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THE PERCEPTIONS OF THE TRAINERS REGARDING THEIR PROFESSIONAL COMPETENCIES: THE EXAMPLE OF TUNCELI PROVINCE¹

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Abstract

The aim of this research is to determine the perceptions of the trainers working in Tunceli Youth and Sports Provincial Directorate regarding their professional competencies. For this purpose, opinions were taken from 20 trainers using simple random sampling method among the trainers working in Tunceli Youth and Sports Provincial Directorate. The case study design, one of the qualitative research models, was used in the study. Descriptive and content analysis were used in the analysis of the data obtained. In the research, while the trainers have stated the most favourite features of their profession as being with children, having fun, and human relations; they have stated the most disliked features as the unsuitable conditions like in facilities and equipment, the academic anxiety of the athletes, finding athletes and the perspective of parents. Trainers have stated that their profession has contributions to the athlete such as personal development, socialization, discipline, future, and talent development. It was stated that the qualities that a trainer should have are professional knowledge, openness to development, patience, self-confidence, communication, love, and conscience. They have expressed various opinions

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such as training in their own field (branch), giving practice-based training and providing well-equipped psychology education suitable for all ages while the trainers were trained in undergraduate education. In addition, it was revealed that some courses such as specialty course, training knowledge, sports injuries, anatomy, and sports psychology are the courses that trainers most benefit from in undergraduate education.

Keywords: Trainer, Professional competence, Professional information, Youth and sports provincial directorate employees

Antrenörlerin Mesleki Yeterliliklerine İlişkin Algıları: Tunceli İli Örneği

Öz

Bu araştırmanın amacı Tunceli Gençlik ve Spor İl Müdürlüğü'nde çalışan antrenörlerin mesleki yeterliliklerine ilişkin algılarını belirlemektir. Bu amaçla Tunceli Gençlik ve Spor İl Müdürlüğü'nde çalışan antrenörler içerisinde basit seçkisiz örnekleme yöntemi kullanılarak 20 antrenörden görüş alınmıştır. Araştırmada nitel araştırma modellerinden durum çalışması deseni kullanılmıştır. Elde edilen verilerin analizinde betimsel ve içerik analizi kullanılmıştır. Araştırmada antrenörler mesleklerinin en beğendikleri özellikleri olarak çocuklarla birlikte olunması, eğlenceli olması, insan ilişkileri gibi durumları belirtirken; en beğenmedikleri özellikleri olarak tesis ve malzeme gibi şartların uygun olmaması, sporcuların akademik kaygısı, sporcu bulma ve velilerin bakış açısı gibi durumları belirtmişlerdir. Antrenörler mesleklerinin sporcuya kişisel gelişim sağlaması, sosyalleşme, disiplin, gelecek ve yetenek geliştirme gibi katkıları olduğunu ifade etmişlerdir. Antrenörde bulunması gereken özelliklerin mesleki bilgi, gelişime açık olma, sabırlı olma, özgüven, iletişim, sevgi ve vicdan gibi çeşitli özellikler olduğu belirtilmiştir. Antrenörler lisans eğitiminde yetiştirilirken, kendi alanında (branşında) eğitim verilmesi, uygulama ağırlıklı eğitim verilmesi, donanımlı, her yaşa uygun psikoloji eğitimi verilmesi gibi çeşitli görüşler belirtmişlerdir. Ayrıca antrenörlerin lisans eğitiminde en fazla yararlandıkları dersler olarak uzmanlık dersi, antrenman bilgisi, spor sakatlıkları, anatomi, spor spikolojisi gibi bazı dersler olduğu ortaya çıkarılmıştır.

Anahtar Kelimeler: Antrenör, Mesleki Yeterlilik, Mesleki Bilgi, Gençlik ve Spor İl Müdürlüğü Çalışanları

INTRODUCTION

Today, it is accepted by everybody that sports affect all aspects of the life of the individual, which is the basis of socio-cultural and economic development, and all aspects of the society of which they are a part, and therefore it is an inseparable part of human life. For this reason, it is imperative to have a trainer with professional competencies that will create a healthy sports environment,

improve the performance of the athlete, meet their sportive expectations, and guide them to achieve success (Anshel, 2003).

