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EXAMINING HIGH SCHOOL STUDENTS' METAPHORICAL PERCEPTIONS OF THE CONCEPT OF "MUSIC LESSON"

Abstract

The aim of this study was to determine and examine students' metaphorical perceptions of a "music lesson" in different high school grade levels. The research method was designed following a qualitative research approach while a phenomenological design was used. The research study group consisted of 305 high school students selected by a purposeful and random sampling method. The research data were collected using a metaphor prepared by the researchers. Students were asked to fill in the blanks in the sentence given as follows: "A music lesson is like.....because ....." Out of 305 forms, only 202 forms containing the metaphor sentence were evaluated. The data obtained as the research results were analyzed by the methods of content and metaphor analyses, and the results obtained were categorized and tabulated. The tables representing the categories were supported by the participants' direct statements. As the result of

the study, it was determined that 94 different metaphors and 10 categories were formed.

Keywords: Secondary Education, Music Lesson, Metaphor

INTRODUCTION

Communication is the most important element in the formation of societies, communication covers every area of human life, affects every area and even human life itself (Yüksel, 2019). Just like the realities in life, communication is a reality that emerges with humanity (Luhmann, 1992). "Communication is an understandable and dynamic message in which people consciously convey their feelings and thoughts directly or indirectly from individual to individual, from individual to group, from group to individual, from group to group, from society to group, or from society to society, through written, speech and visual communication tools and create a bond. exchange process" (Batu & Kalaman, 2018 p.28). Communication is a phenomenon that is divided into different titles and can be described as a means of transferring intuitions (Polong, Collates, et al, 2020). Erdönmez (2019) evaluated communication under two headings as verbal and non-verbal communication. With respect to these two, it can be said that the most widely used communication type in human life is verbal communication.

Oral communication can be defined as the act of speaking that a person conveys to people around through language, consciously or unconsciously (Birsen, 2014). According to Rahman (2010), although verbal communication is a more comprehensive subject than the exchange of words between individuals, it is an important building block of sociology. For this reason, it can be said that the most basic and most important element in the formation of oral communication is language. Language is the most powerful tool of the message sent or the expression conveyed in transferring feelings and thoughts to external recipients. Even if it is not easy to express the language element with some technical discourses, it can be said that the most important ability of the language is to convey the meanings and expressions created in the mind. In addition, it is possible to define language as a communication tool in its simplest form (Trask, 2003). Beyreli,

Çetindağ, and Celepoğlu (2017) evaluated the language element as a system and named it as the way of expressing their feelings and thoughts based on certain rules within the societies themselves.

Considering the world geography, it can be said that there are over 7,000 spoken languages belonging to different language families (Uzun, 2012). As mentioned in the previous paragraph, these languages have their own language rules, expression and meaning differences. When evaluated within the framework of Turkish, the expressions we use during each communication have a semantic structure. Ömeroğlu, Doğan, Onan, Kan and Balcı (2020) refer to these structuresfirst as to basic meaning, secondly as to connotation and lastly as to figurative meaning. These expressions are expressions that we frequently encounter and use within the scope of Turkish language rules. It is possible to explain basic meaning as the simplest form of an expression or message and, in a way, the equivalent of the expression in the dictionary. In addition, the basic meaning is the meaning that occurs in common perception (Barut & Odacıoğlu, 2018). It can be called "other concrete or abstract meanings gained over time through various transfers and similes" (Çolak, 2021 p.3). The metaphorical meaning, which is a word of Arabic origin, is in the form of a message that is expressed using an analogy other than the real meaning of the word (Ömeroğlu et al., 2020).

It is known that we use these types of meanings in every moment of our daily lives in communication. It can be said that metaphorical meaning is at the forefront of the types of expression that we frequently refer to within these meaning structures. It is possible to see the expression of metaphor within the literal meaning of the metaphor. Thus, while explaining the word metaphor in the dictionary of the Turkish Language Institution (TDK), it is used in the same sense as the word metaphor. Therefore, in our communication processes, it is possible to express ourselves by using metaphors, that is, in a way, indirect expressions, as we express ourselves with basic meanings. In support of this explanation, Durmuşoğlu-Sofi (2015) also drew attention to the presence of metaphors in indirect expression types. When other words related to the word metaphor are examined using a dictionary it can be seen that concepts such as metaphor, allusion and simile exist (Demir & Karakaş-Yıldırım, 2019). The

Turkish Language Institution, on the other hand, directly expressed the word metaphor as a metaphor (TDK, 2023).

