidates who pursue pedagogical formation as their only route into teaching (Zepke, 2013).

In this context, exploring how these individuals conceptualize the threshold and the formation education they receive offers valuable insights into their inner worlds and educational experiences. Therefore, this study focuses on uncovering the metaphorical perceptions of teacher candidates regarding the 800 thousand threshold and pedagogical formation, which can reveal their emotional, cognitive, and professional positioning toward these policies. Metaphor analysis is a powerful qualitative method that allows researchers to investigate how individuals make sense of complex and abstract phenomena through symbolic language. In educational research, metaphors offer a window into participants' inner experiences, values, and emotions, going beyond what traditional survey tools can capture (Saban, 2008).

Moreover, teacher identity development is an inherently emotional and cognitive process, often shaped by policy pressures and institutional structures. By using metaphorical expressions, participants articulate their experiences in more vivid, expressive, and insightful ways, helping researchers identify patterns of perception that may otherwise remain hidden.

For example, perceiving pedagogical formation as a “lifeline”, “maze”, or “last chance” reveals different emotional orientations that can inform policy revisions or program improvements. In this sense, metaphor analysis serves not only as a descriptive tool but also as a reflective and diagnostic lens into the realities faced by prospective teachers. Understanding students’ metaphorical perceptions towards the “800 thousand threshold” application and formation education is important in terms of evaluating the effects of these decisions. This type of study can reveal how students perceive these practices and how these perceptions are reflected in their educational processes. Additionally, research using the metaphor analysis method will help us understand more deeply the effects of educational practices on student experiences.

Metaphors are a powerful communication tool that people use when describing their feelings, beliefs, and experiences, and therefore offer researchers a more in-depth look into the inner worlds of participants (Fainsilber & Ortony, 1987). By analysing metaphors, researchers can better understand participants’ emotional reactions, thoughts and experiences, which helps them understand the results of the study more deeply. Since pedagogical formation and the 800 thousand threshold are perceived differently by various stakeholders -some viewing them as barriers, others as opportunities- it is important to grasp the subjective interpretations and deeper meanings that teacher candidates assign to these concepts.

This study is an original study in the sense that it is the first study planned to determine the metaphorical perceptions of students in institutions that take students with special talent exams towards the 800 thousand threshold application and formation education. The study was conducted with the participation of many students from music education department, art education department, state conservatories, fine arts faculties and physical education teaching departments. It is thought that the study will contribute to the literature in terms of being a rare study in which metaphors were taken from both music, fine arts and physical education department students. This aspect constitutes the original value of the study.

The purpose of this study is to explore the metaphorical perceptions of teacher candidates studying in higher education institutions that admit students through special talent examinations, regarding the implementation of the 800 thousand threshold and pedagogical formation education. Investigating teacher candidates’ perceptions of these two significant practices through metaphors is important for understanding their emotional, cognitive, and professional perspectives. In line with this purpose, answers to the following questions were sought:

1. What are the metaphorical perceptions of teacher candidates regarding the 800 thousand threshold application?
2. What are the metaphorical perceptions of teacher candidates regarding pedagogical formation education?

Method

Research Design

This study was conducted using a case study model, which is a qualitative research approach. A case study is a holistic qualitative research model that involves an in-depth investigation of one or several situations (Öztuna Kaplan, 2013).

Working Group

In this study, the sample was determined using purposeful sampling, specifically the maximum variation sampling technique. The aim was to include participants from diverse fields related to arts and sports to capture several perspectives while maintaining a thematic focus on creative and performance-based disciplines.

The following departments were included in the sample:

- Department of Music Education, Faculty of Fine Arts Education, Japan
- Department of Art Teaching, Faculty of Fine Arts Education
- Department of Painting, Faculty of Fine Arts
- Department of Performing Arts, State Conservatory
- Department of Sports Management, Faculty of Sports Sciences

A total of 114 students participated in the study. However, the forms that did not contain any metaphorical expressions were excluded from the research. The study was conducted using the metaphors provided by 83 students. Information about the study group is presented in Tables 1.

Table 1.

Demographic information of participants

Demographic data		Gender		Total
		Female (n)	Male (n)	
Type of high school graduated from	Anatolian high school	26	22	48
	Fine arts high school	10	3	13
	Vocational and technical anatolian high school	4	2	6
	Anatolian imam hatip high school	2	1	3
	Science high school	1	3	4
	Sports high school	-	1	1
	Other	6	2	8
Total				83
Undergraduate education department and program	Department of fine arts education/music education	19	12	31
	Faculty of sports sciences/department of sports management	6	13	19
	Department of fine arts education/painting education program	8	2	10
	Conservatory/Department of music	6	5	11
	Conservatory/Department of performing arts	1	1	2
	Conservatory/Musicology	5	-	5
	Faculty of Fine Arts/ Department of painting	4	1	5
Total				83

Table 1 presents the demographic characteristics of the 83 undergraduate students who participated in the study, all of whom were enrolled in programs related to arts and sports. The participants came from various high school backgrounds and academic disciplines, contributing to the diversity of the sample.

A total of 48 students graduated from Anatolian High Schools, making this group the most represented. 13 students completed their education at Fine Arts High Schools, while 8 came from other types of high schools. 6 students graduated from Vocational and Technical Anatolian High Schools, 4 from Science High Schools, 3 from Anatolian Imam Hatip High Schools, and 1 from Sports High School. This distribution indicates a strong representation of students from academically oriented high school institutions.

In terms of gender, female students were more prominently represented in art programs. For example, in the Department of Fine Arts Education -Music Education Program, 19 out of the 31 enrolled students were female, while 12 were male. In contrast, male students were more dominant in sports-related programs. In the Faculty of Sports Sciences-Department of Sports Management, 13 of the 19 students were male, and 6 were female.

Regarding undergraduate programs, the largest group of students was 31 enrolled in the Music Education Program. This was followed by 19 students in Sports Management, 10 in the Painting Education Program, and another 11 in the Department of Music at the State Conservatory. Additionally, 5 students were studying Musicology, 5 were enrolled in the Faculty of Fine Arts, Department of Painting, and 2 students were part of the Department of Performing Arts at the Conservatory.

Data Collection Tool

In this study, the “Data Collection Form Through Metaphor” was used to determine the metaphorical perceptions of the students in institutions that take students with special talent exam towards the 800 thousand threshold practice and formation education. “Metaphors (analogies, metaphors, metaphors, metaphors) are one of the most powerful mental tools that structure, direct and control our thoughts about the formation and functioning of events” (Saban, 2004; as cited in Güler et al., 2012). In order to determine the metaphorical perceptions of the students towards the 800 thousand threshold practice and formation education, students were asked to complete the sentences “The 800 thousand threshold is like because” and “Formation education is like because” A metaphor form was distributed to the participants, who were asked to fill in the blanks accordingly. In addition to these metaphor prompts, the form also included questions regarding the students’ personal information such as gender, department, and other demographic details to support the analysis of their responses in relation to their academic and personal backgrounds.

Data Collection Process

While collecting the data, the form was sent to the participants via Google forms. Only volunteer students participated in the study. While collecting data, the form was sent to students from different universities.

Data Analysis

The data of the study were analyzed by content analysis, and the findings are presented in tables. “Content analysis is a technique that is not directly related to the determination of human behaviour and nature, but rather consists of bringing together a series of separate aspects... Content analysis is a repeatable technique in which some words of a text are summarised into smaller content categories according to certain rules (Büyüköztürk et al., 2019)”.

The data obtained from the teacher candidates were analyzed through the following stages of content analysis following a systematic approach suggested by Miles and Huberman (1994) and Yıldırım and Şimşek (2018):

a. Coding Stage

At this stage, the data were coded as PM for male participants, PF for female participants, and P for participants whose gender was not specified (e.g., PM1, PF2, P3...). All metaphorical expressions were carefully read and analyzed in detail by the researcher.

b. Elimination Stage

A total of 114 forms completed by students were examined. Sentences that did not contain a metaphorical expression or whose explanations did not reflect a metaphorical meaning were not included in the study. As a result, 83 valid forms and 166 metaphors were obtained.

c. Classification Stage

166 metaphors were re-examined at this stage. First, metaphors are classified under two headings: positive and negative.

d. Category Development Stage

The metaphors identified in the previous stage as either positive or negative were grouped under specific themes, resulting in the creation of distinct categories. For metaphors related to the 800 thousand threshold, 5 positive and 8 negative categories were identified. Regarding metaphors associated with pedagogical formation, 5 categories were derived from positive views and 7 from negative views. During the analysis phase of the metaphorical statements, only the responses of participants who completed both parts of each metaphor prompt were included in the study. Participants who completed only one part of the sentence and left the other blank were excluded from the analysis.

Secondly, responses that did not contain a metaphorical expression were also excluded. For instance, in response to the prompt

“The 800 thousand threshold is like because”

A participant wrote, *“Since there is formation, entering a teaching program doesn't really matter anymore.”*

Similarly, in response to the prompt

“Formation education is like because”

Another participant wrote, *“This is nothing but a joke; there will be a KPSS backlog, and this is my personal opinion, and I hope not.” It’s as if they’re sitting around talking about how to make it even worse.* These examples exclude metaphorical comparisons and instead reflect personal opinions or critiques. Therefore, such responses were excluded from the scope of this research.

To ensure the reliability of the relationship between metaphors and categories, the researcher and an expert in qualitative research independently categorised a sample of metaphors. Then, inter-coder reliability was calculated using the formula $[\text{Consensus}/(\text{Consensus}+\text{Disagreement})\times 100]$ (Miles & Huberman, 1994). The agreement rate was found to be above 86%, which is acceptable for ensuring coding reliability in qualitative research. The data are presented in tables supported by direct quotations from the participants’ responses. Finally, the results and recommendations of the research are provided.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Recep Tayyip Erdoğan University, Social and Human Sciences Ethics Board

Date of ethical review decision= 10/01/2024

Ethics assessment document issue number= 2024/003

Findings

In the research, the data obtained from the data collection form via the metaphor sent to the participants were collected in two main categories: positive and negative metaphors. The subcategories of metaphors are tabulated along with their metaphors.

Table 2.*Distribution of Positive Metaphors Regarding 800 thousand Threshold Applications by Category*

Category	Metaphor	f
Distinctiveness	Scale (PM2), (PF61)	22
	Vedat Milör (PF3)	
	Country visa (PF4)	
	Capacity limits (PF12)	
	Prescription glasses (PF15)	
	Shield (PF19)	
	A real stream dam (PM20)	
	Quality personnel selection scale (PF22)	
	Strainer (PF26), (PM32), (PF49), (PM83)	
	Projector (PF36)	
	Aptitude test (PF41)	
	Window (PM43)	
	Door (PF52)	
	Filter (PF55)	
	Solid pile (PM59)	
	Sirat bridge (PF67)	
Degree of difficulty	The difference between science and Anatolian High schools (PF70)	13
	Merit (PM79)	
	Slope (PF1)	
	Rampart (PM5)	
	Wall (PF16)	
	Door threshold (PF17)	
	Dam (PF23)	
	Stairs (PF27)	
	A wooden set (PM31)	
	A long way (PM35)	
Food and beverage	Steep border gate (PM64)	3
	Don Volga canal (PM69)	
	The month of Ramadan (PF71)	
Achieving dreams	Division race in the league (PM76)	3
	Jet (PM80)	
	Spice (PF39)	
Experience	Medicine (PM74)	2
	Healthy apple (PM77)	
	Driving license (PF11)	
Total	Reach the target (PM48)	43
	Stepping stone (PF60)	
	Swimming of fish in water (PF25)	
	Mount Everest (PM38)	

Table 2 shows the distribution of positive metaphors by category. As seen from the table data, it was determined that the most positive metaphors were produced in the study data. Participants produced 43 positive metaphors. Among these categories, metaphors referring to distinctiveness and degree of difficulty were seen the most. When the data were analyzed, it was determined that the metaphors were included in 5 categories. The metaphors that constitute these categories and their related categories are as follows;

Distinctiveness

This category includes metaphors that emphasize the threshold as a tool for distinguishing qualified teacher candidates from unqualified ones. The metaphors reflect a

belief that the threshold contributes to quality assurance in teacher education by filtering, measuring, and selecting those who possess the necessary qualities.

