



A Metaphorical Analysis of Teacher Candidates' Views on Children

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Abstract. Through the metaphorical expression of "What is a child", this paper probes into teacher candidates' innermost views on children. The research finds that the teacher candidates' views on children mainly focus on three aspects: children are "little people", children have "blank" attributes, and children have thriving vitality. Through the in-depth analysis of these metaphors, this study reveals that the performance of teacher candidates' views on children is not consistent, and there may be a reality of conflict of positions to a certain extent. At the same time, most teacher candidates emphasize the importance of children's freedom; It shows the basic reality of the coexistence of the diversity and unity of the teacher candidates' views on children. In the future, we should carry out targeted education on children's outlook on teachers with different positions.

Keywords: teacher candidate's, view on children, metaphorical, children

1 Introduction

The concept of children's views serves as a core notion in the field of education, profoundly influencing educators' teaching decisions and practical behaviors, and subsequently shaping the future landscape of education. Exploring the children's views held by teacher candidates not only reflects a reflection on current educational ideologies but also foresees future educational trends. This study employs a unique perspective of metaphor analysis to deeply dissect the image and cognition of children held deep within the hearts of teacher candidates. Metaphor, as an expressive form of language, transcends literal meanings and touches upon the essential characteristics of things. Therefore, by utilizing metaphor analysis, we can gain a more intuitive understanding of how teacher candidates perceive children and their attitudes and expectations towards them. The aim of this study is to collect and analyze the metaphorical expressions of teacher candidates regarding "what children are," thereby revealing the diversity, conflict, and unity of their children's views, and providing valuable insights for educational practice and the education of children's views.

2 Question Raising and Literature Review

The view of children is "people's basic view and attitude towards children". According to the cognitive dimension of a subject's view on children, that is, "Who" 's cognition and attitude towards children's identity is the further deepening of understanding children's view. UNESCO and other international authorities, through the drafting and promotion of key documents such as the Convention on the Rights of the Child, have clearly defined the core rights that children should enjoy, covering various aspects such as survival, growth and development, protection from harm and participation in society, profoundly demonstrating the international community's universal recognition of and great importance to the concept of children. Therefore, the planning and implementation of any measure or initiative involving children must be based on a deep understanding of the nature of children and their needs. In other words, the perspective of the child forms the cornerstone of our actions and is an inescapable primary consideration on any child-related issue. Teacher candidates are a new force for the development of education and an important guarantee for the sustainable development of education. What kind of views on children a teacher candidate holds determines how educators (in the future) treat children,^[1] which implies the educational practices that are put into practice under this guidance.^[2] In this context, what kind of views on children a teacher candidate holds, It also affects what kind of educational decisions teachers will make in education and teaching, what kind of courses they will provide to students, and then directly affects the direction of education and teaching work. Throughout the "view of children" related research mainly around the following aspects. First, different schools of view on children. The naturalistic school of education advocates that education should conform to the nature of children and allow children to grow up naturally in a free environment. According to Comenius, "The act of teaching and learning is a natural, pleasant and agreeable pleasure. Natural things do not need to be forced."^[3] Rousseau held the view that "education is natural development", and the Montessori Law of education held that the child is responsible for the important task of "inner formation".^[4] In Piaget's theory of cognitive development, he believes that children are spiritual beings, and pays more attention to the development process of children's cognition and cognition.^[5] Under the influence of the theory of multiple intelligences, Piaget's view of children believes that children's intelligence has its own characteristics, and each child's intellectual development is a different combination of multiple intelligences that are equally important.^[6] The behaviorist view of the child, the old behaviorist psychology, represented by Watson, denies heredity, instinct, insists that people are blank from birth, like a blank SLATE, and adheres to the "habit theory". Skinner, the representative of the new behaviorism, does not deny the existence of heredity, but regards innate behavior as another way of environmental influence. Second, he educates famous people's view of children. Rousseau insisted on "the theory of sexual goodness" and "the theory of conscience", advocating that "freedom is the most noble ability of all human abilities", so it is necessary to protect children's nature from childhood, give children natural education, treat adults as adults, and treat children as children.^[7] Dewey emphasized that the social value-oriented concept of children has a profound impact on the construction of educational ideas, and requires