There are many definitions about the concept of "trainer" in the literature. The word "trainer" is defined as "coach" by the Turkish Language Association (TDK, 2021). According to another definition, trainer is defined as a person who can combine sportive skills and strategies by using his professional (scientific) knowledge and apply it to athletes of different structures, and in this context, who ensures the development of athlete success; Charman, Drotter, and Noel (2001) describe it as "a good organizer, an effective manager, a motivator and an educator who gives the athlete his/her independence and competence". When sports branches are examined, it is seen that each sports branch has very different characteristics from each other. Therefore, the competencies that trainers should have become of great importance. The concept of competence is defined as special knowledge, capability and competence that provide the power to do a job (TDK, 2021). The Ministry of National Education (MEB, 2008) has named the concept of professional competence as having the professional knowledge, skills, and attitudes required to fulfil the duties specific to a particular profession.

Training competence is expressed as at which level trainers believe that they have the capacity to affect their athletes' learning and performance (Feltz et al., 1999). The ability of trainers to contribute to the training of athletes at the highest level requires their professional competence to be high. Because the trainer's perception of professional competence is the person's perceived competence in being motivated to work, taking action, achieving success, personal change and development, reaching inner satisfaction, what s/he can achieve, what his/her capacity is, and the higher this competence is, the higher the success of the trainer will be.

The aim of the study

The aim of this research is to determine the perceptions of the trainers working in Tunceli Youth and Sports Provincial Directorate regarding their professional competencies. For this purpose, answers to the following research questions were sought.

1. What is your most favourite feature of your profession?
2. What is the feature of your profession that you dislike most?
3. What do you think is the biggest contribution of your profession to athletes?
4. What do you think about the characteristics a trainer should have?
5. How do you think a trainer should be trained in undergraduate education?

6. From which courses in your undergraduate education do you benefit most while practicing your profession?

METHOD

Research Model

The qualitative research method has been adopted as a research approach. The qualitative research method is defined as the strategy that determines the viewpoint of the research and guides the various steps to be consistent within this approach (Yıldırım & Şimşek, 2006). The case study was used as a research design. The case study design is an observational research method used in cases where a current phenomenon is studied within its own real-life framework, there are no clear boundaries between the phenomenon and the current content, and there is more than one evidence or data source (Yin, 1984). The case study is a research method in which data is collected systematically by allowing in-depth examination of a phenomenon or event that cannot be controlled by the researcher, which tries to find answers to these questions on the basis of "how" and "why" questions (Büyüköztürk et al., 2018, 277).

Study group

The study group of this research consists of a total of 20 trainers from various branches working in Tunceli Youth and Sports Provincial Directorate. The study group was determined using the simple random sampling method. According to Çıngı (1994), the method in which selected units are sampled by giving each sampling unit an equal probability of being selected is called simple random sampling. In this sampling method, units in the research universe have an equal and at the same time independent chance to be selected for the sample. The study group of this research consists of a total of 20 trainers from various branches working in Tunceli Youth and Sports Provincial Directorate. The study group was determined using the simple random sampling method. Random sampling is the valid and best way to select a representative sample (Büyüköztürk et al., 2018).

Demographic information about the participants in the research is given in Table 1 below.

Table 1
Characteristics of the Study Group

Variables		f	%
Gender	Female	8	40
	Male	12	60
Age	20-30 years old	5	25
	31-40 years old	12	60
	41 years old and above	3	15
Service Period	1-5 years	7	35
	6-10 years	12	60
	11-15 years	1	5
Branch	Team Sports	5	25
	Individual Sports	15	75
Training Level	4. Level	2	10
	3. Level	12	60
	2. Level	6	30

Data collection tool, data collection and interpretation

Semi-structured interview form was used to collect data in the study. The semi-structured interview technique allows the researcher to obtain in-depth information about the research subject. In addition, in the semi-structured interview technique, the researcher can act with the flexibility to ask additional questions by adhering to the interview form s/he has prepared previously (Yıldırım & Şimşek, 2006). The semi-structured interview form prepared by the researchers has been examined by two academicians who are experts in the field and has been started to be applied after it was finalized. The semi-structured interview form consists of two parts. In the first part, there are five questions including demographic information, in the second part, there are six questions including research questions. The interviews were conducted face to face by the researchers.

Analysis of the data

Descriptive analysis is used in determining the titles for research questions and creating themes in the analysis of the data obtained from the research; content analysis is used to analyse the answers.

