



“SUPPORTING THE DEVELOPMENT OF YOUNG PEOPLE BY TENNIS SPORT AND CAREER ORIENTED APPROACH”

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INTELLECTUAL OUTPUT – 4 LEARNING BY YOURSELF

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PREFACE

Our country is making a rapid progress in sports, especially tennis, as in every field. As the Turkish Tennis Federation, we deliver these services to every individual of our country in our own areas of responsibility, with the principle of delivering these services in a healthy and reliable way.

Since the day we opened a new page in our work in 2019 and started to be involved in European Union projects, we have expanded many of our activities in this field as well, enabling our young people to meet the sport of tennis and we continue to do so. As the name suggests, our "Support and Career-Focused Approach to the Development of Youth with Tennis", which includes this booklet, is one of the important missions of our Federation. While giving importance to the tennis journey of young people, we also gave special importance to the concept of dual career, which the European Union also attaches great importance to, and we signed this project and started to reach its products.

Thanks to our project, we enabled many of our young people to meet tennis and participate in tournaments, and through our project activities, we had the chance to convey to our professional youth the career opportunities of our Ministry of Youth and Sports, the Turkish National Agency and even many valuable institutions and organizations of our country.

In this booklet, we have shared the results of the analyzes that have been made for about 2 years on what is effective in the selection of athletes, and what psychological factors can cause in our project, which took place in a difficult time like Covid. It is certain that the valuable results mentioned in the document will open new horizons for our studies.

On this occasion, I'd like to take this opportunity to share my deepest thank to **Mr. Dr. Mehmet Muharrem KASAPOĞLU** Minister of Youth and Sports and all the staff of Ministry of Youth and Sports, to **Mr. Faruk KAYMAKCI** Ambassador, Deputy Minister of Foreign Affairs and Director for EU Affairs, to **Mr. İlker ASTARCI**, President of the Turkish National Agency, to **Yunus DUMAN**, **Bilal BALCI** and **Arzu ÇETİN**, our project experts from various periods who have shared their support since the first stage of the project funding, to **Dr. Lect. Ziya KORUÇ** from Hacettepe University Faculty of Sport Sciences, Department of Exercise and Sport Sciences, Exercise and Sport Psychology and all our project partners.

Cengiz DURMUŞ
President – Turkish Tennis Federation





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LEARNING TO LEARN

What is Learning?

Learning is the process of acquiring knowledge, skills, habits and attitudes. When the individual encounters a problem that hinders his/her purpose, a function that can satisfy his/her motivations, or a stimulus that he/she has to respond to, if he/she can show the behavior of finding the necessary solution, performing the function or responding by combining all his/her knowledge, skills and attitudes, then learning has taken place. Among the many theories developed on the mechanisms by which the learning process takes place in the mind of the individual, the most widely accepted is the constructivist theory, founded by Jean Piaget (1952) and David Ausbel (1952). According to Piaget, learning is the continuous renewal and development of an individual's mental patterns as a result of his interaction with his environment. Some mental stages are necessary for mental development to occur. The first of these is the mental assimilation of new information coming from outside and the creation of a cognitive structure/pattern. If there is no ready place for the later information in this formed pattern, a new place is opened and the brain is cognitively restructured; The cognitive pattern is reshaped to replace the incoming information. With this ongoing space-making and restructuring, the cognitive pattern in the brain develops, intensifies, and grows; The individual's ability to produce solutions in the face of different situations and problems increases. According to Ausbel, in order for new information to be learned and comprehended, there must be a cognitive structure in the student's brain that can somehow connect with this new information. As in Piaget's theory, if it is not possible to establish a link between the new



information and the existing cognitive structure, then new connection points are created to which this information can be connected; the cognitive pattern grows and acquires a new shape.

At the lowest level of learning, there is retention (memory, memorization), and at the highest level, there is reasoning and practice. As stated in the behavioral definition of learning, fully learning is the ability of an individual to put into practice the knowledge and skills he has learned. Learning can only take place with the active participation of the student. No one, including the teacher, can make the individual learn. The teacher guides, puts into the program, helps, but learning is a mental change that only the individual can realize. Like bodily growth, it is not formed by feeding alone; it requires effort. On the other hand, if what a teacher or speaker says in the classroom remains in short-term memory without being examined by the student or the listener and integrated with the existing cognitive structure in the student's or listener's brain, as described in the constructivist theory, it would be more appropriate to call it passive learning. A student cannot be expected to complete the learning process in every lesson or study hour; this may extend into the longer term.