PM2 *“is like scales because it separates the missing from the missing”;*

PF3 *“The 800 thousand threshold application is similar to Vedat Milor because it distinguishes between what tastes good and what doesn't taste good”;*

PM4 *“The 800 thousand threshold application is like a country visa. Because teaching requires an individual to be successful in some subjects in order to study”;*

PF12 *“The 800 thousand threshold application is like capacity limits because students who will enter the teaching department must have at least a certain capacity and a certain knowledge”;*

PF15 *“The 800 thousand threshold application is like numbered glasses, because, for someone with an eye problem, glasses with a feature that will improve the problem are required. It must carry certain characteristics. With the dam application, those who have certain characteristics at a certain level of teacher candidates are selected”;*

PF19 *“The 800 thousand threshold is like a shield, because it doesn't make teachers out of the unnecessary and unsuccessful, except for the ones that are effective”;*

PF20 *“The 800 thousand threshold is like a real dam, because without it, all the water would flow away uselessly and no electricity would be generated”;*

PF2: *“The 800 thousand threshold application is like a quality staff selection scale. Because we will graduate as teachers, we can at least see that the student contributes to himself from his education at a certain level”;*

PF26 *“The 800 thousand threshold application acts like a strainer, because if there is no exam to eliminate candidates, there will be chaos and crowding in school registration”;*

PM32 *“The 800 thousand threshold acts as a strainer, separating those who possess at least a basic level of knowledge from those who do not, thereby regulating university applications”;*

PF36 *“The 800 thousand threshold application is like a special projector used to select the main character of a movie. Because this exam limits candidates' access to teaching programs in education faculties, opening the doors only to the brightest and most potential students”;*

PF41 *“The 800 thousand threshold is like an aptitude test. Because a person expresses how good his education is because he will become a teacher, the better the education, the better it reflects”;*

PM43 *“The application of 800 thousand threshold is similar to a window. Because the window needs to be opened for the wind to enter the room (to the student) (more potential)”;*

PF49 *“The 800 thousand threshold application is like a strainer, because it serves to separate what is desired from what is not”;*

PF52 *“The 800 thousand threshold applications are like a door. Because it is a selection point for university entrance”;*

PF55 *“The 800 thousand threshold application is like a filter. Because those who cannot pass turn to the alternative”;*

PM59 *“The 800 thousand threshold is like a solid pile, as teaching is a profession that requires certain essential abilities”;*

PF61 *“The 800 thousand threshold application is like a scale. Because it is a situation of measuring those who have knowledge and those who do not (in the academic sense)”;*

PF67 *“The 800 thousand threshold application is like a sirat bridge. Because if you don't pass, if you pass to hell, you will go to heaven”;*

PF70 *“The 800 thousand threshold application is like the difference between science and Anatolian high schools. Because it reveals the level of success”;*

PM79 *“The 800 thousand threshold application is like merit. Because more qualified people are selected”;*

PM83 *“The 800 thousand threshold application is like a strainer because it eliminates those who are unsuitable”.*

Degree of Difficulty

This category includes metaphors representing the threshold as a challenging, demanding, or difficult process. Participants describe it as something that requires persistence, readiness, and capability to overcome. It is considered a legitimate test of competence.

PF1 *“The 800 thousand threshold is like a slope because you relax when you finish the slope”;*

PM5 *“A rampart-only the determined can overcome it”;*

PF16 *“The 800 thousand threshold application is like a wall, because not everyone can pass through it”;*

PF17 *“It is like the threshold of a door, because becoming a teacher requires meeting certain criteria such as reading comprehension”;*

PF23 *“The 800 thousand threshold is like a dam, because once the water level is exceeded, it spills over”;*

PF27 *“The 800 thousand threshold application is like stairs, because it is a step that must be taken on the way to the goal”;*

PM31 *“The 800 thousand threshold application is like a wooden barrier, because while it appears to hold, we expect it to be stronger”;*

PM35 *“The 800 thousand threshold application is a long way because it requires effort, desire, strength, and perseverance”;*

PM64 *“The 800 thousand threshold application is like a steep border gate, as there is a limitation, and one must go through certain stages to meet the requirements in order to cross beyond it”;*

PM69 *“The application of the 800 thousand threshold is like the Don–Volga Canal: if the water rises, you pass; if it doesn't, unfortunately, you can't”;*

PF71 *“800 thousand threshold application is like Ramadan because 1 comes in 11 months”;*

PM76 *“The 800 thousand threshold is like a league survival race, as everyone strives to avoid being left out”;*

PM80 *“The 800 thousand threshold application is like a jet, because if you make it past the threshold, you move towards becoming a teacher quickly and directly”.*

Food and Beverage

In this category, participants use metaphors related to nutrition and taste to describe how the threshold enriches or strengthens the teacher selection process. It is considered an element that adds value, quality, or balance.

PF39 *“800 thousand threshold application is similar to the spice we put in the dish. Because we can serve food without spices, but our food without spices will not be delicious; we will feel like we missed something”;*

PM74 *“800 thousand threshold application is a good medicine. Since it is an application that increases the quality of education, the”;*

PM77 *“800 thousand threshold application is like a healthy apple. Because he is separate from the wolves”.*

Achieving Dreams

This category frames the threshold as a step towards reaching professional goals. The metaphors reflected the perception of the threshold as an opportunity rather than an obstacle.

PF11 *“The 800 thousand threshold is like a driver's license because everyone can do it”.*

PM48 *“800 thousand threshold application is like reaching the target. Because working is like achieving what we want to achieve and achieve successfully”;*

PF60 *“The 800 thousand threshold application is like a stepping stone. Because the steps are coming out slowly and the goal is being achieved”.*

Experience

This smaller category includes metaphors that view the threshold as a natural, logical experience within the teacher education journey. It is seen as essential and meaningful.

PF25 *“The 800 thousand threshold is like a fish swimming in water because it makes perfect sense and it is a situation that should be”;*

PM38 “The implementation of the 800 thousand threshold is like Mount Everest, it sounds very difficult, but if you struggle, you will succeed”.

Table 3.

Distribution of Negative Metaphors Towards 800 thousand Threshold Implementation by Category

Category	Metaphor	<i>f</i>
Degree of difficulty	Dam (PM13)	15
	A road without traffic lights (PM21)	
	Barrier (PM30)	
	Turtle (PM33)	
	A load carried on the back (PM44)	
	Limitations in education (PF45)	
	Slope (PF46)	
	Conditioning (PF47)	
	Military training (PF50)	
	Life (PF54)	
	The set that is placed in front of the water (PF63)	
	Hell (PF66)	
	Schoolyard (PF72)	
	Economic crisis (PM78)	
	Wall (PM81)	
Making worthless	Wooden bridge((PM6)	7
	A person who thinks that only she has the right knowledge (PF9)	
	Unwanted person (PF18)	
	Prepositions (PF28)	
	Put in the cluster (PF40)	
	Band-aid on a severed arm (PF57)	
Food and beverage	Garbage (PF58)	6
	Fruit (PM7)	
	Rotten fruit (PF51)	
	Hot pepper (PM53)	
	Okra (PM56)	
	Tomate (PM65)	
Distinctiveness	Kiwi (PF75)	5
	Foreign language (PM10)	
	A stone in rice (PF14)	
	Written exam (PF42)	
	Purgatory (PF68)	
Injustice	Strainer (PF73)	3
	Fight (PM8)	
	Türkiye (PF29)	
The labor that remains unrequited	Interview (PM37)	2
	Landmine (PM24)	
Luck	Dandelion (PF62)	1
Achieving dreams	Tide (PF83)	1
	Dream (PF35)	1
Total		40

Table 3 shows the distribution of negative metaphors. When the data were examined, it was determined that the metaphors were in total. In total, the participants produced 40 negative metaphors. When the data were analyzed, it was determined that the metaphors were included in 8 categories. The most common categories were metaphors indicating difficulty levels and worthless categories. The metaphors that comprise the table and their related categories are as follows;

Degree of Difficulty

This category includes metaphors that emphasize the 800 thousand threshold as a restrictive, burdensome, and demotivating challenge. Participants often see the threshold as an arbitrary barrier that impedes progress, especially for students in the arts and talent-based disciplines. It is associated with frustration, inequality, and emotional fatigue.

PM13 *“800 thousand threshold applications are like a dam. Because it prevents the water from flowing comfortably, it interferes with the life inside”;*

PM21 *“The 800 thousand threshold is like a road without traffic lights. Because it causes confusion”;*

PM30 *“The 800 thousand threshold application is like a barrier in front of students. It is difficult to pass for fine arts students”;*

PM33 *“is like a turtle because it slows things down”;*

PM44 *“800 thousand threshold applications are like a load carried on the back. Because no matter how much we try to straighten up and move forward, you will remain under that burden; you will not be able to move forward”;*

PF45 *“The application of 800 thousand threshold is similar to the limitation in the field of education. Because it limits talent”;*

PF46 *“The 800 thousand threshold is like a slope. Because it is a difficult exam process for those who have not completed Anatolian high school and have not taken many courses, and there has been a decrease in students with music knowledge in the teaching departments”;*

PF47 *“The 800 thousand threshold application is similar to conditioning. Because students who study fine arts or field courses must do extra work for university exams. Students who study the courses that are in the university exam instead of field courses do not have as much difficulty as we do. We, those on the arts etc. side, are subjected to this conditioning.”*

PF50 *“The application of 800 thousand threshold is similar to military training. Because the ability to constantly prove is an effort to get to a certain rank”;*

PF54 *“800 thousand threshold applications are like my life. Because there is always a difficulty”;*

PF63 *“The 800 thousand threshold is like a set placed in front of the water, as it prevents reaching the destination”;*

PF66 *“The 800 thousand threshold is like hell, because students' futures should not be messed with just by looking at the 800 thousand threshold”;*

PF7 *“The 800 thousand threshold application is like a school playground. Because boundaries are set and it is forbidden to go outside the garden according to the rules. Although this situation favours those who receive education, it is a kind of limitation”;*

PM78 *“The 800 thousand threshold is similar to an economic crisis, because as inflation rises, purchasing power decreases”;*

PM81 *“The 800 thousand threshold application is like a wall. Because it is an obstacle”.*

Making Worthless

This category reflects the perception that the threshold devalues students' existing talents and efforts. Participants interpret the threshold as meaningless, exclusionary, and unconnected to the real competencies needed for teaching. They liken it to superficial or irrelevant concepts.