Validity and reliability

Validity in qualitative research refers to the researcher's control for the accuracy of the findings through certain processes. Qualitative reliability refers to the consistency of the researcher's approach in terms of different projects and different researchers (Patton, 2014; Creswell & Miller, 2000; Gibbs, 2007;

Yıldırım & Şimşek 2006). One of the basic criteria handled by researchers; is internal validity that they try to make their work measure or test what is actually intended (Lincoln & Guba, 1985). In order to ensure internal validity in the research, it is given in detail how the conceptual categories are reached. While analysing the views of the trainers about the research, groupings were made according to the similarities of the expressions used, and codes (P1, K2, P3...) were given to the participants while interpreting each participant. External validity refers to the applicability of the findings in similar environments (Lincoln & Guba, 1985). For this reason, detailed description strategy was used while analysing. In order to provide a detailed description strategy, direct quotations regarding the views of the trainers, participating in the research, on the research are included.

The reliability of the research is related to the consistency and repeatability of the findings (Lincoln & Guba, 1985; Merriam, 2009). It is expressed as the research giving the same result in similar conditions and similar environments. In order to ensure the reliability of the study, an expert opinion was obtained from a non-research expert. In order to determine whether the answers obtained from the participants' opinions represent the theme in which they were placed, the expert outside the field was asked to place the themes in a way that no answer was excluded. At the end of this stage, by comparing the matches made by the researchers and the expert out of the field; as a result of the comparison, the number of consensus and disagreement of expert outside of the field and researchers was determined. In order to ensure the reliability of the study, the reliability formula of Miles and Huberman (1994) was used. It is accepted that the study is reliable when the agreement between the researcher and the expert is 70% and above (Yıldırım & Şimşek, 2006). Since the reliability rate has been found as 91% in the study, it can be said that the study is reliable. In addition, the raw data and coding collected for research are kept for later review by those concerned.

FINDINGS

This section is presented in titles according to the research questions. In this part of the research, the findings of the results of the research questions are included.

The most favourite feature of the profession

"What is your most favourite feature of your profession?" has been asked to the participants. Participant views are given in Table 2 below.

Table 2
The Most Favourite Feature of the Profession

Theme	Code
The Most Favourite Feature of the profession	To be with children
	To be fun
	To have relationships with people
	Contribution to development
	To be open to new knowledge
	To have the attention skill
	To be dynamic
	To be elite
	To be strong

While "to be with children" was stated the most by the participants in the study, there were different opinions. Some quotations from the opinions of the participants are given below.

"The best part of the profession is to be with children and to share their development, sadness, and joy." P7

"It's a very fun job for me, it makes me feel so comfortable because I am having too much fun." P3

"Teacher-student relationship, being with people, having human relations, being in constant communication." P10

"The best part of my profession is that it is always open to knowledge, I learn while teaching." P17

"My branch is an elite branch, that's why I love it. In addition, it is always open to new information. " P16

"It contributes to the development of people." P15

The most disliked feature of the profession

"What is the feature of your profession that you dislike most?" has been asked to the participants. Participant opinions are given in Table 3 below.

Table 3
The Most Disliked Feature of the Profession

Theme	Code
The Most Disliked Feature of the Profession	No disliked feature
	Conditions such as facility and equipment are not suitable
	Academic anxiety of athletes
	Athlete problem
	Parents' perspective on sports
	To be long-term
	Requirement of constant repetition
	Tiring
	Irresponsible students
	Financial insufficiencies
	Everyone's thinking they know everything
	Discipline

Participants in the research were not generally united under a single view and many different professions have disliked characteristics. There are also those who state that their profession has no disliked feature. Exact quotations of the participants are given below.

"I love my job and I do not think it has a feature that I do not like." P20

"We cannot always find good conditions for materials or facilities which are very important for training athletes." P18

"Children who are talented in sports have trouble thinking about their academic success or they quit sports. The worst part is that all labour is wasted." P9

"It is sometimes very difficult to change the perspective of parents on sports, it is difficult to raise awareness." P17

"Despite that tiredness, the wages received are very low, it is not financially sufficient." P11

"When it comes to football, everyone knows the business better than you do and it is not possible to tell them anything. What I do not like is that everybody knows the business or thinks they know it." P1

The contribution of the profession to the athletes

"What do you think is the biggest contribution of your profession to athletes?" has been asked to the participants. Participants' views are given in Table 4 below.

Table 4

The Contribution of the Profession to the Athletes

Theme	Code
The Contribution of the Profession to the Athletes	Personal Development
	Discipline
	Socialization
	Future
	Talent development
	Opportunity for traveling
	Being a good individual
	Avoiding bad habits
	Athlete setup

Most of the participants in the study stated that they provide "personal development" to the athletes socially, emotionally, and regarding psychomotor. Apart from these, there are different opinions. Quotations of the opinions of the participants are given below.