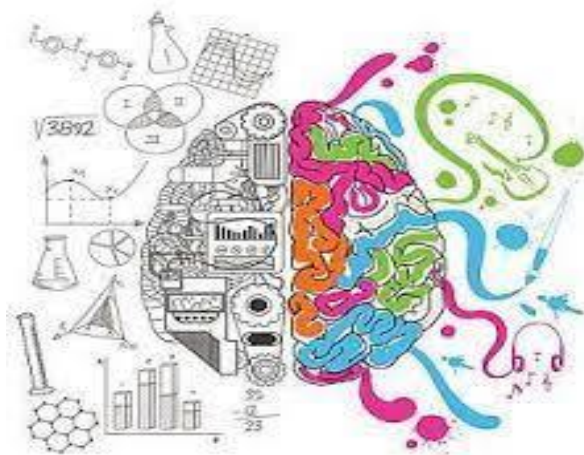
The first condition of learning is that you want to learn. If you want to go somewhere, you can find the necessary map or guide to reach that place; but if you don't want to go, neither a map will help, nor a guide... (?) If you want to learn, you can find books and teachers to meet your needs; But if you don't want to, neither the piles of books nor the teachers will be of any use to you. The English say this with the proverb: "You can take the horse to the water's edge, but you can't make him drink."



Learning is not just having dry knowledge, just knowing something. Learning is receiving and processing information. Processing information; is to seek it in the right way and from the right place, to think about what it is, to understand what it does, to understand where it will be used, to see what information it will combine with.

Active Learning

Well, if learning is already a mental process in which the student takes an active role, what does active learning mean? Active learning has become perceived to have special meaning in the psychology of learning and is generally defined in two ways. According to the first definition, active learning is a form of learning in which the student has a say in his/her learning process. According to the second definition, it is a form of learning by challenging the student's own cognitive abilities. On the one hand, it is about decisions about the learning process, and on the other hand, it is about the mobilization of all cognitive abilities of the student with his own will and effort. In a sense, the student also assumes the duties and responsibilities of the teacher.



<https://www.inesem.es/revistadigital/gestion-empresarial/mercados-aleatorios-estrategias-alternativas-para-invertir/>



In active learning, the student

- Investigate possible learning goals and activities;
- Selects specific learning objectives;
- It is aware of which targets it has chosen and for what reasons;
- Has self-confidence or develops self-confidence when necessary;
- Makes the selection and program of learning activities;
- Has or develops a motivation to learn;
- Has a unique strategy for starting work on a topic;
- Gains attention, remembers previous learnings;
- Reads, listens and analyzes;
- Establishes a relationship between the information obtained, if possible, shows it schematically:
- Apply what they have learned to new situations, search for new application areas;
- He constantly checks whether he has learned;
- Expresses what he has learned in various ways to understand whether he has grasped it;
- Tries new learning strategies;
- In case of failure, it investigates the reasons for failure;



- Evaluates own performance;
- Uses external sources for feedback on its own performance;
- Motivates himself by thinking about the benefits of learning;
- He manages his attention and energy well, knows how to take a break from work when necessary.

The sine qua non of active learning is to know how the individual learns, to know his/her own cognitive ability and mechanism well, that is, to have learned how to learn.

How do we learn?

Whether out of necessity or curiosity, we learn constantly throughout our lives. Learning is the most basic component of our educational life; it is even an adventure that we do all our lives. Learning is the acquisition of new knowledge, skills, and attitudes by an individual. The knowledge, skills and attitudes desired to be acquired occur as a result of different interactions related to the subject. Individuals try to learn the subject sometimes by reading or watching, sometimes by practicing it, and sometimes by discussing it. The path to be followed to achieve these gains or changes in individuals may vary according to many factors. Many factors such as the targeted subject, the age of the individual, prior knowledge, the environment and opportunities, the knowledge and skills of the teacher differentiate learning. Therefore different teaching methods, techniques, theories and technologies are required.

How Do Individuals Learn?

Individuals learn 10% by reading, 20% by listening, 30% by seeing, 50% by seeing and listening, 70% by speaking/sharing with others, 80% from personal experiences.

What are the Principles of Adult Learning?