educators to cultivate "future members of society" and "practitioners of social ideals" as their own responsibility, and with such ideas and responsibilities to educate children. [8]Baldwin, on the other hand, reveals the concept of children with the ultimate goal of showing complex human nature in an artistic way. He emphasizes the free expression of human nature and advocates the pursuit of the supreme interests of individuals in the real world. [9]Lu Xun, on the other hand, emphasized that children are related to the "general trend of China", that is, the "direction of development". He emphasized the "double viewpoint" between adults and children, pointing out that adults can also have "childlike innocence". [10]He believed that education should truly "understand, guide and liberate" children, otherwise "it is difficult to see real people in the future." [11]Different from Lu Xun's view that children should be in close contact with real life, Feng advocated separating the pure world of innocence from the disturbance of real life. He firmly believed that the core of children's education lies in maintaining and cherishing the unpoluted innocence. [12]Thirdly, post-service teachers' attention to children is mainly reflected in the following aspects: First, children first principle. At the level of education policy, from the initial "recognizing the existence and characteristics of children", it gradually deepens to the "child-centered" education orientation, and finally establishes the basic principle of "children first", which indicates that the rights and welfare of children are attached great importance. [13]Second, the concept of education emphasizes the uniqueness of children, not only paying attention to the active learning ability of children as independent individuals, but also not ignoring the profound impact of social environment and cultural background on children's growth and development. [14]Third, in educational practice, it advocates building a harmonious relationship between children and adults (especially teachers), emphasizing mutual recognition, mutual trust and mutual respect, so as to promote the common growth and progress of both sides[15]. This series of changes and ideas reflect the respect for children's subjectivity and the unremitting pursuit of educational equity and quality improvement.

To sum up, most of the existing studies have deeply analyzed the unique views of administrators, educators and thinkers on children, and tend to explore children's views from a macroscopic and overlooking perspective, ignoring the understanding and exploration of children's concepts by teacher candidates, the key groups who will have direct contact with children. In fact, teacher candidates, as members of the most basic and large number of teachers, are not only the direct reflection of the current "flood of ideas" of children, but also the practitioners and disseminators of future educational ideas. It is true that the ideas of teacher candidates may be adjusted with their personal growth and changes in the educational environment, and their views may not be enough to enter the glorious chapter of intellectual history. However, teacher candidates' simple understanding and cognition of children's identity will indescribably shape their future education concepts and attitudes toward children, and profoundly influence their own educational behaviors. Therefore, in-depth exploration of teacher candidates' views on children is not only a profound insight into the current situation of education, but also a forward-looking grasp of the future trend of education, which is of self-evident importance and significance.

3 Research Design

3.1 Research Questions

The main problems of this research mainly focus on the following three aspects:

1. What are the metaphorical expressions of teacher candidates' views on children?
2. What are the types and characteristics of teacher candidates' metaphors for children?
3. How to implement children's outlook education based on teacher candidates' view on children?

3.2 Research Objects

General teacher candidates should include, normal school students, new teachers who have been hired within 1 to 3 years. The training quality of teacher candidates is the key link to determine the teaching quality and educational development level of future teachers.^[16] It is of great significance to pay attention to the children's view of the group of teacher candidates. The teacher candidates in this study mainly refer to normal students in normal colleges, focusing on the undergraduate teacher candidates in normal universities. 333 teacher candidates from a normal college were selected, including 8 teacher candidate groups with different professional backgrounds, including Chinese, mathematics, English, information, science, music, fine arts, moral education and calligraphy.