In terms of metaphor function; "It can be defined as referring to one of the two situations or two experiences that are familiar to the other" (Demir & Karakaş-Yıldırım, 2019 p.1090). According to Saban (2008), metaphor is a way of expressing a concept that comes to life in our minds with different concepts and expressions. In addition, Güneş and Fırat (2016), who draw attention to the point of metaphors facilitating communication, state that metaphors have the ability to easily explain complex concepts.

Noting that metaphor is a powerful narrative, Shuell (1990 p.104) states that "If a picture is worth a thousand words, a metaphor is worth a thousand pictures". According to this inference, it is not difficult to guess that metaphors can be used in many areas. Regarding this situation, Şahan (2017) states that metaphors take place in many fields such as education, literature, philosophy, advertising and psychology. It can be said that it is frequently used as an educational tool in education-teaching processes or as a research method in the field of education.

When a broad concept such as education is mentioned, it is possible to mention that music education is a discipline within this scope. In the scope of literature, we witness the existence of metaphor studies related to many different fields of education, while these studies are also common within the scope of music education. It has been observed that the aforementioned studies cover every education level related to music education, that is, they have been extensively studied at secondary school, high school and university levels. However, metaphor studies include metaphorical perceptions, metaphor analysis, metaphor evaluation etc. It has been seen that they are presented under different names. In a general context, Yıldırım and ŞimşM (2021) described these studies as a qualitative data collection process by using metaphorical expressions. Although it is not possible to include all of these studies in this research due to their large number, some studies in which the concept of music, music education and metaphor are discussed together are presented below.

Metaphor Studies in Music Education

Babacan (2014) examined the metaphorical perceptions of Anatolian Fine Arts High School students regarding the concept of music, and he conducted research with 99 music department students. As a result of the research, it was determined that there were 7 categories related to the concept. Düzgören and ErMten (2017) examined the metaphorical perceptions of a music lesson among 108 high school students who continued their education at secondary education level, and he obtained 94 different metaphors. Aydıner-Uygun and Tez (2016) found that 277 metaphors were created about the concept of music lesson and 195 metaphors about the concept of music teacher in their study, in which they examined the metaphorical perceptions of a total of 972 secondary school students in secondary schools in Niğde. Girgin (2019) examined the metaphorical perceptions of music teacher candidates studying at the undergraduate level. He worked with a total of 108 undergraduate students and determined that 25 different metaphors related to the concept were created. Eren (2018) who examined the metaphorical perceptions of the concept of music among undergraduate students in the field of special education, i.e. 128 teacher cadidates in total,, found that 73 different metaphors were created. Aydıner-Uygun (2015) examined the metaphorical perceptions of traditional music genres among undergraduate students studying in different teaching fields. He worked with a total of 432 undergraduate students and determined that 145 different metaphors were created about two different music genres. Cetinkaya (2019) studied the metaphorical perceptions of the concept of music with the group of 103 students who continued their education in institutions that provide music education at the undergraduate level . As a result of this study, it was determined that 70 different metaphors related to the subject were created. Akyüzler (2021) examined the metaphors created by secondary school students for the music teacher and determined that the study group consisting of 1463 students created a large number of metaphors within 9 themes in total. Karakoç and Aryol (2021) examined the metaphorical perceptions of 154 high school students about the concepts of singing and listening to music, and determined that 150 different metaphors were created. Özaydin

(2019) examined the metaphorical perceptions of music teacher candidates studying at the undergraduate level, he included 126 undergraduate students and determined that a total of 116 metaphors occurred as a result.