- 1.) People only learn when they are ready to learn.
- 2.) People learn best when they do something themselves.
- 3) People learn from their mistakes.
- 4.) People learn most easily in subjects that are familiar to them.
- 5.) People use different senses to learn.
- 6.) People learn methodically and systematically.
- 7.) People cannot learn subjects they do not understand.
- 8.) People learn by practicing.
- 9.) People learn better as they watch their own progress.
- 10.) People learn best when the subject they need to learn is privately conveyed to them; because we all have different learning styles



In this list, it is always most important that adults are ready to learn, as we cannot move on to the rest of the list without meeting the condition in the first item. It is the person's coming to the learning process ready and motivated to learn. The main factor that creates this state of readiness and motivation is the knowledge that the knowledge to be acquired during the education process will make a healing difference at the level of life, both in his career and in his private life.

The subject of learning is important for anyone who wants to learn continuously and who helps and guides the learning of other individuals. By understanding what learning is and how it happens, and by examining the factors affecting the learning process, this event can be realized more effectively. An individual equipped with this information can increase the effectiveness of teaching qualitatively and quantitatively by using the right behaviors, techniques and technologies.

What are the Barriers to Learning?

While learning, we encounter some obstacles. These obstacles not only affect our quick and easy learning but also cause us to have learning difficulties. Sometimes we think we have learned, but we cannot learn anything new. We are just repeating what we know. Sometimes we have trouble remembering what we have learned. This is because people often receive and save information in different ways. They can even save the same information in different places at different times. As a natural consequence of this, there may not be a connection between learning and understanding. Incorrect matches may occur, incorrect information may occur, and incorrect results may occur.





Negative feedback: If you give yourself negative feedback during the feedback process, if you constantly criticize yourself in a destructive way, this internal dialogue will never get you anywhere. If feedback is positive and correct, it enables learning, otherwise it is an obstacle to learning. The feedback we give to ourselves every day shapes our beliefs. Negative feedback leads to negative beliefs. When you have limiting beliefs and fears, they become a major barrier to learning. Anyone who says "I don't understand physics or I can't speak English" will limit himself. The fear of making a mistake in the subconscious mind of the person also appears as a negative belief.

Lack of Concentration and Motivation: May have negative consequences for learning. The lack of the carrot and stick approach reduces motivation. The lack of expectation is a great shortcoming. If there is no expectation, there is no story. Where there is no story, there is no excitement. In particular the lack of a carrot, that is the reward, is an important loss of motivation. The stick is of secondary importance. If there is no reward, there is no impulse. Even the Creator created heaven and hell.

Environment: When you switch to an externally referenced program, the reactions you will get may prevent you from learning. If you have a manager who says "you can't do this" or if you have a loved one who says "this job is not for you", you think that you can't really learn because of their subconscious value and you don't try to learn. But if you switch to an internally referenced mode, in such cases, you can only reframe and learn when you say "I can do it too".

Redundant information: causes confusion and can interfere with archiving and learning of information. The stack of information also causes important information to boil in between. You must use the information you have just learned.





Not Using New Knowledge: You should connect what you have learned to your old knowledge. Otherwise, when you try to learn something new, the subconscious mind acts as if "it won't use this information anyway" and doesn't code the information very seriously.

I Said Misconception: It is necessary to code and implement information. Otherwise, you say "I told you so" a lot, but you don't apply it. If you say "I told you so", you need to question your self-confidence. There is a lack of application of what you have learned. You should rather do than say. Not taking action is disrespectful to your thoughts.

Wrong Learning Strategies: As a result of not working according to the person's character and representation system and learning strategies that do not suit him, his studies will not be very productive. An individual must learn to learn. It is necessary to make the most of all 5 senses.

Inflexibility and Inability to Relax: If it is not flexible according to the subject, time and other variables; the mind cannot relax, the person has trouble focusing and learning does not take place fully. The more relaxed and flexible you are, the easier it is to learn.

What is Learning to Learn?

It is necessary for individuals living in the information age to know the ways of accessing information, to be able to use the information they access, and to produce new information. In a more stereotyped way, "learning to learn" is the most effective way for individuals to have these qualities. So what exactly is "teaching to learn"? What does it cover?