"Being at the best level of personality and self-confidence that enables them to express themselves in the best way in the social environment and everywhere is making the biggest contribution towards healthy and personal development." P16

"Knowing themselves, increasing their self-confidence, increasing their respect for themselves and their environment." P7

"Sport requires discipline, it ensures one to be a disciplined individual." P18

"Learning to socialize among themselves in an active life provides psychological relaxation." P4

"Promise for a more comfortable future, placement in the university much more comfortably, and a lot of things about the future I can't count." P3

"When athletes participate in competitions, it provides the opportunity to meet different cultures and travel in different cities." P9

The characteristics that a trainer should have

"What do you think about the characteristics a trainer should have?" has been asked to the participants and their opinions have been received. These opinions of the participants are given in Table 5 below.

Table 5

The Characteristics that a Trainer Should Have

Theme	Code
The Characteristics that a Trainer Should Have	Professional knowledge
	Patience
	To be open to development
	Self-confidence
	Communication skills
	Love
	The method suitable for the athlete
	Conscience

Participants of the research have emphasized the importance of professional knowledge and patience. Some quotations from the opinions of the participants are given below.

"The trainer must have very good professional knowledge and skills in his/her field so that s/he can teach well." P20

"The trainer should have good knowledge and be open to innovations. S/he should improve himself/herself by being open to development." P14

"The trainer must be loving and patient. S/he cannot be a trainer who does not love and cannot tolerate the athlete." P2

"The trainer with good communication skills will not have any problems with athletes or other people. Therefore, communication is important." P13

"It is important to train according to the athlete's level, to train considering the gender." P4

Training of trainers in undergraduate education

"How do you think a trainer should be trained in undergraduate education?" was asked to the participants and their views were received. The opinions of the participants are given in Table 6 below.

Table 6
Training of Trainers in Undergraduate Education

Theme	Code
Training of Trainers in Undergraduate Education	Education in one’s own field
	Practice-oriented education
	Equipped
	Providence of psychology education
	Internship
	More detailed education
	Early start of major education
	Education regarding age groups

Participants in the study stated that training should be given in their own fields, that is, in their own branches, and more practice-oriented training should be given. However, there are different views. Some of the opinions of the participants are given below.

“It should be fully focused on the field of application, and applications suitable for the branch should be included. ” P14

“Generally, education should be given on one's own field rather than being trained. It is difficult to master every branch and specialize. ” P12

"The school where s/he is educated should send the person to internships with clubs and trainers suitable for his/her branch, and the individual should be constantly active." P18

"It is necessary to train in the field of human psychology in addition to the education related to the field of specialization." P11

"She/he needs to be trained in a way that is about all subjects, knows everything." P16

Most Benefited Courses during Undergraduate Education

To those who participated in the research, "From which courses do you benefit most during your undergraduate while doing your profession?" has been asked and their views were received. The opinions received from the participants are given in Table 7.

Table 7

Most Benefited Courses during Undergraduate Education

Theme	Code
Most Benefited Courses During Undergraduate Education	Lecture on specialized field
	Training information
	Sports injuries
	Anatomy
	Sports psychology
	Nutrition in sports
	Physiology
	Communication
	Anthropometry
	Education lessons

Participants of the study stated that they benefited from the lecture on specialized field and training information. Apart from that, different course titles are also included in the table. One-to-one quotations are not included since there is no comment other than the course titles.

DISCUSSION and CONCLUSION

In the study, it was aimed to determine the perceptions of the trainers regarding their professional competencies. According to the results of the research, the trainers stated the most favourite characteristics of their profession as being with children, having fun and having good human relations. In the study conducted by Öztürk, Koparan, and Efe (2008), the participants used the expression "improving myself and my environment" as their reason for being a trainer. In the study, it is similar to the result of the research that human relations are stated as the favourite feature of the profession. Among the opinions expressed by the participants, besides the notion of "being with children" comes to the forefront, especially human relations, emphasis on contributing to the development of children/athletes, finding coaching fun, good/effective communication, learning, and openness to innovation may show that humanist approaches come to the fore and trainers have a perception that is professionally satisfied. This situation can also be attributed to the high number of participants with 6-10 years of seniority / 31-40 years of age. In the study conducted by Öztürk and Koca (2017), it was stated that sports are entertaining among the individual factors that enable adolescent girls to participate in sports and continue sports.

Finding the work fun for the trainer from the research results; it is seen that the athlete also finds the sport enjoyable.