PM6 *“800 thousand threshold application looks like a wooden bridge. Because it is a criterion made only to say that there is a threshold that is unrelated to teaching”;*

PF9 *“The 800 thousand threshold application is similar to a person who thinks that the correct knowledge is only in him. Because in practice, it makes it mandatory for students who want to become teachers to have only one difference from other students' academic achievements”;*

PF18 *“The 800 thousand threshold application is like an unwanted person who appears to you at any moment”;*

P28 *“The 800 thousand threshold application is like a preposition, it has no meaning by itself”;*

PF40 *“It's like putting people in a cluster and stressing them out. Because it is unnecessary”;*

PF57 *“800 thousand threshold application is like a band-aid glued to a severed arm. Because it is an unreasonable, deceptive measure taken by ignoring the actual emergency.”;*

PF58 *“800 thousand threshold applications are like garbage. Because TYT is about music, fine arts, etc. It is related to. It is not an exam that requires talent or is weighted by talent. Instead of TYT, a TYT-style exam should be conducted for the ability scale. Then to sift again, to hear, to write, to solfege, etc. it could be another test for skills”.*

Food and Beverage

These metaphors express strong personal dislike, discomfort, or dissatisfaction, often using imagery related to food that looks appealing but tastes unpleasant. The threshold is described as something externally attractive but internally unpalatable.

PM7 *“800 thousand threshold application is like fruit. Because when you collect a lot of income, you eat less”;*

PF51 *“800 thousand threshold applications are like rotten fruit. Because it spoils and rots other fruits as well as it is rotten”;*

PM53 *“800 thousand threshold applications are like hot pepper. Because you have difficulty eating, you suffer; it's like persecution, just like trying to cross a threshold”;*

PM56 *“The 800 thousand threshold application is like okra. Because I don't like it”;*

PM65 *“It’s like a big/small tomato. Because the big one passes, the small one stays”;*

PF75 *“800 thousand threshold applications are like kiwi.” Because kiwi is beautiful from the outside, but when it is eaten, it has a sour taste, and you cannot eat it. The 800 thousand threshold makes a lot of sense when you look at it, but people who are prepared for school of physical education and sports cannot get high scores as a result of the exam, and it gives a bad taste-feeling like kiwi”.*

Distinctiveness

Although “distinctiveness” was also used for positive metaphors, in this context, it carries a negative connotation. The threshold is an abstract, confusing, or alienating mechanism—difficult to understand and poorly suited to identify true potential.

PM10 *“It is like a foreign language. Because the one who can understand it speaks”;*

PF14 *“The 800 thousand threshold application is like a stone in a pile of rice. It’s very difficult to select talented students from it”;*

PF42 *“The 800 thousand threshold application is like a written exam because without proper training, education cannot be given. To become a teacher, it is not enough to be good; you also need to have the language skills, general knowledge, and historical awareness to convey it to others”;*

PF6 *“The 800 thousand threshold application is like a purgatory. Because if you spit up, it is like a moustache; if you spit down, it is like a beard”;*

PF73 *“The 800 thousand threshold is like a strainer. Because big stones do not fall through it”.*

Injustice

Metaphors in this category highlight participants’ perceptions of unfairness and lack of meritocracy in the implementation of the threshold. They suggest that success under this system depends more on external factors than on individual competence. PM8 *“The 800 thousand threshold application is like a fight. Because those who have the power win and those who don’t lose”;*

PF29 *“The 800 thousand threshold application is like Türkiye. Because it has nothing to do with merit”;*

PM37 *“It is like an interview because conditions are stipulated, merit is not sought”.*

The Labour that Remains Unrequited

This category includes metaphors that reflect deep discouragement because participants feel that their efforts and potential are not rewarded under the current system.

PM24: *“800 thousand threshold applications are like landmines. When you think there is no problem, you suddenly explode”;*

PF62: *“800 thousand threshold applications are like dandelions. Because actually being able to enter the 800 thousandth ranking cannot be an indicator of success. Even if they*

can enter the 800 thousandth ranking, students without teaching qualifications and cannot demonstrate proficiency will disperse in leaps and bounds just like dandelion feathers”.

Luck

The metaphor in this category highlights the arbitrary or uncontrollable nature of threshold applications.

PF83 *“The 800 thousand threshold is like a tide. It comes and goes during certain periods. When I took the university entrance exam, the 800 thousand threshold was in effect, so I couldn’t apply for the music teaching program”.*

Achieving Dreams

The metaphor here presents the threshold as an unreachable aspiration.

PF35 *“The 800 thousand threshold feels like a dream because it's very difficult for graduates of fine arts high schools”.*

Table 4.

Distribution of Positive Metaphors for Pedagogical Formation According to Their Categories

Category	Metaphor	<i>f</i>
Need	To get a driver’s license (PF15)	9
	Bread (PM31)	
	Glasses (PM44)	
	Vegetable (PM48)	
	Water (PF57)	
	Whole apple (PF60)	
	The seed planted in the ground (PF62)	
	Vitamina D (PM74)	
Experience	The watermelon at the greengrocer's (PM76)	7
	The candle on the cake (PM5)	
	The preface to teaching (PF18)	
	A newborn baby (PF39)	
	Driver's license (PM43)	
	Medicine (PF45)	
	Drinking water after a steep uphill climb (PF54)	
Achieving dreams	Training (PM56)	6
	The freedom to color in the unfinished areas of a painting (PF28)	
	The teaching of Mevlana (PM33)	
	The flower that blooms in spring (PF47)	
	Flower (PM64)	
	Honey (PM77)	
Luck	Light (PM82)	2
	Four-leaf clover (PF9)	
Degree of difficulty	Honey (PM77)	1
	Marathon run (PM53)	
Total		24

Table 4 presents the distribution of positive metaphors by category. Upon examination of the data, it was determined that the metaphors fall into a total of 5 distinct categories. A total of 24 positive metaphors were produced by the participants. The metaphors constituting these categories and their corresponding classifications are presented below;

Need

This category includes metaphors that reflect pedagogical formation as a basic and indispensable requirement for becoming a teacher. Participants likened it to essential life

elements such as water, bread, and vitamins, emphasizing that while teaching might be possible without it, true effectiveness and completeness come through formal pedagogical preparation.

PF15 *“Pedagogical formation is like getting a driver's licence because it is necessary to know the rules before going on the road”;*

PM31 *“Pedagogical formation is like bread because you can make it yourself at home, but you can also buy it easily from the market”;*

PM44 *“Pedagogical formation is like glasses because it helps you see more clearly ahead”;*

PM48 *“Pedagogical formation is like vegetables because they are different. For example, conservatory music teaching involves different courses, but formation courses are the same. Both are music schools. Those who do not pass the 800 thousand threshold cannot be considered unsuccessful”;*

PF57 *“Pedagogical formation is like water. Because it is necessary for everyone”;*

PF60 *“Pedagogical formation is like a whole apple because it cannot be considered complete without all its parts. When it is like a half apple, it eventually decays over time; however, when it is whole, the desired outcome can be achieved”;*

PF62 *“Pedagogical formation is like a seed sown in the soil because if the individual is suitable for teaching and manages to improve themselves under the necessary conditions, their contribution to the students they will raise will be significant”;*

PM74 *“Pedagogical formation is like vitamin D because even when we go outside, it can be absorbed from the sun unintentionally”;*

PM76 *“Pedagogical formation is like the watermelon at the greengrocer's because the greengrocer gives you the right to taste the watermelon you like and choose”.*

Experience

In this category, pedagogical formation is portrayed as a process that enhances one's teaching abilities through experience and development. Participants emphasize its formative role in preparing individuals for real-life classroom settings.

PM5 *“The candle in the cake increases the experience increases as the candle increases”;*

PF18 *“It is the preface to teaching because it contains the key expressions that will serve as a guide when practicing the profession”;*

PF39 *“Pedagogical formation is like a newborn baby because life is just beginning”;*

PM43 *“Pedagogical formation is like a license because it means knowing how to transfer knowledge to education and teaching with certain rules and order”;*

PF45 *“Pedagogical formation is like medicine because it helps you reach the same level as healthy (successful) people”;*

PF54 *“Pedagogical formation is like the water drunk after a steep uphill because it is the ease that comes after difficulties”;*

PM56 *“Pedagogical formation is like training because both focus on the development of individual skills”.*

Achieving Dreams

This category includes metaphors that associate pedagogical formation with hope, opportunity, and the realization of professional dreams. It is often described as a second chance or a means of self-fulfillment.

PM33 *“Pedagogical formation is similar to Mevlana's teaching because it accepts all parts and is similar to the teaching of come as you are, whoever you are”;*

PF47 *“Pedagogical formation is like a flower blooming in spring. Pedagogical formation gives a new chance and brings happiness to those who did not study music teaching but want to become music teachers”;*

PM64 *“Pedagogical formation is like a flower because a flower that does not bloom on time can bloom with Pedagogical formation. Teaching is reinforced by the subjects taught, but teaching is a feeling that comes from within”;*

PM77 *“Pedagogical formation is like honey because it increases the possibility of becoming a teacher”;*

PM82 *“Pedagogical formation is like light because it illuminates the path to teaching”.*

Degree of Difficulty

This single metaphor reflects pedagogical formation as a long and demanding journey.

PM53 *“Pedagogical formation is like a marathon run because both are journeys that require a long preparation process and continuous effort”.*

Luck

Metaphors in this category reflect the view that access to pedagogical formation sometimes depends on external circumstances or chance rather than solely on effort or merit

PF9 *“The formation application is like finding a four-leaf clover among three-leaf clovers. Because a teacher cannot be made only by the scores received and the exams passed. Maybe it is a changing door of luck”.*

Table 5.

Distribution of Negative Metaphors Towards Pedagogical Formation According to Their Categories

Category	Metaphor	<i>f</i>
Injustice	A rich person eating meat while a poor person eats dry bread (PM2) Contradicting one's own words (PM4) Favoritism (PM6) Mine (PM8) Theft (PM10) Overtaking on the wrong lane (PF11) Financial trap (PF12) A public space (PF19) Writing in a notebook with an empty pen (PF22) Teaching in a private school in a field other than the one we studied (PF23) Evening market (PM24) Roken sieve (PF27) Someone cutting ahead of you and stealing your turn (PF29) Injustice (PF35) Favoritism (PF42) A student who does not contribute in a group project (PF49) An athlete who uses performance-enhancing drugs (PF50) Spider-Man having oil on his feet (PM59) Counterfeit teaching (PM65) Theft (PF70) Paradox (PF72)	21
Degree of difficulty	Nonsensical (PF16) Modified vehicle (PF25) Türkiye (PM30) Racing a horse and a donkey under identical conditions (PM34) Broken glass (PM37) Movie (PF52) Reminds me of friends who try to limit me (PF55) Partially disabled (PF58) Smoking (PF67) Purgator (PF68) Child (PM69) The Great Wall of China (PF75) NAS economy system (PM78) Bitter food (PM79) Downhill road (PM80) Sledgehammer (PM81) Tide (PF83)	17
Worthless	Appetizer (PF1) Garbage (PF14) Money falling from the sky (PF26) Murky water (PF36) Money laundering scheme (PM38) Stepchild (PF40) Weed (PF51) A garden with a gate but no fence (PF63) Weed (PF71)	9
Achieving dreams	Rainbow (PF3) A fake happiness bought with money (PM13) Interest (PF17) National Lottery (PF32) Hopelessness PF41) Rose (PF73)	6
Luck	Dice in a backgammon game (PM20) Gambling (PM21) Your luck in Türkiye (PF46)	3
Lack	A dessert without sugar (PF61) Seedless olive (PF66)	2
Experience	Advice (PM7)	1
Total		59

Table 5 presents the distribution of negative metaphors. As observed from the data, the highest number of metaphors produced in the study were negative. Participants generated a total of 59 negative metaphors. Upon examining the data, it was determined that the metaphors fall into 7 distinct categories. The most frequently preferred category was injustice, followed by the difficulty level category. The metaphors and their associated categories presented in the table are as follows:

Justice

This category contains metaphors that portray pedagogical formation as a mechanism of unfairness, inequality, and injustice, particularly in relation to access, effort, and outcomes. Participants express frustration that those who have not met official thresholds or who have not undergone a full teaching degree are still granted access to the profession—undermining the value of formal education and hard work.