As a result of the relevant literature review, it is noteworthy that there are many studies on music and metaphor. While some information about these studies is given, other relevant facts about these studies are refered to in the results and discusssion sections. Üstün and Umuzdaş (2023) examined the metaphor studies in the field of music, examined all the research articles written in Turkish in the field in question and concluded that more than 50% of the studies used a qualitative approach, 65% of the studies involved students at the higher education level. . It has been determined that in 2022 the maximum number of the papers related to this topic was published. In addition, it was stated that most of the studies were published in international journals.

Purpose of the research

In this research, we aimed to determine and examine the metaphorical perceptions of different grade level students in secondary education (high school) about the music lesson. Throughout the study, answers will be sought to the questions stated for this purpose.

1. What are the opinions of high school students about a music lesson?

2. Do high school students evaluate music lessons positively and negatively?

3. What does a music lesson mean for high school students?

Rationale and Importance of the Research

It may not always be possible to convey some of the elements that come to mind in the communication between individuals on various topics, using basic meaningful expressions. It is clear that we often resort to metaphors in order to fully explain the magnitude of some events, the importance of some events, and the value of some events in our daily life. It can be said that the way of creating clear perspectives on the receiver of the transmitted message sometimes goes through metaphors. Exactly for this reason, it is

thought that the use of metaphors in all areas of life is important in expressing certain feelings and thoughts clearly. As a result of all these listed reasons, the elements expressed by the education stakeholders through metaphors can be decisive and complementary in the education processes. It is possible to express it as an answer to the question and these inferences represent the importance of the study. Technology, sociology and natural environment elements, which are developing and changing rapidly even during the day, undoubtedly affect every point, as well as expression, education, etc. Therefore, there are differentiations even in the spoken language, and new concepts are regularly included in the language. For this reason, from the perspective of education, it is essential that every element designed for educational processes is kept up-to-date. As mentioned in the program preparation example, it is important that these studies contain current needs and expressions in terms of presenting current ideas to the designers. This situation represents the rationale of the research.

METHOD

In this part of the study information about the research model, study group, data collection tool-data collection process and data analysis are presented under subheadings.

Research Model

In this study, the qualitative research approach was taken as the basis and the phenomenological "phenomenology" pattern was used. Qualitative research a research model in which qualitative data collection techniques such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2016 p.41). According to Christensen, Johnson, and Turner, (2020), qualitative research approach is the approach in which the data obtained from the research are not based on numerical data and are explained with numerical data. Büyüköztürk (2021) states that researchers who prefer to work with a qualitative approach, make investigations using an in-depth perspective on the subject being studied. The

phenomenology pattern, on the other hand, "focuses on the phenomena that we are aware of but do not have an in-depth and detailed understanding of" (Cropley, 2002 cited in Büyüköztürk, 2021 p.22). The phenomenology method is "borrowing experiences from individuals in order to describe and interpret the experiences of individuals" (Miller, 2003 cited in Onat-Kocabıyık, 2016).

Research group

The study group of the research consists of 305 students studying atdifferent grade levels in a secondary education institution in the 2022-2023 academic year. While determining the study group, a purposive sampling method was taken into consideration. Purposive sampling can be characterized as finding a source rich in information on the subject under investigation and using that source for information (Yağar & Dökme, 2018). The fact that the study group participating in the research is taking music lessons at all 4 grade levels meets the requirements of the purposive sampling model. Therefore, it is thought that the study group and the determined pattern overlap. Demographic information of a total of 305 participants participating in the research is presented in

Table 1.
Demographic Information on the Research Group

Grade Level	Gender	Number of Participants *f*	Total *F*
9th Grade	Female	74	109
	Male	35	
10th Grade	Female	31	59
	Male	28	
11th Grade	Female	69	95
	Male	26	
12th Grade	Female	24	42
	Male	18	
Toplam	Female	**198**	**305**
	Male	**107**	

When Table 1 is examined, the total number of students who participated in the research was determined as 305. When the gender variable of the participants is examined, it is seen that 198

students are female and 107 students are male participants. Accordingly, it was determined that the number of female participants was higher than the gender variable. The study group consisted of 109 9th grade students, 59 10th grade students, 95 11th grade students and 42 12th grade students. Accordingly, the highest participation in the study was from the 9th grade level.