3.3 Research Methods

For those candidates who stand at the threshold of the teaching profession, they have not yet stepped into the broad field of teaching and educating people, and they do not have enough understanding of the meaning of being a teacher and the responsibilities that teachers should fulfill.^[17] Therefore, exploring their vision and imagination for children is undoubtedly an exciting and fascinating thing to do. When we are trying to understand something that we have not experienced or are not yet familiar with, metaphor is often the most vivid and effective way to help us grasp its essence. Metaphor, as a linguistic phenomenon, is a one-way cross-domain mapping from the source domain (concrete concept) to the target domain (abstract concept).^[18] It is a kind of thinking mode and cognition tool that pervades People's daily life. Multimodal metaphor is a means of conveying meaning through visual, auditory, text, pictures and other media. It can transcend the limitation of a single media and use diversified means of expression to enrich and deepen the transmission of information, so that the audience can understand and feel the conveyed meaning more comprehensively and deeply, thus enhancing the effect and depth of communication.^[19]

In the process of education, metaphor can lead education and teaching beyond the level of mere factual observation to the qualitative understanding of the nature of education. It creates a meaning space full of new ideas and vitality, so that the richness and diversity of educational activities can be fully displayed and expressed. Through

metaphor, educators are able to capture and convey the complexities and subtleties of the educational process in a more profound and comprehensive way. Second, most metaphors are not deliberately created, but come from the natural expression of the basis of life, which helps to expand the vivid and new feelings. Moreover, the use of metaphors also reflects the pedagogical ideas they express. ^[20]Metaphor can be used as a reflective tool to help teacher candidates clarify and refine their beliefs. ^[21]

Metaphor research is not just a one-to-one mapping between static conceptual fields, but a natural construction of new perceptions and understandings throughout the metaphorical cognitive process. Metaphorical discourse analysis changes metaphor from a static perspective to a dynamic one, so as to reveal its emergent nature more effectively. ^[22]Metaphors can naturally generate new meanings and interpretations through the complex and interconnected operating mechanisms within the system. ^[23]Therefore, the study of children's view should not ignore the possible value of metaphor. In addition to this, teacher candidates have relatively little direct interaction with children compared with in-service teachers, resulting in a less comprehensive and in-depth understanding of children. Therefore, the opinions expressed by teacher candidates on children lack accuracy and depth, and may even be subjective or preconceived. ^[24]In this sense, based on the method of metaphor analysis, this study collects and analyzes the current metaphors of teacher candidates about what children are (like), which can not only more intuitively understand how teacher candidates view children, but also their attitudes and expectations towards children. Moreover, they can have a deeper understanding of their cognition and understanding of children, reveal the deep characteristics and potential biases of their views on children, and then peek into the views on children in the current era.

This study uses both interview and writing methods to explore the metaphorical understanding of children images by teacher candidates from different professional backgrounds (normal university students). Specifically, the researcher carefully reviewed the works of each teacher candidate, extracted metaphorical expressions about children from them, and carried out systematic classification and in-depth analysis. This process aims to outline the cognitive picture about children in the teacher candidate's inner world as accurately as possible, and lay a solid foundation for subsequent academic exploration, with a view to comprehensively and truly reflecting the current situation of their views on children.

4 Research Results

4.1 Overall Analysis of Teacher Candidates' Views on Children

Table 1. The basic situation of the metaphors of children's views written by teacher candidates1

Type of metaphor source domain	Frequency	Percentage (%)
Human role	15	4.5
Natural things	196	58.9
Social things	122	36.6