PM2 *“Pedagogical formation is like a rich person eating meat while a poor person eats dry bread, because it represents an unfair practice and a wrong decision”;*

PM4 *“Pedagogical formation is like someone who contradicts their own words. While admission criteria are set for students entering the faculty of education, these criteria are neither applied to those receiving pedagogical formation nor is there any significant effort required to become a teacher through this route. In fact, those who complete pedagogical formation take almost the same courses as students enrolled in the faculty of education. It's similar to the example I gave earlier: while I can only enter the country after obtaining a visa, those who issue visas knowingly allow visa-free entry for others. Therefore, either the pedagogical formation system should be abolished, or the ranking requirement of 800 thousand should be enforced”;*

PM6 *“Pedagogical formation is like favoritism in an interview because a student who studies and works hard for four years is equated with a student who completes just one year of formation, and the one-year formation student gains access to a profession that typically requires a four-year degree”;*

PM8 *“Pedagogical formation is like a mine because it contains both valuable and worthless materials”;*

PM10 *“Pedagogical formation is like theft because our efforts are being stolen”;* PF11 *“Pedagogical formation is like overtaking on the wrong lane because it involves taking a path that is not rightfully deserved”;*

PF12 *“Pedagogical formation is like a financial trap because it dims the emotions and futures of young people. It undermines the importance of passing the teaching program entrance exams and causes difficulties during the transition to the profession. Furthermore, students participating in the formation program have often failed to meet the threshold of the teaching faculty and, due to limited capacity, will face challenges in their professional careers, leading to hopelessness about their future. Whether students who pay for the formation program become teachers or not has never truly mattered to anyone”;*

PF19 “Pedagogical formation is like a public space where no one knows who comes in or goes out”; PF22 “It is like writing in a notebook with an empty pen because it disregards the efforts of those who struggled to rank within 800 thousand”;

PF23 “Pedagogical formation is like teaching in a private school outside of the branch we studied. Given its current conditions, it is the very embodiment of injustice. The quality of education provided cannot even be compared to that of someone who studied teaching for four years”;

PF24 “Pedagogical formation is like an evening market, where anyone can buy whatever they want”;

PF27 “Pedagogical formation is like a broken sieve because it provides an open and unfair gateway for those who cannot achieve a rank within the top 800 thousand in the university entrance exam”;

PF29 “Pedagogical formation is like someone cutting in front of you while you're waiting in line, taking away what is rightfully yours”;

PF35 “Pedagogical formation is like injustice itself. While students who enter faculties of education demonstrate talent and pass difficult exams, taking heavy coursework to graduate, those who take formation often have no knowledge of the subjects we study.” However, by attending only a few of the same classes, students earn two diplomas. In a system in which individuals who have barely presented a proper project receive two diplomas, those of us who have worked under far more demanding conditions are not even considered equally qualified. If this is not injustice, what is”;

PF42 “Pedagogical formation is like favoritism. Some fight tooth and nail to become teachers, while others treat it as a backup profession to fall back on”;

PF49 “Pedagogical formation can be compared to a student who does not contribute in a group project. In both cases, while some individuals work hard, strive, and invest significant effort, others receive the same reward without making any contribution pedagogical formation can be compared to a student who does not contribute in a group project. In both cases, while some individuals work hard, strive, and invest significant effort, others receive the same reward without making any contribution”;

PF50 “Pedagogical formation is analogous to an athlete who uses performance-enhancing drugs. Among two individuals at the same professional level, one attains their position through genuine personal effort, while the other benefits from an artificially enhanced path”;

PM59 “Pedagogical formation is like Spider-Man having oil on his feet, preventing him from sticking to buildings.” You set high standards to ensure only quality students become teachers, yet you end up placing those who fail to meet the standards on equal footing with others”;

PF70 “Pedagogical formation is like theft, because no matter how attractive it seems, it infringes upon others' rights”;

PF72 *“Pedagogical formation is like a paradox, because on one hand it sets boundaries, while on the other hand it is completely open to everyone”.*

Degree of Difficulty

This category frames pedagogical formation as a confusing, burdensome, and emotionally draining experience, full of contradictions and inefficiencies. Participants report struggling with a system that feels incomplete, misaligned, or overly demanding-especially when added to their existing workload.

PF16 *“Pedagogical formation is nonsensical. It places obstacles in front of students who have already been admitted to teaching programs”;*

PF25 *“Pedagogical formation can be likened to a modified vehicle, as it diverges from the intended original path”;*

PM30 *“Pedagogical formation resembles Türkiye in that there is always a loophole in the law, allowing one to find a way around the obstacles placed before the intended actions”;*

PM34 *“Pedagogical formation is like racing a horse and a donkey under the same conditions (in colloquial terms, roughly) because it allows those who receive mostly practical training without the same theoretical education and effort to take the same exam and qualify for the same profession”;*

PM37 *“It is like trying to fix a broken glass. I believe pedagogical formation is not being delivered properly”;*

PF52 *“Pedagogical formation is like a movie trailer because no matter how many trailers you watch you can never truly understand the full film or grasp its content”;*

PF55 *“Pedagogical formation is like my friends who try to hold me back because there is always a sense of hope even within that struggle”;*

PF67 *“Pedagogical formation is like smoking, because you want to quit, but you can’t since you have to think about your future”;*

PF68 *“Pedagogical formation is like purgatory because whatever you choose to do you are stuck in a no win situation”;*

PM69 *“Pedagogical formation is like a child because you cannot just throw it away nor easily give it up”;*

PF75 *“Pedagogical formation is like the Great Wall of China. From the outside, it looks magnificent and makes you want to visit, but the path is so long that you cannot finish it all at once. Receiving pedagogical formation is valuable, yet being given too much at once causes difficulties both in other courses and the formation classes”;*

PM78 *“Pedagogical formation is like the NAS economy system because you try to save an economic crisis with one last effort but it doesn't help”;*

PM79 *“Pedagogical formation is like a bitter dish because despite being unfair, its taste is good”;* PM80 *“Pedagogical formation is like a downhill road because the faster you go into teaching, the more tired you become”;*

PM81 *“Pedagogical formation is like a sledgehammer because it destroys the system it does not approve of”;*

PF83 *“Pedagogical formation is like a tide because it comes and goes in certain periods. When the formation program is available, courses are often not opened to us, causing delays in my semester and postponing my graduation”.*

Worthless

Metaphors in this category reflect perceptions that pedagogical formation lacks substance, meaning, or educational value. Participants describe it as “garbage,” “murky water,” or “a stepchild”, indicating that it is neglected, superficial, or seen as an afterthought in the broader education system.

PF1 *“Pedagogical formation is like an appetiser because whatever your meal is, it comes with it”;*

PF14 *“Pedagogical formation is likened to garbage, as it is perceived to be unnecessary”;*

PF26 *“Pedagogical formation is likened to money falling from the sky, as it is granted to anyone who asks for it, without requiring any significant effort”;*

PF36 *“Pedagogical formation is like murky water, as the suspended particles within the water spoil its taste. It is also comparable to potted plants at home, which, without receiving the nutrients from their natural environment, share the same name as other plants but lack their full potential”;*

PM38 *“Pedagogical formation is like a money laundering scheme designed with reduced quality accelerated education, primarily focused on the financial returns”;*

PF40 *“Pedagogical formation is likened to a stepchild, as it lacks the necessary care and sensitivity”;*

PF51 *“Pedagogical formation is likened to a weed growing in a garden, as no one appreciates it”;*

PF63 *“Pedagogical formation is like a garden with a gate but no fence, because both paths lead to the same entrance”*

PF71 *“Pedagogical formation is like weed because no one wanted to consume it”.*

Achieving Dreams

This category is marked by disillusionment. While pedagogical formation might promise career fulfillment, the metaphors reflect how this promise often fails to materialize. Participants suggest that formation creates false hope or unattainable dreams, much like a rainbow or a lottery ticket. These metaphors imply that formation often sells an ideal that does not match reality.

PF3 *“Pedagogical formation is like a rainbow because you think you will become rich if you pass under it, but neither can you pass under it nor does passing under it guarantee*

wealth, just like how everyone who completes the formation thinks they can become a true teacher”;

PM13 *“Pedagogical formation resembles a fake happiness bought with money, because someone who takes a shortcut and obtains formation may see themselves as superior to those who have studied and worked hard for years in that field”;*

PF17 *“Pedagogical formation is like interest because you consider it forbidden but still cannot give it up”;*

PF32 *“Pedagogical formation is like a national lottery because you become a teacher without putting in any effort”;*

PF73 *“Pedagogical formation is like a rose because it looks beautiful and appealing from a distance, but when you hold it, its thorns prick you”.*

Luck

These metaphors highlight the random, unpredictable, and arbitrary nature of pedagogical formation opportunities. Access to teaching through formation is perceived as depending more on chance than merit. The process is likened to gambling or rolling the dice, suggesting a lack of clear, fair criteria.

PM20 *“Pedagogical formation is like dice in backgammon. Because the Decrement of good teachers depends on luck”;*

PM21 *“Pedagogical formation is like gambling because the teaching qualifications of people who can become teachers without a full education depend on luck”;*

PF46 *“Pedagogical formation is like your luck in Türkiye because you never know when or how it will happen”.*

Lack

This category conveys that pedagogical formation lacks essential qualities needed for quality teaching. The metaphors suggest incompleteness or deficiency.

PF61 *“Pedagogical formation is like a dessert without sugar because it lacks the essential element that gives it its true taste. Without pedagogical formation, effective learning cannot occur. Just like a sugarless dessert, education without formation lacks flavor and impact”;*

PF66 *“Pedagogical formation is like a seedless olive, because without it, effective teaching methods cannot exist”.*

Experience

Only one metaphor falls into this category, but it still carries a negative connotation. It is concern that not all students receiving formation are ready or capable of understanding its content or applying it effectively, questioning its universal applicability.

PM7 *“Pedagogical formation is like advice because you have to be careful about who you give it to and who will understand it”.*

Discussion and Conclusion

This study aimed to explore the metaphorical perceptions of students from institutions admitting students through special talent examinations concerning the implementation of the 800 thousand threshold and pedagogical formation education. The findings reveal that metaphorical expressions vary significantly depending on participants' academic backgrounds, program types, and professional trajectories.

Regarding the 800 thousand thresholds, it was observed that the majority of positive metaphors were produced by pre-service teachers enrolled in faculties of education. These students generally perceived the threshold as a mechanism for ensuring quality and merit in the teaching profession. They conceptualized it as a legitimate filtering tool-contributing to educational standards and societal welfare. On the other hand, negative metaphors were predominantly produced by students from other disciplines, such as fine arts faculties, conservatories, and sports sciences faculties. These students frequently framed the threshold as a restrictive, exclusionary, and unjust system that undermines talent and creates unnecessary barriers to entry.