Data Collection Tool and Data Collection Process

The data of the research were collected with the metaphor form prepared by the researchers. In this form, besides demographic information about the participants, **"Music lesson is like .. Because ...,** There are sections where metaphors can be written. According to Saban (2008), the expression "like" in the forms used in metaphor studies is used to determine where the metaphor originates from and what subject it relates to, and the expression "because" represents the reinforcement of the basis of the metaphor created by the participant. During the data collection phase, the students were informed about what a metaphor is and they were informed about the subject by giving examples of metaphors about a subject other than music in order not to be guided. Afterwards, the forms were distributed to the participants and they were given 15 minutes. The reason why the subject represented by the form is explained in detail is because it constitutes the main data of the study. The forms answered by a total of 305 high school students were collected and the analysis stage started.

Analysis of Data

Content analysis and various metaphor analysis methods were used in the analysis of the research data. The purpose of this study was to examine the written data obtained from the study group in terms of content and present it numerically. It is possible to describe these written texts as interviews, documents and observations. Another issue in content analysis is that the data is coded and presented in the light of numerical data (Ekiz, 2020). Performing the content analysis method in four stages, Çepni (2014) included the following stages: data coding, finding categories and themes, arranging the data according to the codes

and interpreting the findings. In the metaphor analysis stage, the analysis stages used by Saban (2008) were taken into account. The first of these stages is naming the metaphors, that is, arranging them in alphabetical order. The second stage is the stage where the data are examined and eliminated. The third is the stage where the data are coded by rechecking the processes in the first two stages. In the analysis phase the aforementioned analysis methods were taken into consideration. In this study, in which 305 students participated, 262 metaphor forms were evaluated in the first stage during the data elimination phase, and 60 forms were eliminated in the second elimination stage due to the inconsistency of the answers. As a result, 202 metaphor forms were evaluated from the elimination stage.

RESULTS

In this part of the study, the findings obtained from the data are presented. At the stage of presenting the findings, first a collective list of metaphors was given through tables, and then the metaphors divided into categories were presented.

Table 2.
Metaphors Created by the Participants.

	Categories	Metaphors and the frequencies	Total metaphors	Total frequencies
1	Necessity of Life and Formed Metaphors	Water (16), Food (13), Sleep (8), Life (3), Heart (3), Health (2), Oxygen (1), Restaurant (1), Rhythm of life (1)	9	48
2	Peaceful Element and Formed Metaphors	Sky (5), Peace (4), Nature (4), Bed (4), Port (3), Break (3), Fairytale (2), Sea (2), Forest (2), Bird chirping (2), Moon (2), Call to prayer (1), Tree (1), Mom (1), Sunrise (1), Massage chair (1), Night (1), Cat (1),	18	40
3	Therapeutic and Formed Metaphors	Therapy (11), Medicine (4), Meditation (4), Sedative (3), Stress ball (2), Doctor (2),	8	28

		Bandage (1), Psychologist (1)		
4	Affectionate Element and Formed Metaphors	Flower (8), Love (7), Holiday (2), Theme park (2), Friend (1), Social media (1), Freedom (1)	7	22
5	Empty Element in Terms of Meaning and Formed Metaphors	Free lesson (3), Chemistry lesson (1), Empty house (1), Empty pistol (1), Empty hole (1), Empty bottle (1), Blank paper (1), Empty tin (1), Space (1), Fifty Cents (1), Music book (1), Lily flower stem (1), Renault brand car (1), Clio brand car (1)	14	16
6	Undesirable Element and Formed Metaphors	Minibus (2), Homework (2), Spinach (1), Prison (1), Guest (1), Back streets series (1), Fenerbahce (1), Sewer (1), Rubbish (1), Rizespor (1), Pangs of love (1), Snake (1), Hospital (1), Fasting (1)	14	16
7	Illuminating Element and Formed Metaphors	Book (3), Glasses (2), Star (2), Moon (2), Sun (1), Magic wand (1), Phoenix (1), Teacher (1)	8	13
8	Entertaining Element and Formed Metaphors	Game (3), Rainbow (2), Wedding (1), Childhood (1), Telephone (1), Clown (1), Dance (1), Fly (1), Horon dance (1)	9	12
9	Boring Element and Formed Metaphors	Coffin (1), Lullaby (1), Counting numbers (1), Clock (1), German (1)	5	5
10	Complex Element and Formed Metaphors	Chess (1), Machine (1)	2	2
		Total	94	202