A total of 333 metaphors created by undergraduate teacher candidates in 9 majors in primary education (Chinese, mathematics, English, information, science, music, fine arts, moral education, calligraphy) were collected in this study. The sources of these metaphors can be divided into three categories: human professional role, natural things and social things. The frequency of these metaphors is 15, 196 and 122, accounting for 4.5% respectively. Among them, the most metaphors used to compare children to things in nature. As shown in Table 1, in the source domain of human professional roles, children are mainly metaphorized through the images of explorers and explorers. In natural things, children are mainly metaphorized through flowers, sun, seeds, etc. Among them, flowers and other plants are the most metaphorical analogies to children. It is obvious that plants, which are ubiquitous in life, with their vigorous vitality, vividly and concretely touch the spark of infinite imagination for children in the minds of teacher candidates. Among man-made things, the purity of white paper, the purity of angels, the preciousness of treasures... These bits of life are cleverly woven into the cognitive map of children by teacher candidates. With a unique and colorful perspective, they give children infinite possibility and depth of cognition. One can't help but admire the rich imagination and profound insight of teacher candidates.

4.2 A Specific Analysis of the Teacher Candidates' Views on Children

In the analysis of typical metaphors of teacher candidates for children, we can see that different types of metaphors reflect the teacher candidates' different views on children, and teacher candidates generally explain their views on children from three perspectives: children's "small", children's "blank" and children's new vitality. These perspectives not only show the teacher candidates' deep understanding of children, but also reflect their different orientations and ideas in educational practice.

4.2.1 Children are "Small" (*Small Seed/Seedling/Sapling/Bud/Bird*)

A typical metaphorical example of children's "small" is shown in Table 2. The "seed" is very small in size. In botany, it refers to the reproductive organ of a plant, which can only germinate and grow under suitable conditions, and eventually grow into a new plant. In the context of everyday life, "seed" is often used figuratively, symbolizing the origin, beginning, or root of something. Seedlings, saplings and shoots are all vivid representations of the first stages of a plant's growth. Birds, with their lightness and ability to soar in the sky, have been a common natural symbol in literature, art and even daily life since ancient times.

The process by which a seed grows into a seedling/sapling/bud is just like the process by which a teacher educates and helps a child grow. These metaphors all describe the "small" of the child, including the "small" in body size and mental maturity, as well as the "small" in life experience. It is worth mentioning that in such metaphors, although teacher candidates pay attention to the characteristics of children's "small", they also emphasize children's "freedom", which has the space and possibility of independent development. Descriptions such as "having a dream of freedom" and "growing freely after laying the foundation" all emphasize children's freedom, which reflects that

in the teacher candidates' cognition, It is an important task of education to give children freedom and cultivate children's self-consciousness. But at the same time, teacher candidates also emphasized that children "need to be guided" and "avoid crooked". It can be seen that teacher candidates believe that children's freedom has boundaries. This is similar to Rousseau's claim that "the reason why man can be independent and free is due to the temperance of his mind".^[25]

Table 2. A typical metaphorical case of the "small" of children2

Metaphors		Case details	Specifics
Natural things	Children are seeds	Children are like seeds that have just sprouted	Children are like newly germinated seeds, they thrive, with young bodies and vigorous vitality to explore the world.
		Children are seeds	Children are seeds, as long as they are watered carefully, they can thrive.
		Children are the seeds of the future	Children are the seeds of the future because they will grow into gardens of love and peace in this future world.
	Children are seedlings	Children are seedlings in spring	Children are seedlings of spring because they are fragile, innocent and have dreams of freedom.
		Children are the seedlings that have just broken the ground in spring	Children are seedlings that have just broken the ground in spring, with infinite vitality and possibilities, and strive to extend to the sky.
	Children are small saplings	Children are like saplings	The child is like a sapling, free to grow after being laid down by an adult.
		The child is a sapling that grows strong	Children are thriving saplings that develop rapidly both mentally and physically.
		A child is a small tree	Children are a small tree, we should love, let it grow, we should give education, let it not grow crooked.
		Children are small saplings	Children are saplings because they are young, young and need to grow
	Children are birds	Children are small birds that need to be protected and guided	Children are birds that need to be protected and guided, because they are in the initial stage of understanding society and moving towards the collective, and are not fully mature psychologically. They need correct guidance and education to transition through school and grow into teenagers.
Social affairs	Children are puppies	Children are cute puppies	Children are cute puppies, because children are young and cute, let people see the desire to protect.