This distribution suggests that students engaged in formal teacher education tend to regard the threshold positively-as a step toward professional development and an assurance of educational qualification. Conversely, students outside of education faculties -particularly those in performance- and skill-based programs- often interpret it as a structural impediment that fails to account for diverse forms of intelligence and ability.

Similarly, metaphorical perceptions regarding pedagogical formation differed based on institutional affiliation and context. Students who gained teaching qualifications through the pedagogical formation program produced more positive metaphors, often conceptualizing formation as a necessity, a foundational element, or a transformative journey toward becoming a teacher. These metaphors emphasized personal development, opportunity, and readiness for professional life. However, despite these positive perspectives, participants from practice-oriented disciplines (e.g., conservatories and sports sciences) frequently expressed negative views, emphasizing the insufficiency, structural inconsistency, and temporary nature of the formation process.

The analysis revealed that metaphors regarding the 800 thousand threshold were grouped under six positive and nine negative categories. Among the positive metaphors, the most frequently recurring themes were “distinctiveness,” “degree of difficulty,” and “food and beverage.” These metaphor categories reflect perceptions of the threshold as a meaningful distinction mechanism, a challenge worth overcoming, and an enriching supplement to the educational system. Notably, these themes resonate with the findings of Demirel and Sözer (2023), who emphasized that the development of qualified teachers relies not only on talent and subject knowledge but also on general cultural competence. Similarly, Yetim (2004) highlighted that well-trained teachers play a critical role in the advancement of societal welfare-lending theoretical support to the prominence of the “distinctiveness” metaphor category in the present study.

When analyzing negative metaphors concerning the threshold, the most frequently preferred categories were “degree of difficulty,” “worthlessness,” and “food and beverage.” These categories indicate a perception of the threshold as overly burdensome, meaningless, or unpleasant. In line with these findings, Üçer et al., (2023) emphasized that the 800 thousand threshold posed a barrier for highly talented students, while Başbuğ and Kaya (2022) observed a decline in the number of applicants, successful candidates, and registered students in talent-based programs following the implementation of the TYT threshold. Similarly, Atar and Yılmaz (2012) noted that students with high talent scores were unable to enroll in relevant programs due to threshold restrictions. These findings align with the frequent recurrence of the "degree of difficulty" category in this study's metaphor data.

Based on these results, it may be concluded that the negative metaphors concerning the 800 thousand threshold point to its function as a barrier that hinders access for talented students, while at the same time enabling the admission of students from unrelated fields, thereby creating a paradox. Nonetheless, the larger number of positive metaphors overall suggests that participants held a generally favorable view of the threshold application. This suggests that many students believe the individual who becomes a teacher should not be an ordinary person, but someone who is well-equipped, intellectually capable, and professionally competent.

In terms of pedagogical formation, the data revealed that positive metaphors were categorized into five groups, while negative metaphors were classified under thirteen categories. Importantly, participants produced a higher number of negative metaphors, suggesting that their overall perception of formation education was largely negative. These negative views focused on themes such as “worthlessness,” “injustice,” and “fraud,” indicating that students frequently questioned the legitimacy, effectiveness, and fairness of the formation process.

This contrasts with the findings of Köybaşı and Uğurlu (2018) in their study titled “Metaphors Developed by Undergraduate Students for Pedagogical Formation Courses,” where the majority of metaphors were positive. This difference may be attributed to the sample characteristics of the present study, which included a higher proportion of students from faculties other than education. These students likely have a more external, critical perspective on the formation process. Additionally, Yapıcı and Yapıcı (2013) found that the dominant negative metaphors among pre-service teachers were categorized under “obligation,” “wasted time,” and “torture,” which aligns with this study's negative metaphor categories, particularly those highlighting structural contradictions and perceived inefficacy.

In conclusion, the metaphorical perceptions revealed in this study highlight how institutional affiliation, academic discipline, and educational pathway significantly influence students' attitudes toward both the 800 thousand threshold and pedagogical formation. While students in teacher education programs tend to view the threshold as a necessary and meaningful qualification process, students in talent-based fields express concern about exclusion, inequality, and the misalignment between policy and potential. Furthermore, although pedagogical formation is perceived positively by some as a vital tool for professional

preparation, many students from non-education faculties consider it to be an ineffective or superficial measure that lacks depth, consistency, and fairness.

These insights underscore the importance of re-evaluating teacher qualification policies, including threshold criteria and pedagogical formation practices, with greater sensitivity to disciplinary diversity, equity in access, and the unique needs of students across educational contexts.

Recommendations

High schools in fine arts and sports should present culture courses with content and resources that will support students' success in the TYT exam.

Guidance and support programs should be created to ensure that students who will take the talent exam understand the importance of the TYT threshold and prepare for this exam appropriately.

In order for the 800-threshold application to be more effective and fair, it should be applied to candidates who have graduated from different departments and received formation education, and equality should be ensured among the candidates.

It is recommended that the research be expanded to include more teacher candidates and repeated with participants from different regions or groups.

The research should be applied to different education faculties and departments that can receive pedagogical formation education, thus diversifying the results and increasing their scope.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 35%

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Conflict Statement

The authors declare that there is no conflict of interest or any material or individual organic link with any person or institution involved in the research.

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Yetenek Sınavı ile Üniversiteye Yerleşen Öğrencilerin 800 Bin Barajı ve Formasyon Eğitimine Yönelik Metaforik Algıları



Özet

Bu çalışma, özel yetenek sınavlarıyla öğrenci kabul eden yükseköğretim programlarında öğrenim gören öğrencilerin 800 bin başarı sıralaması barajı ve pedagojik formasyon eğitimine ilişkin metaforik algılarını incelemeyi amaçlamaktadır. Nitel araştırma desenine sahip bu durum çalışmasına Güzel Sanatlar Eğitimi, Güzel Sanatlar Fakültesi, Konservatuvar ve Spor Bilimleri Fakültesi'nden toplam 83 öğrenci katılmıştır. Her katılımcı, her iki konuya ilişkin birer metafor üretmiş ve toplamda 166 metafor toplanmıştır. Veriler içerik analizi yöntemiyle değerlendirilmiş, metaforlar olumlu ve olumsuz olarak sınıflandırılmıştır. 800 bin barajına ilişkin 43 olumlu, 40 olumsuz metafor belirlenmiş; olumlu metaforlar özellikle “ayırt edicilik” ve “zorluk düzeyi” temaları etrafında toplanmış ve barajın öğretmen kalitesini artırmaya yönelik bir filtre olarak görüldüğü anlaşılmıştır. Öte yandan, olumsuz metaforlar “adaletsizlik”, “değersizlik” ve “engelleyicilik” temalarında yoğunlaşmış; özellikle yetenek temelli bölümlerdeki öğrencilerin merkezi sınav sisteminden olumsuz etkilendiği görülmüştür. Pedagojik formasyonla ilgili 24 olumlu ve 59 olumsuz metafor üretilmiştir. Olumlu metaforlar formasyonu bir “gereklilik”, “deneyim kazanma” ve “hayallere ulaşma aracı” olarak değerlendirmiştir. Olumsuz metaforlar ise formasyonu “yetersiz”, “geçici”, “hakkaniyetsiz” ve öğretmenlik mesleğinin niteliğini zayıflatan bir uygulama olarak tanımlamıştır. Genel olarak öğrenciler, 800 bin barajını öğretmen seçimi açısından daha olumlu karşılarken, pedagojik formasyon eğitimine dair algılar daha çok olumsuzdur. Araştırma sonunda, barajın öğretmen yetiştirme programlarıyla uyumlu hâle getirilmesi, Temel Yeterlilik Testi [TYT] hazırlığının desteklenmesi ve formasyon sürecinin daha adil ve nitelikli biçimde yeniden yapılandırılması önerilmektedir.

Anahtar Kelimeler: Özel yetenek sınavı, 800 bin başarı sıralaması, pedagojik formasyon eğitimi, metafor.

Giriş

Eğitim, insanlığın varoluşundan bu yana bireylerin yeteneklerini keşfetmeleri, geliştirmeleri ve kendilerini ifade etmeleri için temel bir araç olmuştur. Toplamların yeniliklere uyum sağlaması ve çağdaş medeniyet seviyesine ulaşması açısından da büyük önem taşır. Bu nedenle, eğitimin planlanması ve amaçlarının belirlenmesi dikkatle yapılmalıdır (Boduroğlu, 2010). Eğitim kadar sanat da insanlık tarihi boyunca önemli bir yer tutmuş; bireysel ve toplumsal kimlikleri yansıtan, şekillendiren ve dönüştüren temel bir insan etkinliği olmuştur. Sanat sadece estetik değil, ruhsal ve ahlaki gelişim açısından da önemlidir. Bilirdönmez ve Karabulut (2016), sanatı öğrenmenin özgün bir yolu olarak tanımlar. Sanat, eğitimin bireysel gelişimi destekleme sürecinde yaratıcılığı, eleştirel düşünmeyi ve duygusal zekâyı besleyen önemli bir unsurdur. Aynı zamanda bireylerin anlam inşa etmelerine, çevrelerini kavramalarına ve dil ya da kültür farklarını aşarak iletişim kurmalarına yardımcı olur (Eisner, 2002; Winner vd., 2013).

Eğitim birçok alanda verilmektedir ve bunlar arasında en etkili olanlardan biri sanat eğitimidir. Bilirdönmez ve Karabulut'un (2016) insan ve sanat ilişkisine dair bulguları, sanatın

insan yaşamının doğal ve vazgeçilmez bir parçası olduğunu ortaya koymaktadır. Sanat, tarih öncesi mağara resimlerinden günümüz dijital medyasına kadar hem iletişim hem de dönüşüm aracı olarak hizmet etmiştir. Bu nedenle insan ile sanat arasında güçlü bir bağ bulunmaktadır.

Sanat eğitimi, geleneksel eğitimden farklı olarak dinamik ve bütüncül bir öğrenme yaklaşımı sunar. Yaratıcı, özgün düşünebilen ve çözüm odaklı bireyler yetiştirir. Balcı'ya (2024) göre sanat eğitimi, katı gelenekçilikten uzaklaşarak eğitime canlılık ve esneklik kazandırır; öğrencilerin kendilerini özgürce ifade etmelerini ve sorunlara farklı açılardan yaklaşımlarını sağlar. Sanat eğitimi alan bireyler, toplumsal sorunlara yaratıcı ve etkili çözümler üretebilen, hedef odaklı çalışmalar yapabilen ve değerleri doğrultusunda tutarlı davranabilen kişiler olarak bilinmektedir. Eisner'a (2002) göre sanat eğitimi, bireylerin eleştirel düşünme, problem çözme ve kendini ifade etme becerilerini geliştirir; bu beceriler modern toplumda aktif katılım için oldukça önemlidir. Sanat eğitimi, kişilik gelişimiyle de yakından ilişkilidir; bireyin kimlik oluşumuna, duygusal zekâsına ve ahlaki değerlerine katkı sağlar (Winner, vd., 2013).