When we examine Table 2 we can see that 202 participants created 94 different metaphors and 10 categories related to the music lesson. Among these metaphors, the metaphor of "water" was mentioned by 16 people, the metaphor of "food" by 13 people, and the metaphor of "therapy" by 11 people in the third place. The

remaining metaphors were repeated 8, 7, 5, 4, 3, 2 and 1 times according to the frequency of repetition.

It is seen that 9 metaphors were in the "Necessity of Life" category with 48 different expressions related to this category, 18 metaphors and 40 different expressions related to this category in the "Peaceful Element" category, 8 metaphors and 28 different expressions related to this category in the "Therapeutic" category, 7 metaphors in the "Affectionate Element" category and 22 different expressions related to this category, "Undesirable Element and Formed" and "Empty Element in Terms of Meaning" categories, 16 metaphors and 14 different expressions related to these categories, 8 metaphors in the category of "Illuminating Element" and 13 different expressions related to this category, 9 metaphors and 12 different expressions related to this category in the category of "Entertaining Element", 5 metaphors in the category of "Boring Element" and 5 different expressions related to this category, 2 metaphors in the category of "Complex Element" and 2 different expressions related to this category.

The metaphors in the general metaphor table were interpreted by categorising supported by participant expressions and the reuslts are presented below. For female participants, the grade level is given with the letter F (female participant). For male participants, the grade level is presented with letter M (male participant).

Some participant statements regarding the metaphors seen in the table and created by the participants are as follows:

1. Music Lesson as a Necessity of Life and Formed Metaphors:
   – *"Music class is like eating dinner. Because it is addictive" (M10).*
   – *"Music class is like water. Because we need it" (F11).*
   – *"Music class is like the meaning of life. Because art is the cornerstone of life" (F10).*
   – *"Music class is like oxygen. Because it allows us to breathe" (M11).*
   – *"Music lesson is like the Heart. Because we cannot live without the heart" (F12).*

2. Music Lesson as a Peaceful Element and Formed Metaphors:
   – *"Music lesson is like the sky because it illuminates one's heart" (F11).*
   – *"Music class is like a harbour. Because people take refuge in music lessons when they are bad" (M11).*
   – *"The music lesson is like a fairy tale. Because it is a lesson that can be fast and relaxing like a fairy tale" (F9).*
   – *"Music lessons are like bird chirping. Because it gives peace" (F11).*

3. Music Lesson as Therapeutic and Formed Metaphors:
   – *"Music class is like therapy. Because it is good on difficult lessons" (F11).*
   – *"Music class is like medicine. Because it relaxes and heals the soul" (F9).*
   – *"Music class is like meditation. Because it relaxes people" (M10).*
   – *"Music lessons are like bandages. Because it covers our wounds" (F11).*
   – *"Music class is like a psychologist. Because it relaxes us" (M12).*

4. Music Lesson as an Affectionate Element and Formed Metaphors:
   – *"Music class is like a flower. Because as we listen, we become colorful" (F10).*
   – *"Music class is like love. Because you love as you love" (M10).*
   – *"Music class is like an amusement park. Because I have a lot of fun" (F11).*
   – *"Music class is like a friend. Because when you spend time, you become happy" (F10).*

5. Music Lesson as an Illuminating Element and Formed Metaphors:

- *"Music lessons are like glasses. Because you cannot see unless you wear it"* (F9).
- *"Music lesson is like Moon. Because every sentence in it draws people's feelings from a dark thought to the light"* (F10).
- *"Music class is like the sun. Because it brightens my day"* (F11).
- *"Music class is not like a magic wand. Because it adds something to us and enriches us spiritually"* (F12).