The main thing in learning is that the student is active. In order for the learning to take place effectively, it is not enough for the students to listen to what the teacher says, to observe what they do, to repeat the limited information they present, or to act entirely on their instructions. In other words, students cannot achieve effective learning only if the teacher is active in the teaching-learning process. If knowledge does not create a value in a person, then it has no value. The main purpose of learning to learn is to know oneself and his abilities, to learn the characteristics of perception, to know the principles of learning, to know why, where, how and why he can get information, to use his feelings and senses in learning. With this information; not overwhelmed by the burden of the information they have learned, able to control and supervise what they have learned, cope with problems, interpret and analyze them, request new information, see the deficiencies of what they have learned, know how and how to complete their deficiencies or weaknesses, and make their own decisions, Raising people who know and actively use working and learning techniques is the main purpose of learning to learn. Learning to learn requires active use of knowledge as a tool without being overwhelmed by the knowledge gained. The most important condition for success for a learner is confidence. This trust can be gained by first trusting your own mind to learn what you will need in life. To put it more clearly, school should teach you how to access, deepen and develop the intelligence you already have. When you leave school, your confidence in using your mind should have increased, not decreased. It is not possible to make a clear judgment about the way of learning by saying one way or the other. The way of learning differs from person to person. In other words, the way of learning is as unique as a fingerprint. Everyone's learning type, form, speed and capacity are different. If appropriate learning opportunities are provided, we can see that there is nothing a person cannot learn.





Seeing the glass half empty is a common behavior in our society, which we think is natural, but it is actually an unhealthy way of working in the human brain. We learn about helplessness by consciously or unconsciously limiting or limiting ourselves. This is called learnt helplessness in psychology. In other words, we learn about helplessness, consciously and unconsciously. However, there is no problem that cannot be overcome for human beings. This fact should not be forgotten: "If we do not limit ourselves, nothing can limit us." Due to the complexity of social life and the lack of a system for information, individuals are constantly pushed into the psychology of lack. Unconsciously or unconsciously, people who are constantly faced with obstacles and limitations are trained with a sense of complete lack, immaturity. A generation whose self-confidence and self-respect have been lost is being created. Here, the following truth emerges: Human capacity can be limited by the wrong approaches.

The type of person sought in the education process; is the person who learns to learn, that is, who seeks and finds information and uses it in his life, who keeps up with the changes in society and is also the source of these changes. Is to produce the necessary information for new situations by using existing information. "Learning to learn" is the first and most important step on the ladder that leads both the individual and the society to success. The way we make all of our life's choices, right or wrong, the way we take our steps, and our perceptions are directly proportional to the way we learn to learn. Whether our life gains meaning or not depends on it. This is the real difference between living life productively and living it as if it were.



Appropriateness of Personal Learning Methods

While determining the appropriateness of personal learning methods, the most important concept to be emphasized here is the person and self-knowledge. How am I learning? What are my learning methods? What are my learning barriers? How can I overcome my learning barriers? It's about answering your questions.

Self-awareness means knowing one's own feelings, interests, needs, and goals, being able to make choices and filtering the choices made by their own value judgments, being aware of themselves and their power, and knowing the limitations of the individual and creating his own self-consciousness (Shoemaker, 1963; Neisser, 1988). . Individual; When he starts to realize his talents, interests and values, he begins to recognize himself (Ismail & Tekke, 2015).

In fact, as an adult you ask yourself, "Well, how do I learn easily?" You can easily determine your learning model by asking this question. Remember the days when you learned to ride a bike or a car. If you've never used either, you can remember what I'm trying to say by remembering your process of learning to swim. Let's imagine that I have given you dozens of volumes of bicycle manuals and that you, as a diligent student, have read and memorized them all line by line. Let's even imagine that I gave you an exam on the principles of cycling, let's say that you passed this exam by answering all the questions correctly. Do you think you are now ready to use a bicycle easily and effectively? Likewise, imagine the first time you sit behind the wheel of a person who has successfully completed the driver's license course. Do you think it is ready to go to traffic after the industries it has successfully passed through? Let's imagine



that you attend seminars, conferences on swimming principles, and read a lot of information on the subject. Do you think you can swim now? In a rough estimate, we remember 10% of what we read, 20% of what we hear, 30% of what we see, and 50% of what we both see and hear. But if we actively participate in the learning process, these rates jump to 70% for what we say and 90% for what we both say and do. Ask those around you to tell you what they have learned. The best way to master something is to teach it to others.

What are the barriers to individuals' own learning?

We need to look at the barriers to learning from three perspectives. Personal problems come first. Reasons such as thinking that the person knows the subject, not needing education and not giving importance to education are internal factors that prevent the person from gaining information. You could say I already knew that. They may not care or prioritize. It is not on the agenda. Or he may not have a need for it at that time.