Türkiye bağlamında, sistemli sanat eğitimi alan öğrencilerin estetik algılarının daha yüksek olduğu ve sosyal-kültürel değerlere karşı daha duyarlı oldukları vurgulanmaktadır. Bu bireyler sanata ve sanatçıya değer verir, estetik deneyimleri takdir eder ve çevreleriyle daha bilinçli ve düşünceli bir etkileşim kurarlar. Duncum'un (2009) belirttiği gibi, sanat eğitimi görsel okuryazarlığı ve dünyayı eleştirel bir bakışla yorumlayabilme yetisini geliştirir; böylece bireylerin toplumsal söylemlere aktif katılımını destekler. Bu anlamda sanat eğitimi almış bireyler sadece daha yaratıcı değil, aynı zamanda toplumsal sorunlara karşı daha duyarlı ve çözüm odaklıdır.

Eldemir'e (2011) göre güzel sanatlar bölümü, sanatı tanıtan ve yaygınlaştıran, zamanla sanatçı-öğretmen profili oluşturan bireyler yetiştirmeyi amaçlamaktadır. Eğitim fakülteleri öğretmen, güzel sanatlar fakülteleri ve konservatuvarlar ise sanatçı yetiştirir (Yalçın, 2017). Güzel sanatlar fakülteleri, sanat eğitimi vererek toplumun sanatsal gelişimine yön verebilecek bireyler yetiştirir. Konservatuvarlar ise müzik bilimcisi, araştırmacı ve sanat teknolojistleri yetiştirerek hem ulusal hem de küresel sanatsal ve kültürel anlayışı olan sanatçılar yetiştirmeyi hedefler (Korkmaz & Karkın, 2023). Eğitim fakültelerinde güzel sanatlar ve müzik öğretmenleri yetiştirilirken, güzel sanatlar fakültesi öğrencileri de lisans sırasında veya sonrasında formasyon eğitimi alabilmektedir. Spor eğitimi veren kurumlar, bireylerin fiziksel gelişimini destekleyerek topluma spor bilinci kazandırmayı amaçlar. Bu alanda eğitim fakülteleri, spor akademileri ve spor bilimleri fakülteleri önemli rol oynar (Devecioğlu vd., 2011). Güzel sanatlar, konservatuvar ve spor bilimleri fakültelerinden mezun olup öğretmen olmak isteyen bireylerin formasyon eğitimi almaları gereklidir. Bu eğitim, öğretim yeterliklerini kazandırarak mesleki gelişim ve sınıf içi hazırbulunuşluğu destekler (Bolzan, vd., 2013).

Pedagojik formasyon eğitimi, öğretmenlik mesleğine kaynaklık eden lisans programlarından mezun olanlara verilen bir sertifika programıdır (Yükseköğretim Kurulu [YÖK], 2023). Türkiye'deki formasyon programları, güzel sanatlar fakülteleri, konservatuvarlar ve spor bilimleri fakültelerinden mezun olanlara öğretmenliğe alternatif bir geçiş imkânı sunar. Bu durum özellikle eğitim fakültelerine doğrudan yerleşmek için gerekli

olan 800 bin başarı sıralamasını karşılayamayan öğrenciler için önemlidir. YÖK tarafından uygulanan bu baraj, öğretmen niteliğini artırmayı hedeflese de müzik, görsel sanatlar ve beden eğitimi gibi alanlardaki öğrencilerin öğretmenliğe erişimini zorlaştırmıştır. Ancak formasyon eğitimi sayesinde bu öğrenciler öğretmenlik yeterliliği kazanarak eğitim sistemine katkıda bulunabilmektedir.

2020 yılında yapılan düzenlemeyle, özel yetenek sınavlarına başvuruda Temel Yeterlilik Testi'nden [TYT] 150 puan alma şartı yerine “en düşük 800 bin başarı sırası” şartı getirilmiştir (Demirel & Sözer, 2023). Bu değişiklik, sayısal-sözel başarıyı ön plana çıkararak sanatsal ve sportif yetenekleri geri planda bırakmıştır. Güzel Sanatlar ve Spor Liseleri mezunları için başvuru süreci zorlaşmış, bazıları sınava girme hakkını kaybetmiş ve kontenjanlar boş kalmıştır. Bu durum, yetenekli ancak TYT’de başarılı olamayan öğrencilerin sistem dışına itilmesine, sanat, müzik ve beden eğitimi gibi alanlarda nitelikli öğretmen yetiştirilmesinde sorunlara ve motivasyon kaybına yol açmaktadır (Atar & Yılmaz, 2012; Sağır, 2007). TYT müfredatı, sanat eğitimi almış bireyler için dezavantaj yaratmakta ve yetenek kaybına neden olmaktadır (Demirel & Sözer, 2023).

Öğretmen atamalarından Milli Eğitim Bakanlığı [MEB] sorumlu olsa da, pedagojik formasyon eğitimi YÖK denetimindeki üniversiteler tarafından verilmektedir (YÖK, 2023). Bu program, merkezi sınav koşullarından dolayı öğretmenlik fakültelerine giremeyen öğrenciler için esnek bir alternatif sunmaktadır. Ancak araştırmalar, bu yolun etkili öğretmenlik için gereken yeterlikleri tam olarak karşılamadığını göstermektedir. Örneğin Özgül’ün (2023) çalışması, formasyon sürecinin müzik öğretmenliği için yeterli olmadığını ortaya koymuş ve öğretmen yetiştirme yapılarının yeniden değerlendirilmesi gerektiğini vurgulamıştır. Kasap, Balsüzen ve Dinç Altun’un (2024) araştırması ise, başarı sırası barajının kültürel derslerde olumlu, alan derslerinde ise olumsuz etkiler yarattığını göstermiştir. Öğrenciler sınavlara odaklandıkları için uygulamalı eğitime ve öğretmenlik mesleğine olan ilgileri azalmaktadır. Ayrıca Müzik Eğitimcileri Derneği [MÜZED] gibi meslek örgütleri, 800 bin başarı sırasının güzel sanatlar ve spor liselerinden mezun olan öğrencilerin öğretmenlik yapmalarını engellediğini belirtmekte ve daha kapsayıcı bir yaklaşımın gerekliliğini vurgulamaktadır.

Eğitim fakültelerinin müzik, görsel sanatlar ve beden eğitimi öğretmenliği bölümlerine yerleştirmede uygulanan 800 bin başarı sırası barajı, bu alanlardaki öğrenci sayısında azalmaya neden olmuştur. Özellikle Güzel Sanatlar ve Spor Liseleri mezunları bu baraj nedeniyle eğitim fakültelerine başvuramamış; kontenjanlar boş kalmıştır. Bunun sonucunda öğrenciler alternatif olarak konservatuvarlara, güzel sanatlar ve spor bilimleri fakültelerine yönelmiştir (Başbuğ & Kaya, 2022).

Eğitim fakültelerinde öğretmen adayları dört yıl boyunca pedagojik formasyon alırken, diğer fakültelerden mezun olanlar genellikle bu eğitimi bir yıllık yoğun programlarla tamamlamaktadır. Bu durum, mesleki yeterlilik ve uygulama becerilerinde farklılık yaratmaktadır. 800 bin barajı ve formasyonun alternatif bir öğretmenlik yolu olması, bu yapısal sınırlamalar altında öğretmen adaylarının eğitim ve mesleki gelecek algılarının anlaşılmasını önemli kılmaktadır (Öztürk vd., 2025). Kaliteyi artırma amacı taşıyan bu uygulama, pedagojik formasyonu tek seçenek olarak gören adayların motivasyonunu, kariyer planlamasını ve mesleki kimlik gelişimini olumsuz etkileyebilmektedir (Zepke, 2013).

Bu bağlamda, öğretmen adaylarının 800 bin başarı sırası barajı ve formasyon eğitimine dair algılarını incelemek, onların eğitim deneyimlerini ve duygusal dünyalarını anlamak açısından önemlidir. Bu çalışma, adayların bu uygulamalara yönelik metaforik algılarını ortaya koymayı amaçlamaktadır. Metafor analizi, bireylerin soyut ve karmaşık kavramları simgesel ifadelerle nasıl anlamlandırdıklarını gösteren güçlü bir nitel yöntemdir. Eğitim araştırmalarında metaforlar, geleneksel ölçme araçlarının ötesine geçerek katılımcıların duygu ve deneyimlerini daha derinlemesine ortaya çıkarır (Saban, 2008). Öğretmen kimliği, duygusal ve bilişsel süreçlerle şekillenir; metaforlar bu süreci görünür kılar. Örneğin formasyonun “can simidi” ya da “son şans” gibi görülmesi, farklı duygusal yaklaşımları yansıtır ve eğitim politikalarına yön verebilir. Metafor analizi yalnızca betimleyici değil, aynı zamanda değerlendirme ve çözüm üretme aracı olarak da işlev görür. Bu tür bir çalışma, öğrencilerin uygulamaları nasıl algıladığını ve bunun eğitim süreçlerine etkisini ortaya koyar. Böylece eğitim uygulamalarının öğrenci deneyimleri üzerindeki etkileri daha iyi anlaşılabilir.

Metaforlar, bireylerin duygu, düşünce ve deneyimlerini ifade ederken kullandıkları güçlü bir iletişim aracıdır ve bu yönüyle araştırmacılara katılımcıların iç dünyasına daha derinlemesine ulaşma imkânı sunar (Fainsilber & Ortony, 1987). Metafor analizi, katılımcıların duygusal tepkilerini, düşüncelerini ve deneyimlerini anlamayı kolaylaştırarak araştırma sonuçlarının daha kapsamlı değerlendirilmesine yardımcı olur. Pedagojik formasyon ve 800 bin başarı sırası barajı, farklı paydaşlar tarafından kimi zaman bir engel, kimi zaman bir fırsat olarak algılandığından, öğretmen adaylarının bu kavramlara yüklediği öznel anlamların anlaşılması önemlidir.

Bu çalışma, özel yetenek sınavı ile öğrenci alan kurumlardaki öğrencilerin 800 bin barajı ve formasyon eğitimine yönelik metaforik algılarını belirlemeye yönelik planlanan ilk araştırma olması açısından özgün bir nitelik taşımaktadır. Araştırmaya müzik eğitimi, resim-iş eğitimi, devlet konservatuvarları, güzel sanatlar fakülteleri ve beden eğitimi öğretmenliği bölümlerinden birçok öğrenci katılmıştır. Müzik, güzel sanatlar ve beden eğitimi alanlarındaki öğrencilerden metafor toplanmış olması, çalışmayı alanyazında nadir görülen ve özgün kılan önemli bir katkı sağlamaktadır.

Bu amaçla şu sorulara cevap aranmıştır:

1. Öğretmen adaylarının 800 bin baraj uygulamasına ilişkin metaforik algıları nedir?
2. Öğretmen adaylarının formasyon eğitimine ilişkin metaforik algıları nedir?

Yöntem

Araştırma Modeli

Bu çalışma nitel araştırma yaklaşımlarından durum çalışması modelinde yönetilmiştir. “Durum çalışması, bir ya da birkaç durumun derinlemesine araştırılmasını içeren holistik (bütüncül) bir nitel araştırma modelidir (Öztuna Kaplan, 2013).

Çalışma Grubu

Araştırmanın çalışma grubunu farklı üniversitelerden güzel sanatlar eğitimi bölümü müzik eğitimi programı, güzel sanatlar eğitimi bölümü resim-iş öğretmenliği programı, güzel sanatlar fakültesi resim bölümü, konservatuvar sahne sanatları bölümü, spor bilimleri

fakültesi spor yöneticiliği bölümü öğrencileri oluşturmaktadır. Çalışmaya toplam 114 öğrenci katılmıştır. Ancak geçerli metafor cümleleri üreten 49'si kadın, 34'ü erkek toplamda 83 öğrenci çalışmaya dahil edilmiştir.