6. Music Lesson as an Entertaining Element and Formed Metaphors:
- *"Music class is like Rainbow. Because it is very fun and colorful"* (F12).
- *"Music class is like a wedding. Because it is very active"* (M10).
- *"Music class is like a telephone. Because you have fun as you spend time"* (F10).
- *"Music class is like a clown. Because it entertains"* (F10).
- *"Music lesson is like Horon. Because it spreads happiness"* (F11).

7. Music Lesson as an Empty Element in Terms of Meaning and Formed Metaphors
- *"Music class is like an empty gun. Because a lead-free gun doesn't roll in class"* (F9).
- *"Music class is like drinking water from an empty bottle. Because nothing is understood"* (F9).
- *"Music lesson is like a blank sheet of paper. Because I don't think it has any contribution in my life"* (F9).
- *"Music lesson is like a lily stem. Because it is empty"* (M12).
- *"Music lesson is like a music notebook. Because it is empty"* (F9)
- *"Music class is like clio. Because it is empty"* (F9).

8. Music Lesson as an Undesirable Element and Formed Metaphors
   – *"Music class is like a minibus going slow. Because everyone talks, you get bored and progress slowly"* (M10).
   – *"Music class is like spinach. Because it is never loved"* (F9).
   – *"Music class is like going to prison. Because I get bored"* (F9).
   – *"Music class is like a guest at home. Because it is very boring"* (F12).
   – *"Music class is like a sewer. Because it smells bad"* (F9).
   – *"Music class is like a hospital. Because the hospital is full of germs"* (F9).

9. Music Lesson as a Boring Element and Formed Metaphors
   – *"Music class is like a coffin. Because when the lesson starts, I feel like dead"* (F9).
   – *"Music class is like a lullaby. Because what the teacher tells in the lesson only makes us sleepy"* (F9).
   – *"Music class is similar to German. Because it is very boring"* (F9).

10. Music Lesson as a Complex Element and Formed Metaphors
    – *"Music class is like chess. Because it is complex"* (M12).
    – *"Music class is like a machine. Because there are all kinds of music types and the notes and terms used are mixed"* (F9).

CONCLUSION AND DISCUSSION

This study examined the metaphorical perceptions of a music lesson among high school students. 305 students participated in the study and 202 people were evaluated after the elimination of the data. As a result of the evaluation, it was determined that 202 students created a total of 202 different metaphors, and these

metaphors were divided into categories. As a result of this categorization stage, it was determined that 10 different categories were formed. The categories are as follows; Life, Peace, Healing, Love, Light, Fun, Emptiness, Unwanted, Boring and Complex. As can be seen, a positive meaning can be attributed to 6 titles of the categories, while the other 4 categories can be said to represent negativity. The collective analysis of the metaphors showed that 80.69% positive metaphors and 19.3% negative metaphors were created. Therefore, it can be said that most of the participants created positive metaphors about the music lesson.

The most repeated metaphors in the study are respectively; Water (f=16), Food (f=13), and Therapy (f=11). Accordingly, it can be said that the participants defined the music lesson as one of the indispensable needs of life. Babacan (2014);examined the metaphorical perceptions of 99 music department students at Anatolian Fine Arts High School regarding the concept of music. When the metaphors obtained from the study were examined, it was seen that there were 12 metaphors that overlapped with this study. It can be said that the metaphors produced mostly have positive meanings. In a similar study, Düzgören and ErMten (2017) found 94 different metaphors. When these metaphors were examined, it was determined that there were 26 metaphors that overlapped with our study, and it was seen that the metaphors produced were mostly positive. Aydıner-Uygun and Tez (2016) found that 277 metaphors were created about the concept of music lesson and 195 metaphors about the concept of music teacher in their study, in which they examined the metaphorical perceptions of a total of 972 secondary school students in secondary schools in Niğde. It was seen that the mentioned metaphors and a total of 10 metaphors in this study overlap with each other and it was determined that the results were mostly positive. Akyüzler (2021) examined the metaphors created by secondary school students for the music teacher and determined that the study group consisting of 1463 students created a large number of metaphors within 9 themes in total. It has been determined that a total of 12 metaphors within the themes overlap with this study and there are similar titles among the categories. The majority of the participants exhibited positive attitudes towards the music lesson. Karakoç and Aryol (2021) examined the metaphorical perceptions of high school

students about the concepts of singing and listening to music, they worked with 154 students and determined that 150 different metaphors were created. When the results of the study were examined, it was determined that 17 metaphors overlapped with this study and it was seen that the results were positive.