There are also obstacles to an individual's learning due to external factors. There may be problems arising from the environment for the individual, the environment there was not prepared correctly that day. It can be a problem if the place where the training will take place is not properly analyzed. Situations such as the individual's position in the environment, not being invited properly and not knowing what he is coming for can also create an obstacle to the individual's learning.





Methods of Focusing on Learning Processes

Human beings are creatures that can learn and transfer what they have learned to other generations. This interactive process begins with the condition of adapting to change from the mother's womb. Humans encounter a large number of stimuli starting from the mother's womb. After birth, the number of these stimuli increases throughout a person's life. However, it is not possible for people to be aware of all of these stimuli coming into the information processing system. In this case, one makes a systematic choice. The reason for the systematic treatment here is the need to make the world in which people live meaningful. The systematic calling of stimuli to the information processing center of the brain at the end of this need can be explained by the concept of attention (Amado, 1996). Attention is the degree to which consciousness is open and understanding (Rapp, 1982). According to Dorsch (1987), attention is a state of consciousness directed towards an event, situation or idea.

People tend to focus on groups of stimuli in different ways. Focus usually occurs on two levels. One of them is primary (dominant) and the other is secondary (recessive). Primary attention is also called concentrated attention. Secondary attention, on the other hand, is based on focusing more on the background variables within the focused stimuli. These can sometimes affect each other. For example, secondary attention can disrupt the primary attention process that is focused. When the organism encounters two different stimuli belonging to different subjects, it chooses one of them and excludes the other and overshadows it. This indicates that attention is managed by a cognitive system that has a selective and elimination role (Aydın, 2001).





In order to recognize any object in our environment, we need to focus our attention on that object. At this point, we can say that one of the important features of attention is selectivity. William James, one of the representatives of the functionalist school, “In order to deal with a job more effectively, it is necessary to get away from other jobs.” says. While emphasizing the selective feature of attention with this statement, James also states the importance of focusing on the moment for attention (Act. Soysal, Yalçın, & Can, 2008). The fact that individuals keep their attention in the moment they are in is also explained by the concept of "conscious awareness (mindfulness)" (Özgreen, 2011). Mindfulness is defined as individuals' paying attention to what is happening or what they are doing at that moment, without judgment and with an accepting attitude (Brown & Ryan, 2003; Kabat-Zinn, 2003).

When the definitions of mindfulness are examined, it is seen that "the living moment" is important. Germer, Siegel, and Fulton (2005) explained the common features of moments (Cited by Özyceni, Arslan, Kesici, & Deniz, 2011, s.226-227). Conscious awareness moments:

1. Nonconceptual: Conscious awareness is the state of awareness that occurs without going through thought processes.
2. Present-centered: Conscious awareness is always in the present. Our thoughts about what we've been through are one step ahead of the present.
3. Nonjudgmental: Awareness does not occur freely if we want what we experience to be different.
4. Intentional: Conscious awareness always requires directed attention to a specific place. Redirecting attention to the present moment brings continuity to conscious awareness over time.





5. Requires participant observation: Conscious awareness is not an unrelated observation outside of events, it is to feel the mind and body more closely.

6. Nonverbal: The experience of mindfulness is not in bondage to the word; because awareness occurs before words appear in the mind.

7. Exploratory: Mindfulness always explores the finer levels of perception.

8. Liberating: Conscious awareness provides release from conditioned grief in every moment.

Focus Methods

1. Developing personal focus techniques, creating a task list and not doing more than one task at the same time have a concentration-enhancing effect.

2. Eating healthy provides concentration power.

3. Regular and full sleep provides concentration power; reduces concentration disorders.

4. Regular brain exercises, solving puzzles and playing mind games have a very strong concentration-enhancing effect.

5. Doing sports, walking and similar physical activities are also important among concentration exercises.

6. Focusing problems and similar attention problems can be treated with Attention Deficit Hyperactivity Disorder (ADHD) drugs prescribed by specialist psychiatrists.





Personal Learning and Career Relationship

In personal career planning, the first stage is choosing one's career. Career choice is one of the most important choices a person makes in his life. Although the ideal is for individuals to choose the professions they want to do or can do, today, due to various reasons, individuals tend to choose professions that provide them with the opportunity to lead a more comfortable life. The factors affecting the career choice of individuals are generally examined under two headings.