4.2.2 Children's "Blank" (White Paper/Box/Jade/Book Without Words)

A typical metaphorical example of "blank space" in children is shown in Table 3. Unwritten or printed paper, which can be easily written and drawn, symbolizes purity, new beginnings, and infinite possibilities. The idea that children are "white paper" coincides with Locke's whiteboard, which holds that the human mind is like a whiteboard, without marks or ideas, most of which are derived from sensory stimuli. The metaphors of the box, the jade, and the book without words also reflect the teacher candidate's emphasis on the diversity, potential, and plasticity of children in the process of growth. Whether as a box to hold new knowledge, jade waiting to be polished, or a book without words waiting to be written and interpreted, all of them are the embodiment of the teacher candidate's purity, innocence, little experience, and strong plasticity to children. Because of this, children need to be guided, cultivated and cherished by us with love, patience and wisdom. From statements such as "parents, schools and other environmental education is a paintbrush", "it needs to be guided" and "it needs to be guided and crafted by teachers", it can also be seen that teacher candidates strongly agree with the role of school, family and environment in shaping children. However, at the same time, the focus on children's "blank" means that they may neglect children's "autonomy".

Table 3. Typical metaphorical examples of children's "blankness"³

Metaphors		Case details	Specifics
Social thing	Children are blank pages	The child is a blank SLATE	Children are a blank sheet of paper, because they have not yet developed a mature world view and values, and have unlimited possibilities for development.
			Children are a piece of white paper, parents, schools and other environmental education is a paintbrush, but this paper has its own thinking, each paper material is unique.
			Children are a piece of white paper, because children do not know anything, many rely on parents, friends and other people's influence, education to learn, thus know a lot of things.
			Children are blank sheets of paper because they need to be guided.
			The child is a blank sheet of paper, unrendered, with infinite possibilities.
		The child is paper	Children are paper and are very malleable.
		The child is the blank paper to be written	The child is the white paper to be written, because human nature is good at the beginning, and it needs to be chiseled and carved after learning to shape each different "person".
		The child is a pure white paper	A child is a pure piece of white paper, because the child has no knowledge of the world at birth, and has not formed a world outlook, outlook on life, and values. The environment, family, and teachers can all have an impact on it, and finally

			form a colorful picture.
		Children are a piece of white paper waiting to be rendered by color	Children are white paper waiting to be painted, because they have flawless hearts.
	Children are boxes	Children are boxes	Because loading things turns into lockers, and loading garbage turns into trash cans
	Children are jade	Children are unpolished jade	Children are unpolished jade because they are pure and have potential to be discovered.
			Because when children are born, their personalities are not yet formed, and teachers need to guide and carve them.
	Children are books without words	Children are books without words	Children are books without words, waiting for words to be written.

4.2.3 The Child's "Thriving Life Force" (Flower/Sun/Seeker)

A typical metaphorical example of children's "thriving vitality" is shown in Table 4. Flowers are an important stage in the growth cycle of plants. As the climax of the growth process of plants, flowers are endowed with the symbolic significance of new vitality. The bloom of flowers is the direct display of the vitality of nature. They announce the prosperity and prosperity of life with their gorgeous colors, fragrant aroma and elegant gestures. This metaphor is also the embodiment of the new life force of the child. Moreover, teacher candidates' descriptions of children as flowers usually emphasize that they are flowers of the "motherland", which also reflects their concern for children's social identity, which is similar to Dewey's concept of children as a social value orientation. The sun is warm, warm and radiant. The sun rises in the east every day, symbolizing new beginnings and infinite hope. As a continuation of life, children's birth and growth also represent new vitality and hope for the future. Children also have the ability to transmit light and warmth, which contains infinite vitality. In the description of the teacher candidates, the explorers are always full of curiosity and desire for the unknown field, bravely stepping into the unknown and seeking new discoveries. For this reason, using the image of explorer to depict children is the recognition that they also have this strong curiosity to the unknown world, and they are always full of questions and desires to explore everything around them. This kind of desire to explore the unknown spirit is the embodiment of children's new vitality.