As seen in this and other studies, the metaphors produced about the music lesson mostly overlap with each other, and it is seen that there are positive results regarding the lesson or the concept of music. When the metaphors obtained in other studies included in the research are compared, one of the most striking elements is that the metaphor of "Clown and Amusement Park" has been frequently repeated in this and other studies. This situation supports the diversity of expressions stated in the importance part. Suggestions were made in line with all the results obtained.

Suggestions:

1. In the process of preparing the curriculum for the music lesson, such metaphor studies can be beneficial.
2. Metaphor studies related to the music lesson in general can be further customized and made specific to the content and topics covered in the music lesson.
3. The origin of the problems experienced in music lessons can be determined by taking into account the expressions of the participants in the metaphor studies.
4. Classes with high and low scores can be determined in music lesson exams, and studies involving mutual analyzes can be made through metaphors.

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ISPITIVANJE METAFORIČKIH PERCEPCIJA SREDNJOŠKOLACA O POJMU "ČAS MUZIKE"

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Sažetak

Cilj ovog istraživanja bio je utvrditi i ispitati metaforičke percepcije učenika u različitim razredima srednje škole o „času muzike".

Metoda istraživanja osmišljena je u kvalitativnom pristupu istraživanja te je korišten fenomenološki dizajn. Studijsku skupinu istraživanja čini 305 učenika srednjih škola odabranih metodom namjenskog i slučajnog uzorka. Istraživački podaci prikupljeni su putem oblika metafore koji su pripremili istraživači. Učenici su zamoljeni da ispune praznine u rečenici zadanoj kao: "Čas muzike je kao…..jer .....". Od 305 obrazaca, ocijenjena su samo 202 obrasca koja sadrže metaforičke rečenice.

Podaci dobiveni kao rezultat istraživanja analizirani su metodama analize sadržaja i analize metafora, a rezultati dobiveni analizama kategorizirani su i tabelarno predstavljeni. Tabele koje predstavljaju kategorije potkrijepljene su izravnim izjavama sudionika.

Kao rezultat istraživanja utvrđeno je da su formirane 94 različite metafore i 10 kategorija.

Ključne riječi: srednje obrazovanje, čas muzike, metafora

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دراسة في التصور المجازي لدى طلاب المرحلة الثانوية حول مصطلح "درس الموسيقى"

الملخص

يهدف هذا البحث إلى التعرف ودراسة التصورات المجازية لدى طلاب الصفوف المختلفة بالمرحلة الثانوية حول "درس الموسيقى". إن طريقة البحث النوعي هي الطريقة التي تم اعتمادها في البحث وتم استخدام التصميم الظاهري. تتكون مجموعة البحث من 305 طلاب المرحلة الثانوية تم اختيارهم باستخدام أسلوب العينة المقصودة والعشوائية. وتم جمع بيانات البحث من خلال الاستمارة المجازية التي أعدها الباحثون. طُلب من الطلاب ملء الفراغات في جملة مقدمة على النحو التالي: "درس الموسيقى مثل .... .. لأن ...". تم تقييم 202 فقط من أصل 305 أنماط تحتوي على جمل مجازية. وقد تم تحليل البيانات والنتائج المتحصل عليها باستخدام أسلوب تحليل المحتوى والتحليل المجازي، وتم تصنيف النتائج المتحصل عليها من التحليل وعرضها في جداول. الجداول التي تمثل الفئات مدعومة بالبيانات المباشرة للمشاركين. ونتيجة البحث هي تشكيل 94 استعارة مختلفة و10 فئات.

الكلمة المفتاحية: التعليم في المدارس الثانوية، درس موسيقى، الاستعارة والمجاز

ا