Social factors: The individual's social background, relationship with his parents, social and economic level of his family, and environment are the main social factors that influence his career choice. Individuals' perspectives on occupations generally differ from society to society. Individuals' perspectives on occupations generally differ from society to society. While some professions are a sign of respect in a society, in others they can be considered ordinary. Therefore, individuals tend to choose professions that are accepted and valuable by their society. Another important factor in choosing a profession is family structure. According to some research; It is seen that the children of parents with a low level of education are more likely to choose jobs that do not require skills, while the children of managers and professionals tend to work more in managerial and professional jobs (Can et al., 2001, p.166).

Psychological factors: Factors affecting an individual's career choice can be grouped under four main headings. Values, beliefs and attitudes of the individual: The beliefs that individuals acquire from the society they live in, from their family and from the school where they completed their education are an important factor in their career choice. In general, individuals show great resistance to changing their values. The expectations of the individual: Another factor affecting the career choice of employees is the expectations of the individual. These





expectations can be material or spiritual. Time and generational change shape these expectations. Today, career choices have tended towards professions where they will have the opportunity to rise rapidly, since the choice of career is made by considering material expectations such as money, power and fame. Personality of the individual: The personality of the individual is also an important factor in career choice. Studies examining the relationship between personality orientation and career choice have revealed that people tend to work in harmony with their own personality and orientation (Aytaç, 1997, p.90). The most important research on the subject is the 'Typological Personality Theory' developed by John Holland. According to this theory, there are six different personality structures and individuals tend to work in accordance with their own personality structure. According to Holland; Personality orientation is not only the best predictor of career choice, but also confirms that individuals are less likely to change their careers if there is a good fit between personality and career (Arnold, 1988, p.391). Views of the individual about the future of work: One of the factors that greatly affect people's choice of job is people's views about the future of work. It is of great importance for the individual that the professions to be chosen for a career are valid in the following years.

Career Development Steps

When it comes to activities related to an individual's career, it is clear that other management functions will also find an application area, as well as career planning, which includes the choice of profession, workplace and ways in which the individual will pursue his career. Incompleteness and unrealistic promotion expectations can cause both new and former employees to quit. The responsibilities and activities of the individual in career management form the subject of "individual career management". However, it is important for companies to



have a



good

understanding of individual career management and to better understand the expectations of their employees. Because a misguided career, a lack of self-evaluation, and unrealistic promotion expectations can cause both new and former employees to leave. Individual career management is a broader concept that includes the above-mentioned career planning, but is broader than that. Planning is only one of the management functions. Other management functions are organization, direction, coordination and control. When it comes to activities related to an individual's career, it is clear that other management functions will also find an area of application, as well as career planning, which includes the choice of profession, workplaces and ways in which the individual will pursue his career. The responsibilities that fall on the individual in individual career management require him to be active in many areas. The planning of these activities, the organization of the resources and methods to be used for this purpose, the execution of the activities, their coordination with the individual goals and expectations of the institution, and the evaluation of the results are evaluated within the scope of individual career management.

It is possible to evaluate the individual career development process in 6 stages:

- Exploring career opportunities
- Research
- Making career decision
- Setting career goals
- Developing and implementing career strategies





-Assess individual career progression

-Exploring Career Opportunities

The first step in the career management process is career exploration. According to Stumpf, career exploration includes four elements:

- What does the individual discover? (The individual versus the environment)
- How does the individual discover? (Design vs. systematic)
- How much does the individual discover? (Frequency and amount of information)
- What does the individual discover? (Discovery focus)

The individual's self-discovery; it takes into account their values, needs, desires, abilities and skills. Environmental exploration is a professional focus. That is, individuals seek to learn about specific job requirements, job duties, and job opportunities.

Research: Doing career research allows you to identify the fields of work in which you can work, to see how the careers of people with similar backgrounds are developing and to see the trends related to that job. Thus, you can see the future of the field you want to work in. Today is called the age of information and technology. This means that every day many professions disappear and many new ones appear. The most vivid example of this is the computer industry. Let alone that the computer industry has eliminated many professions, even within this industry, a lot of information is getting old and new technologies are entering every day. A software program that you have learned can become obsolete in a very short time. You have to renew yourself every moment in order to catch up with the era and live it. Before entering a profession,





you should research the profession very well. This is important in terms of how much you can improve yourself in that profession and how much you can satisfy your personal self.

Making a Career Decision: It is the decision of the person in which profession he wants to work in the future, taking into account his own qualifications. After making this decision and choosing the field in which he wants to work, he will try to train himself in this field.