Öğrencilerin 800 bin barajı ve formasyon eğitime yönelik algılarını belirlemek amacıyla metafor formu dağıtılmış ve aşağıdaki cümlelerdeki boşlukları kendilerine göre doldurmaları istenmiştir:

“800 bin barajı ... gibidir, çünkü ...”

“Formasyon eğitimi ... gibidir, çünkü ...”

Saban'a (2004) göre metaforlar, bireylerin olayların oluşumu ve işleyişine dair düşüncelerini yapılandırma, yönlendirme ve kontrol etmede etkili zihinsel araçlar arasında yer almaktadır. Ayrıca veri toplama formunda öğrencilerin cinsiyet ve bölüm gibi demografik bilgilere ilişkin sorulara da yer verilmiştir.

Verilerin Analizi

Araştırmanın verileri, içerik analizi yöntemiyle çözümlenmiş ve bulgular tablolar halinde sunulmuştur. İçerik analizi, insan davranışlarını ve doğasını doğrudan olmayan yollarla anlamaya imkân tanıyan bir tekniktir. Bu teknik, belirli kurallara dayalı kodlamalarla metindeki bazı sözcükleri daha küçük içerik kategorileriyle özetleyen sistematik ve yinelenebilir bir yöntem olarak tanımlanır (Büyüköztürk vd., 2019). Öğretmen adaylarından elde edilen veriler, Miles ve Huberman (1994) ile Yıldırım ve Şimşek'in (2018) önerdiği sistematik yaklaşıma uygun olarak içerik analizi aşamaları doğrultusunda analiz edilmiştir.

a) Kodlama Aşaması

Veriler, KK1 (Katılımcı Kadın 1), KE1 (Katılımcı Erkek 1), KK2... şeklinde kodlanmıştır. Araştırmacı tarafından tüm metaforlar detaylı bir şekilde okunmuş ve kodlanmıştır.

b) Eleme Aşaması

Öğrenciler tarafından doldurulan toplam 114 form incelenmiştir. Metaforik bir ifade içermeyen ya da açıklamaları metaforik bir anlam taşımayan cümleler çalışmaya dâhil edilmemiştir. Bu doğrultuda, 83 geçerli form ve 166 metafor elde edilmiştir.

c) Tasnif Etme Aşaması

166 metafor yeniden değerlendirilmiş ve olumlu ile olumsuz olmak üzere iki ana başlık altında sınıflandırılmıştır.

d) Kategori Geliştirme Aşaması

Önceki aşamada olumlu ya da olumsuz olarak belirlenen metaforlar, belirli temalar altında gruplanarak ayrı kategoriler oluşturulmuştur. 800 bin barajı ile ilgili metaforlar için 5 olumlu ve 8 olumsuz kategori belirlenmiştir. Pedagojik formasyonla ilgili metaforlar açısından ise olumlu görüşlerden 5, olumsuz görüşlerden ise 7 kategori türetilmiştir.

Metaforik ifadelerin analiz sürecinde, her bir metafor cümlesinin de (örneğin, “800 bin barajı ... gibidir çünkü ...” gibi) eksiksiz dolduran katılımcıların yanıtları çalışmaya dâhil edilmiştir. Sadece bir kısmı doldurulan ya da boş bırakılan yanıtlar analiz dışında bırakılmıştır.

Ayrıca, metafor içermeyen, kişisel görüş ya da eleştiri niteliğindeki ifadeler de değerlendirme dışı tutulmuştur. Örneğin “Formasyon olduğu için bir öğretmenlik kazanmanın pek bir önemi kalmıyor.” ya da “Bu dalga geçmekten başka bir şey değildir KPSS yığılması yaşanacak aynı zamanda kişisel görüşüm ki umarım öyle değildir. Sanki oturup nasıl daha da berbat hale getiririz diye konuşuyorlar herhalde” gibi yanıtlar, benzetme içermediği ve doğrudan metafor oluşturmadığı için çalışma kapsamına alınmamıştır.

Araştırmanın verileri, içerik analizi yöntemiyle değerlendirilmiş ve bulgular tablolar hâlinde sunulmuştur. Tablolar, katılımcıların doğrudan ifadeleriyle desteklenmiştir. Araştırmaya ilişkin sonuç ve önerilere de yer verilmiştir.

Metaforlarla kategoriler arasındaki ilişkiyi güvenilir hâle getirmek amacıyla, araştırmacı ve nitel araştırma alanında uzman bir kişi tarafından bağımsız olarak yapılan kodlamalar karşılaştırılmış; Miles ve Huberman (1994) tarafından önerilen [Görüş birliği/(Görüş birliği+Görüş ayrılığı)×100] formülüyle kodlayıcılar arası güvenilirlik oranı hesaplanmıştır. Elde edilen %86’nın üzerindeki uyum oranı, nitel araştırmalarda kabul edilebilir düzeyde görülmüştür. Veriler tablolar hâlinde, doğrudan alıntılarla desteklenerek sunulmuş; araştırmanın sonuç ve önerilerine yer verilmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbirisi gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Recep Tayyip Erdoğan Üniversitesi, Sosyal ve Beşeri Bilimler Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 10/01/2024

Etik değerlendirme belgesi konu numarası = 2024/003

Bulgular

Bu araştırmada, özel yetenek sınavıyla yükseköğretim kurumlarına yerleşen öğrencilerin 800 bin başarı sıralaması barajı ve pedagojik formasyon uygulamasına yönelik metaforik algıları incelenmiştir. Elde edilen veriler, olumlu ve olumsuz metaforlar olmak üzere iki ana tema altında toplanmış, her bir tema altında ise içerik analizi yoluyla çeşitli alt kategoriler belirlenmiştir. Metaforların içeriksel benzerlikleri göz önünde bulundurularak yapılan sınıflamalarda hem baraj uygulamasına hem de formasyon eğitime dair algılar çok boyutlu ve anlam yüklü bir şekilde ortaya konmuştur. Araştırma kapsamında öğrenciler tarafından 800 bin baraj uygulamasına yönelik toplam 43 olumlu ve 40 olumsuz olmak üzere 83 metafor üretilmiştir. Olumlu metaforlar beş tematik kategori altında toplanırken; olumsuz metaforlar dokuz farklı kategoriye ayrılmıştır.

Olumlu Metaforlar

Katılımcılar 800 bin baraj uygulamasını genellikle öğretmen adaylarının niteliğini artıran bir filtreleme mekanizması olarak değerlendirmiştir. En sık tekrar eden kategoriler “ayırt edicilik” ve “zorluk derecesi” olarak öne çıkmaktadır. “Ayırt edicilik” kategorisindeki metaforlar (örneğin: süzgeç, mercek, vize, kapı) öğrenciler tarafından bu uygulamanın öğretmenlik mesleği için gerekli temel yeterlikleri belirleme ve uygun adayları seçme işlevini yerine getirdiğine işaret etmektedir. “Zorluk derecesi” kategorisi ise barajın, belirli bir akademik ve zihinsel yeterliliği temsil eden, ancak aşılması zorlayıcı olan bir eşik olduğunu ortaya koymaktadır.

Diğer yandan “deneyim”, “yiyecek-içecek” ve “hayallere ulaşma” kategorileri de öğrencilerin barajı öğretmenliğe hazırlık sürecinin bir parçası, çaba ve disiplin gerektiren bir gelişim aşaması, ya da mesleki ideallerine ulaşma yolunda bir kilometre taşı olarak değerlendirdiğini göstermektedir.

Olumsuz Metaforlar

Baraj uygulamasına yönelik olumsuz metaforlar ise öğrencilerin bu sistemin özellikle yetenek odaklı alanlarda faaliyet gösteren bireyler için adaletsiz, dışlayıcı ve motivasyon kırıcı olduğu yönündeki görüşlerini yansıtmaktadır. “Zorluk derecesi” ve “değersizleştirme” en çok tekrar edilen kategoriler olup, barajın öğrencilerin bireysel potansiyelini göz ardı eden, yapısal engeller oluşturan bir sistem olarak algılandığını göstermektedir. “Adaletsizlik” kategorisindeki metaforlar ise barajın, farklı disiplinlerde eğitim gören öğrenciler açısından eşitlik ilkesine aykırı olduğunu ortaya koymuştur.

“Emeğin karşılıksız kalması” kategorisinde öğrenciler, yıllarca yetenek geliştirmek için harcadıkları emeğin bir genel yetenek sınavı sonucu ile göz ardı edildiğini ifade etmişlerdir. “Şans” ve “hayallere ulaşma” gibi daha duygusal temalarda ise baraj, öğrencilerin gelecek planlarını engelleyen ya da başarıyı rastlantısal hale getiren bir sistem olarak görülmüştür. Özellikle güzel sanatlar liseleri ve spor liselerinden gelen öğrenciler barajın kendi alanlarının doğasına uygun olmadığını ve bu nedenle sistemin dışında bırakıldıklarını dile getirmiştir.

Formasyon eğitimine yönelik olarak katılımcılar toplam 24 olumlu ve 59 olumsuz olmak üzere 83 metafor üretmişlerdir. Olumlu metaforlar beş, olumsuz metaforlar ise on üç farklı tematik kategori altında toplanmıştır.

Olumlu Metaforlar

Öğrenciler formasyon eğitimini genel olarak öğretmenliğe hazırlık sürecinin bir parçası ve öğretmenlik mesleğine giden yolda tamamlayıcı bir adım olarak görmektedir. En yoğun metafor üretimi “ihtiyaç”, “deneyim” ve “hayallere ulaşma” kategorilerinde toplanmıştır. “İhtiyaç” kategorisindeki metaforlar (örneğin: su, ekmek, gözlük) formasyonu öğretmenlik için vazgeçilmez bir gereklilik olarak tanımlar. “Deneyim” kategorisi, formasyonun bireylerin mesleki donanımını artıran bir süreç olduğunu; “hayallere ulaşma” kategorisi ise bu eğitimin öğrenciler için bir umut ve gelecek inşası anlamına geldiğini ortaya koymuştur. “Şans” ve “zorluk derecesi” temaları da daha az sıklıkla dile getirilmiş ancak öğrencilerin bazıları için bu eğitimin ulaşılması zor ama değerli bir fırsat olduğuna işaret etmiştir.

Olumsuz Metaforlar

Formasyon eğitimine ilişkin olumsuz metaforlar ise çoğunlukla “değersizleştirme” ve “adaletsizlik” temaları etrafında şekillenmiştir. Bu kategorilerde yer alan metaforlar, formasyonun öğretmenlik mesleğini sıradanlaştırdığı, niteliği düşürdüğü ve eğitim fakültesi öğrencilerinin emeklerini göz ardı ettiği yönündeki eleştirileri içermektedir.

“Sahtecilik” kategorisinde öğrenciler, bu eğitimi öğretmenlik mesleğine ilişkin gerçek bir hazırlık süreci olarak görmemekte, sahte bir kimlik ve diploma üretimi olarak değerlendirmektedir. “Emeğin karşılıksız kalması” kategorisi ise özellikle eğitim fakültesinde dört yıl boyunca yoğun akademik ve mesleki eğitim alan öğrencilerin, kısa süreli formasyon alan bireylerle aynı statüde görülmesinin yarattığı memnuniyetsizliği yansıtmaktadır.