Table 4. Typical metaphorical cases of children's "thriving vitality"⁴

Metaphors		Case details	Specifics
Natural thing	Children are flow-ers	Children are delicate flowers	Children are delicate flowers, waiting to blossom into a beautiful landscape.
		Children are like flowers in spring	Children are like flowers in spring, blooming with the vitality and fragrance of life. Their songs are clear and pleasant, like the sound of nature, making people

			relaxed and happy
		Children are the flowers of the motherland	Children are the flowers of the motherland, because children are pure, nurture children, grow up to contribute to the country, make the country more prosperous and strong.
			Children are the flowers of the motherland, because they determine the direction of future development.
		Children are flowers full of vitality	Children are flowers full of vitality because they form a beautiful family of individuals with different personalities, different experiences and different charms.
		Children are flowers	Children are flowers because they are full of life.
		Children are like flowers.	Children are like flowers because they are simple and full of vitality.
	Children are the sun	Children are the rising sun at seven or eight o'clock	Children are the sun that rises at seven or eight o'clock because they are the future of mankind.
			Children are the sun that rises at seven or eight o'clock because they are full of hope.
		Children are the rising sun.	Children are the morning sun because they are full of life and energy.
		Children are the rising sun	Children are the rising sun, shining with endless hope, and their smiles, pure and bright, shine like the morning dew.
The human role	Children are explorers	Children are explorers	Children are explorers, because children have the desire to explore everything around them, are full of curiosity about everything around them, and are eager to learn and discover new things.
Social affairs	Children are pixies	Children are elves	Children are elves because they are agile, lively, and full of life.

5 Conclusion and Reflection

5.1 The Conflict of Teacher Candidates' Views on Children

When analyzing teacher candidates' metaphors about children, we find that in many cases metaphors imply teacher candidates' positions on children, for example, comparing children to "saplings" and "seedlings". Children's "small", including body size, mental maturity and life experience, also lead to children's "fragile". The attitudes of teacher candidates are "protecting", "guiding" and "caring". It can be seen that teacher candidates have a strong sense of protecting children's rights. However, this perspective also implies the premise that childhood is a preparatory stage for socialization, just as "saplings" and "seedlings" will eventually grow into towering trees. In this con-

ceptual framework, "childlike innocence", "childlike interest" and "childlike innocence" are often seen as symbols of immaturity. As a result, there may be a tendency to expect children to quickly move beyond what is seen as a "temporary" childhood, which is undoubtedly a denial of the lasting and permanent value of childhood. [26] Furthermore, in this metaphor, the "sapling" or "seedling" is in the position of being nurtured and cared for, with the teacher acting as the gardener. "Protect", "guide" and "care", all these behaviors reflect the dominant and dominant position of teachers in the process of children's growth. In view of the possible relationship and status inequality between teachers and children, it highlights the importance of teachers to lay down their shoulders in educational activities, pay attention to children's lives from an equal perspective, and ensure equal communication and dialogue with children.