Setting Career Goals:

Career goals generally consist of two elements;

Time frame: The time frame is important because too many young managers set their career goals for the highest position in the organization, regardless of how they will reach it. On the other hand, career planning experts determine that the time frame should be handled in at least three parts. The first is the 'first instant' period, which covers the first year of the first year of graduation from high school. The second is for a period of three to five years after the first instantaneous period. These goals are the most realistic. The third is the determination of career goals to cover ten years from the present time. Naturally, these ten-year targets are highly variable. Because a lot of unpredictable things can happen in ten years. however, these goals serve as an important factor for the manager to think carefully about what he wants to do.

Criterion: The criterion element in determining career goals consists of some factors that the manager wants to achieve. Key factors are:

- a. specific job titles
- b. A targeted fee amount





c. Different amount of work to be handled during a given time

D. Number of employees to be managed

to. Education level to be achieved

f. desired lifestyle

g. Degree of responsibility

h. Type, size and development of the workplace.

Developing and Implementing Career Strategies: The individual has now found the job he is looking for. He tries to stick to work as much as he can. It looks to be seeking and seizing job-related opportunities. It controls and regulates its attitudes and behaviors by operating the feedback mechanism. Begin to perceive trust needs. Thus, he tries to set new goals for himself and seek opportunities for them. This stage can be compared to a three-step ladder.

Individually Evaluating Career Progress: Often, job resource performance evaluations include the first manager or other managers, co-workers, and people working in the organizational personnel/human resource management function. It includes family members, friends, and people working in the career resource management function. Family members, friends, and professional acquaintances are useful non-work resources for career feedback. Feedback is a critical element in career management. Because feedback provides the opportunity to observe and evaluate progress towards career goals. For example, long working hours may result in praise for one organization and criticism for a spouse. Interpreting career feedback depends on the individual's actual career goal. Returning to the previous example,





long working hours may be consistent with the career goal of a promotion but inconsistent with the goal of having a happy family in private life. Thus, the feedback may either reinforce the career goal or require a change of goal.

Athletes' Learning

Sports are activities that aim to compete by naming them under branches by bringing physical education activities, which are universally integrating and unifying (Öztürk Karataş et al., 2021), to a more qualified state. Sports are more about winning. There are many training methods that sports trainers use when training athletes. The most commonly used teaching methods in sports are "show-and-make, command, partner work, participation and practice methods", respectively. (Yılmaz, 2019). One of the most important aspects of the learning process of athletes is skill acquisition. The characteristics that the skills should have in general for the athletes are;

- 1- Finesse, appropriateness and conformity in the use of muscles.
- 2- Coordinating the movement of several organs at the same time.
- 3-Choosing the most appropriate and correct movements according to the changing situation.
- 4-To ensure the harmony of the movements according to the changing purpose and speed.
- 5-React in a timely manner.
- 6- Mastery of using hands, arms, wrists, feet and other muscles of the body easily





For athletes, we can consider skills as those related to the mind, those related to perception, coordination and emotional aspects. These stages should be considered as complementary to each other. The skills covered in these aspects are;

1. Analyzing the skill, determining the sub-skills that make up the skill and these. providing links between
2. Determining how well the relevant skills have been learned before.
3. Elimination of previously learned behavioral skills that will hinder and complicate the learning.
4. To understand the skill well by the athlete to learn, to give an example to the learner, to show the model, to make the order of basic skills comprehend.

should be developed with due consideration.

Distance Learning Types

There are two main criteria when specifying the types of this training method. One is place, the other is time. Distance education types were determined according to these two situations. The most important criterion is that the student and the teacher are not in the same environment.

When we consider this, we arrive at the following types:

Asynchronous distance education where students and teachers are not in the same environment. In this type of distance education, the student cannot communicate with the teacher at the same time. Open education institutions are the best example of this type.





Simultaneous distance education where students and teachers are not in the same environment. This type of teacher teaches students through live lessons. This has become possible with online environments and LMS infrastructures. We will talk about this method, which we can call online education, later. Semi-synchronous distance education means students and teachers are not in the same environment. Here, too, the student can contact the teacher at any time, but the lessons are not held live. We can give e-learning sites as an example.

There is also the situation where the training is half face-to-face and half distance. The best example of this method is the flipped classroom model. The student processes the course topics from home or in another environment, and discusses these issues with the teacher in the classroom environment. Recently, this method has become very popular. It is a fact that technology is indispensable for distance education. Educational technologies suitable for the conditions of the day should be used in this education method, which has focused on educational technologies since the first day it was implemented. Educational technologies used to date include:

Mass Media Devices

Television and radio can be considered the oldest educational technologies used in distance education methods. Although the radio is not very successful, the use of television for open education has increased the quality of distance education. Today, the place of television in distance education is still very important.