Ayrıca “şans”, “zorluk derecesi”, “deneyim” ve “doğa” temalarıyla da metaforlar üretilmiş; formasyonun sistemde rastlantısal, zorlu, kontrolsüz ve bazen anlamsız bir süreç olarak algılandığı ortaya çıkmıştır. Özellikle “formasyon bir zorunluluktur” şeklindeki metaforlar, bu eğitimin gönüllülükten çok mecburiyetle sürdürüldüğünü düşündürmektedir.

Elde edilen bulgular, öğrencilerin 800 bin baraj uygulamasına daha çok anlam yüklediğini ve onu öğretmenlik mesleği için bir ayıklama süreci olarak değerlendirdiklerini, ancak uygulamada çeşitli sorunlar ve adaletsizlikler gördüklerini göstermektedir. Buna karşın, formasyon eğitiminin ise olumlu işlevlerine rağmen öğrenciler nezdinde meşruiyet ve yeterlilik açısından daha çok eleştiriye maruz kaldığı anlaşılmaktadır. Bu durum, formasyonun yeniden yapılandırılması, standartlarının belirginleştirilmesi ve öğretmenlik mesleğinin niteliğini düşürmeyecek biçimde planlanması gerektiğini ortaya koymaktadır.

Tartışma ve Sonuç

Bu çalışma, özel yetenek sınavlarıyla öğrenci kabul eden kurumlarda öğrenim gören öğrencilerin 800 bin başarı sıralaması barajı uygulaması ve pedagojik formasyon eğitimine yönelik metaforik algılarını incelemeyi amaçlamıştır. Elde edilen bulgular, metaforik ifadelerin katılımcıların akademik geçmişlerine, program türlerine ve mesleki yönelimlerine bağlı olarak önemli ölçüde farklılık gösterdiğini ortaya koymuştur.

800 bin barajına ilişkin olarak, olumlu metaforların büyük çoğunluğunun eğitim fakültelerinde öğrenim gören öğretmen adayları tarafından üretildiği gözlemlenmiştir. Bu öğrenciler barajı, öğretmenlik mesleğinde kaliteyi ve liyakati güvence altına alan bir mekanizma olarak algılamaktadır. Baraj uygulamasını meşru bir eleme aracı olarak görmüşler; bu aracın eğitim standartlarına ve toplumsal refaha katkı sunduğunu belirtmişlerdir. Buna karşılık, olumsuz metaforlar çoğunlukla güzel sanatlar fakülteleri, konservatuvarlar ve spor bilimleri fakülteleri gibi diğer disiplinlerden gelen öğrenciler tarafından üretilmiştir. Bu grup, barajı çoğunlukla sınırlayıcı, dışlayıcı ve adaletsiz bir sistem olarak tanımlamış; yeteneği göz ardı eden ve girişe gereksiz engeller koyan bir uygulama olarak değerlendirmiştir.

Bu dağılım, öğretmen eğitimi sürecine dahil olan öğrencilerin baraj uygulamasını genellikle mesleki gelişime yönelik olumlu bir adım ve akademik yeterlilik güvencesi olarak değerlendirdiğini göstermektedir. Buna karşılık, öğretmenlik dışındaki alanlarda (özellikle

performans ve beceri temelli programlarda) öğrenim gören öğrenciler, barajı çeşitlenen zekâ ve yetenek türlerini dikkate almayan yapısal bir engel olarak görmektedir.

Pedagojik formasyona yönelik metaforik algılar da kurumsal bağlılık ve bağlam temelinde farklılık göstermektedir. Pedagojik formasyon yoluyla öğretmenlik yeterliği kazanmış olan öğrenciler genellikle formasyonu bir gereklilik, temel unsur ya da öğretmenliğe dönüşen dönüştürücü bir yolculuk olarak kavramsallaştırmıştır. Bu metaforlar kişisel gelişim, fırsat ve mesleki yaşama hazırlık gibi temaları öne çıkarmıştır. Ancak, olumlu görüşlere rağmen, konservatuvar ve spor bilimleri gibi uygulama temelli disiplinlerden gelen katılımcılar çoğunlukla olumsuz görüşler bildirmiş; formasyonun yetersizliği, yapısal tutarsızlıkları ve geçici niteliğine vurgu yapmışlardır.

Yapılan analizde, 800 bin barajına ilişkin metaforların altı olumlu ve dokuz olumsuz kategoriye ayrıldığı görülmüştür. Olumlu metaforlar arasında en sık tekrar eden temalar “ayırt edicilik,” “zorluk derecesi” ve “yiyecek-içecek” olmuştur. Bu kategoriler, barajın anlamlı bir ayıklama mekanizması, aşılması gereken değerli bir zorluk ve eğitime katkı sunan bir unsur olarak algılandığını ortaya koymuştur. Özellikle Demirel ve Sözer’in (2023) çalışmaları, nitelikli öğretmen gelişiminin yalnızca yetenek ve alan bilgisinden değil, aynı zamanda genel kültürel yeterlilikten de beslendiğini vurgulamaktadır. Benzer şekilde Yetim (2004), iyi yetişmiş öğretmenlerin toplumsal refahın gelişiminde kritik rol oynadığını belirtmiş ve bu da bu çalışmadaki “ayırt edicilik” temasıyla kuramsal olarak örtüşmektedir.

Baraj uygulamasına dair olumsuz metaforlar incelendiğinde, en sık karşılaşılan kategorilerin “zorluk derecesi,” “değersizleştirme” ve “yiyecek-içecek” olduğu görülmektedir. Bu temalar, barajın aşırı yük bindiren, anlamını yitirmiş veya nahoş bir deneyim olduğu yönündeki algılara işaret etmektedir. Üçer, Gürer, Yılmaz ve Sonsel’in (2023) bulguları da baraj uygulamasının yüksek yetenekli öğrenciler için bir engel teşkil ettiğini vurgularken, Başbuğ ve Kaya (2022) barajın yürürlüğe girmesiyle birlikte yetenek temelli programlara başvuran, başarılı olan ve kayıt yaptıran öğrenci sayısında ciddi düşüşler olduğunu belirtmiştir. Benzer şekilde, Atar ve Yılmaz (2012), yüksek yetenek puanı almış öğrencilerin baraj nedeniyle alanlarına yerleşemediğini ortaya koymuştur. Bu bulgular, çalışmadaki “zorluk derecesi” temasının sık tekrar edilmesiyle örtüşmektedir.

Bu veriler ışığında, baraj uygulamasına yönelik olumsuz metaforların büyük ölçüde, sistemin yetenekli öğrencilerin erişimini kısıtladığı ve öğretmenlikle ilgisi olmayan alanlardan gelen bireylerin girişine imkân sağladığı için bir çelişki yarattığı sonucuna varılabilir. Bununla birlikte, genel olarak olumlu metaforların sayıca daha fazla olması, katılımcıların baraj uygulamasına yönelik genel görüşlerinin olumlu olduğunu göstermektedir. Bu durum, öğretmen olacak bireyin sıradan değil, donanımlı, entelektüel kapasitesi yüksek ve mesleki yeterliliğe sahip biri olması gerektiği yönünde yaygın bir kanaatin varlığını göstermektedir.

Pedagojik formasyon bağlamında ise veriler, olumlu metaforların beş kategoride; olumsuz metaforların ise on üç farklı kategoride toplandığını göstermektedir. Katılımcılar, formasyon eğitimine yönelik daha fazla sayıda olumsuz metafor üretmiş; bu da formasyon sürecine ilişkin genel algının olumsuz olduğunu ortaya koymuştur. Olumsuz görüşlerin en çok “değersizleştirme,” “adaletsizlik” ve “sahtecilik” temaları etrafında yoğunlaştığı görülmektedir.

Bu metaforlar, öğrencilerin formasyon sürecinin meşruiyetini, etkililiğini ve adilliğini sıklıkla sorguladıklarını göstermektedir.

Bu bulgular, Köybaşı ve Uğurlu'nun (2018) "Lisans Öğrencilerinin Pedagojik Formasyon Derslerine Yönelik Geliştirdikleri Metaforlar" başlıklı çalışmasındaki bulgularla çelişmektedir. Söz konusu çalışmada, metaforların çoğu olumlu iken, bu farklılığın mevcut çalışmanın örnekleminin büyük kısmının eğitim fakültesi dışındaki bölümlerden oluşmasına bağlı olduğu düşünülmektedir. Bu öğrenciler, formasyon sürecine daha dışsal ve eleştirel bir bakış açısıyla yaklaşmaktadır. Ayrıca Yapıcı ve Yapıcı'nın (2013) çalışmasında, öğretmen adayları arasında baskın olumsuz metaforların "zorunluluk," "boşa geçen zaman" ve "işkence" temaları etrafında yoğunlaştığı, bu çalışmada da yapısal çelişkiler ve yetersizlik algısına dair metaforlarla benzerlik taşıdığı görülmektedir.

Sonuç olarak, bu çalışmada ortaya konan metaforik algılar, kurumsal bağlılığın, akademik disiplinin ve eğitim yolunun, öğrencilerin 800 bin barajı ve pedagojik formasyon hakkındaki tutumlarını önemli ölçüde etkilediğini ortaya koymaktadır. Öğretmen yetiştirme programlarında yer alan öğrenciler baraj uygulamasını anlamlı ve gerekli bir yeterlilik süreci olarak değerlendirirken; yetenek temelli alanlarda okuyan öğrenciler daha çok dışlayıcılık, eşitsizlik ve politika ile potansiyel arasında uyumsuzluk gibi sorunlara odaklanmıştır. Benzer şekilde, formasyon eğitimi bazı öğrenciler tarafından mesleki hazırlık için önemli bir araç olarak görülse de eğitim fakültesi dışındaki birçok öğrenci tarafından yetersiz, yüzeysel ve adaletsiz bir uygulama olarak değerlendirilmiştir. Bu bulgular, öğretmen yeterlilik politikalarının özellikle baraj kriterlerinin ve formasyon uygulamalarının alanlar arası farklılıklara, erişim eşitliğine ve öğrencilerin özgün ihtiyaçlarına daha duyarlı olacak şekilde yeniden değerlendirilmesi gerektiğini ortaya koymaktadır.

Öneriler

Tüm bu değerlendirmelerin sonuçları, yapılan çalışmalarla bulgular arasında örtüşme olduğunu göstermektedir. Elde edilen bulgular ışığında;

Güzel sanatlar ve spor liselerinin kültür dersleri öğrencilerin TYT sınavda başarılı olmalarını destekleyecek içerik ve kaynaklarla sunulmalıdır.

Yetenek sınavına girecek öğrencilerin, TYT barajının önemini kavrayarak, bu sınava uygun bir şekilde hazırlanmalarını sağlayacak rehberlik ve destek programları oluşturulmalıdır.

800 bin baraj uygulaması daha etkili ve adil olabilmesi için farklı bölümlerden mezun olarak formasyon eğitimi alan adaylar için de uygulanmalı ve adaylar arasında eşitlik sağlanmalıdır.

Araştırmanın, daha fazla öğretmen adayını kapsayacak şekilde genişletilmesi ve farklı bölge ya da gruplardan katılımcılarla tekrarlanması önerilmektedir.

Araştırmanın, farklı eğitim fakülteleri ve pedagojik formasyon eğitimi alabilen bölümlerle yürütülerek sonuçların çeşitlendirilmesi ve kapsamının artırılması önerilmektedir.