5.2 Teacher Candidates Pay Attention to the Freedom of Children's Outlook

When analyzing teacher candidates' metaphors about children's outlook, we find that most of the metaphors imply teacher candidates' concern for the emancipation of children's nature, such as "bird", "summer wind", "explorer", etc. These images not only vividly depict children's pure, free exploration and brave and adventurous nature, but also deeply reflect their deep expectation for the emancipation of children's free nature. In order to fully release their inner potential and enjoy the fun and freedom of growth. It can be seen that teacher candidates believe that the emancipation of children's free nature is extremely important. In the process of China's educational modernization, education should deeply reflect the respect for children's natural nature, actively advocate the cultivation of children's moral self-discipline, and reasonably set necessary norms in the system construction to ensure a good educational order. [27] In the face of many challenges in modern society, especially the increasingly serious tendency of utilitarianism and power education, children's inherent nature and potential are often ignored. Therefore, returning to the purpose of "educating people" and re-releasing children's natural nature has become an irreversible trend of the current era. This means that we need to re-examine and adjust the education system so that it pays more attention to children's personality development and inner needs. Defining the limits of freedom in educational practice is a question that needs careful consideration. On the one hand, we should not overemphasize students' subjectivity, lest students fall into an empty "formal freedom" without substance; On the other hand, we also need to carefully evaluate whether children's "nature" really fits the long-term goal of education. Therefore, for teacher candidates who are about to enter the teaching position, the precise measurement of educational freedom is a crucial ability. This requires them to both respect students' autonomy and personal development, and ensure that the educational process leads students in a positive and healthy direction.

5.3 The Coexistence of Diversity and Unity in Teacher Candidates' Views on Children

There are 127 kinds of metaphors for children in 333 teacher candidates, which also reflect the diversity of teacher candidates' views on children, and different teacher

candidates' views on children are very different. For example, the metaphor of "blank paper" is more inclined to Locke's blank board, while the metaphor of children as "explorers" emphasizes children's autonomy. It can be seen that different teacher candidates have different views and attitudes towards children, and there may even be contradictions. The diversity and unity of children's views is a problem worth thinking about. The "Children first principle" is mentioned dozens of times in the new Outline, which also reflects the country's emphasis on the priority development of children in the social and educational environment. What is certain is that the adoption of the child-centered concept of children has become an irreversible trend. In educational practice, adhering to this concept is the core principle of teaching. We should also devote ourselves to how to inject modern elements into the child-centered concept and enrich its connotation. However, this does not mean that the diversity of children's ideas should be excluded. On the contrary, on the basis of "child-centered", we should continue to expand and improve various concepts of children, so that they can evolve into different educational and teaching methods with their own characteristics, so as to provide valuable experience and inspiration for educational practice.

6 Conclusion

By collecting metaphorical descriptions of the question "What is a child" from 333 teacher candidates, this paper explores their views on children with the help of metaphor analysis tools. The study found that these teacher candidates expressed their deep understanding of children through the rich and diverse metaphors of "children's small", "children's blank" and "children's new vitality". Further analyzing these metaphors, we find that the teacher candidates' views on children are characterized by conflict, foresight, diversity and unity, etc. On this basis, we draw the following conclusions: While recognizing that children are "small", teacher candidates should also pay attention to children's lives from an equal perspective; They need to master the appropriate scale of freedom in order to release the nature of children; And they should develop a diverse view of children based on the principle of "child-centered".

Therefore, in the education of teacher candidates, the shaping of the view of children is very important. The curriculum should integrate the content of children's rights, equality and respect, and through practical experience, teacher candidates should have a deep understanding of children's hearts and cultivate deep care and respect. At the same time, candidates should have a moderate degree of freedom to allow children the space to explore independently and promote the development of their creativity and problem-solving skills. To this end, pedagogical knowledge of child developmental psychology should be provided to guide teacher candidates in the flexible use of freedom to help children develop in an all-round way. In addition, based on "child-centered", emphasis is placed on children's emotional, social and physical development as well as their cultural background and individual differences. Candidates are encouraged to participate in diversity education activities, such as internships, volunteering, and cross-cultural exchanges, to broaden their horizons and increase their understanding of children's diversity. To guide in-depth thinking and discussion of

children's perspectives in order to develop future teachers who have a comprehensive, deep understanding and respect for children. It is expected to provide a strong basis for optimizing the teacher education curriculum, and help to train future teachers who understand and respect children more comprehensively.

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