Internet

The internet has become a successful educational technology in every respect with its widespread and increasing use in homes. Today, distance education studies are carried out via the internet, whether online or asynchronously. Thanks to this method, which we can call online education, it has become possible to reach and train very large masses.

What is Online Education?

As we mentioned above, the most preferred method of distance education today is the online education method. Online education has entered our lives with the spread of internet technology. Although it is a wide-ranging concept, at its core, education is carried out via the Internet.

As a result, the internet alone will not be sufficient for the realization of this educational method. For this, online education platforms are needed. When the distance education application will be carried out with online education, these platforms where the education will be constructed should definitely be used. Thanks to these systems called LMS, the school environment can be transferred to the online environment. In order for online education to be carried out correctly, the LMS infrastructures needed must meet many conditions. These conditions are as follows:

User Management: User management must be included in an online education infrastructure. While determining who will share what with student and teacher user types, important situations such as homework creation, course follow-up, and progress control should be carried out with the teacher account.





Education Content Library: All materials to be used in online education, whether live lessons or lecture videos, should be able to be collected in an educational content library. Students and teachers should be able to access and interact with this content whenever they want.

Live Lesson: One of the most needed sub-titles in online education today is live lessons. A good LMS infrastructure should be suitable for live lessons.

Online Exam: Measurement and evaluation are the most important step in education. Measurement and evaluation should be possible in online education as well as in face-to-face education. Therefore, a good LMS should provide online exam opportunities.

Progress Check: An LMS infrastructure should be able to show the teacher or administrator the progress of students. This is very important in terms of presenting the interest in the lessons, the efficiency of the education and important data on many other subjects.

Learning Styles of Individuals

Remember the museum trips your school made while you were a student. One of your classmates starts to wander around to touch everything around, the other stays a little behind and tries to read all the signs and examine the boards first, while another one stays by his side to hear what the teacher is saying. All three of these classmates were interested in learning at the time, but they all chose the most appropriate learning path for them. Experts agree that individuals have different tendencies and preferences in collecting data, processing the collected data and transforming it into information. The three friends mentioned represent three basic learning styles:





Kinesthetic, auditory and visual.

Individuals learn more and faster each time they use the dominant learning styles, and they are less likely to experience feelings of failure and disappointment regarding the learning process. With this viewpoint; It can be said that putting one's own learning style into practice is the same as using one's strengths.

According to the Three Basic Learning Styles;

Kinesthetic Learners: They learn best using their body and hands. to be able to move and

They want to have a physical relationship with what they have learned. Kinesthetic learners need to be actively involved in order to learn. They can put the pieces together without following the directions. He may have difficulty sitting still and learn more easily when accompanied by a physical action. Body coordination is good. Kinesthetic learners can be motivated to learn by using experiential learning ways such as model making, laboratory work and role playing. It may be helpful to take frequent breaks between study periods. Computer use may be required to use the sense of touch. While walking or exercising, he can be expected to memorize and functionally demonstrate his skills through dance, theater or sports.

Auditory Learners: They learn through hearing. They remember what is conveyed through words or songs and retain it longer if they have the opportunity to talk about what they have learned. Auditory learners need to hear in order to know. May have difficulty following written instructions. May have difficulty reading. He may have trouble writing. May have difficulty interpreting body language and facial expressions.





Auditory learners can record and listen to lecture notes while learning. They can learn more easily by giving interviews or participating in discussions. It is important that the instructions be read or recorded so that the individual can listen.

Visual Learners: They learn by looking at the material or by reading it, writing letters... They enjoy writing and are often the fastest readers. Some theories suggest that there are two types of visual learners. These are learners with words and with pictures, graphs and tables. Visual learners need vision to know. They are sensitive to color. They may have artistic skills. They may have difficulty following verbal directions. They can overreact to sounds. They may have difficulty following conferences. They may misinterpret words. Tools such as graphics, films, presentations, charts, diagrams, and drawings in visual learners. It can be useful to motivate learning. Colors can be used as a coding tool for notes and organizing items. It is important to write the guidelines. Flowcharts can be used to take notes. It is necessary to visualize the information to be memorized.

NOTE: Individuals may show features of more than one learning style. Experts argue that this situation should be welcomed by parents, because individuals who can learn in different ways will have a higher chance of accessing a better education opportunity than others.



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