In the study, trainers stated the unsuitable conditions such as facilities and materials, academic anxiety of the athletes, and the problem of athletes among the characteristics of their profession that they did not like the most. Among the responses given by the participants of the study, the existence of situations like "the conditions such as facilities and materials being unsuitable" and "the academic anxiety of the athletes" indicates the existence of compelling factors that have external sources in the execution of a profession whose basic investment and interaction are human. On the other hand, stating that the profession does not have an unpleasant side to the same extent can be interpreted as a high level of professional satisfaction. In the study conducted by Güngörmüş and Yılmaz (2007) on the views of the deputies on the problems of Turkish sports, it was determined that the view "sports facilities are insufficient" came to the fore in order of importance. It is noteworthy that this problem comes to the fore in the literature review about the lack of facilities and equipment (Aras 2000; Çolakoğlu 2004; Uğur & Yenel, 2007). Despite the fact that athletes quit sports due to academic anxiety, there are studies showing that sports actually affect academic success positively. In a study conducted by Şenses (2009), it was concluded that doing sports with a license does not affect the lessons negatively, even the academic success of especially male students who are interested in school sports is higher.

In the research, trainers expressed various opinions such as "personal development, socialization, discipline, promising future and talent development" as the contribution of their profession to athletes. It can be an understanding that the participants of the study put forward their views focused on the high contribution of athletes to their personal development as a professional culture, or it can be thought that the participants have an observational reality that confirms their personal views considering their professional experiences. However, considering that personal development may occur depending on many factors, it may be necessary to investigate in more detail in order to confirm this opinion. In a study conducted by Er (2010) on this subject, the conclusion that engaging in sports activities contributes to their psychological, social, cultural, behavioural development, and academic achievements, as well as physical development of people, supports the results of this study.

In the research, the characteristics that a trainer should have were asked. The opinions of the participants that highlight the answers such as the level of professional knowledge, patience, openness to development, self-confidence,

communication skills, being affectionate and choosing the appropriate method for the athlete can be considered as the professional competency criteria of coaching, moreover they can be a guideway for the "perception of professional competency" which is subject to the study. Tuncel (2007) specified the characteristics a trainer should have as knowledgeable and relevant, following innovations, honest, exemplary, mature, adaptable, able to change, see and evaluate details. In the study conducted by Karagün and Çağlayan (2014), it was determined that those who used the most violence against athletes were the trainers who had an important role in the training of athletes. Therefore, characteristics such as patience, love, and communication, which come to the fore in the research and should be found in coaches, are important. In addition, Burton and Readeke (2005) stated that successful trainers' communication skills should be good. In the study conducted by Güzel, Onağ, and Özbey (2013), when the effect of the coach on team success has been examined; it has been determined that concepts such as knowledge of the trainer (professional knowledge), communication and adaptation are emphasized. When the results of the research conducted by others are examined in terms of the features that should be found in trainers, they are similar to the results of this research.

Trainers have expressed various opinions about how they should receive education in their undergraduate period, such as training in their own field (as a branch), practice-oriented, better equipped, psychology education suitable for all ages. The abundance of opinions regarding the negativities brought about by giving education for a wide variety of sports branches together and with a theoretical focus instead of practice in certain aspects during undergraduate education may have a determining effect on the perception of professional competency. In addition, it can be thought that courses in educational psychology and having sufficient level of internship opportunities can contribute positively to the perception of professional competency. Similar problems are observed in studies on teacher competencies such as coaching. In a study by Yalçın, İncik, and Akay (2015), it was emphasized that the most basic problem in meeting the teaching profession competencies is the lack of practice.

In the research, the trainers stated that while performing their profession, they made more use of some courses such as the lecture on specialized field, training knowledge, sports injuries, anatomy, and sports psychology. As evaluated within the framework of the concept of professional competency, the fact that having professional knowledge comes to the forefront among the basic qualification criteria shows a structure parallel to the understanding attributed to the usefulness/importance of the courses taken during undergraduate education. It can be evaluated that the source of the information needed/benefited during the

execution of the coaching is mostly specific to the branch owned and to the lessons based on practice.

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EXTENDED ABSTRACT

The aim of this research is to determine the perceptions of the trainers working in Tunceli Youth and Sports Provincial Directorate regarding their professional competencies. The qualitative research method has been adopted as a research approach. The case study was used as a research design. The study group of this research consists of a total of 20 trainers from various branches working in Tunceli Youth and Sports Provincial Directorate. The study group was determined using the simple random sampling method. Semi-structured interview form was used to collect data in the study. The semi-structured interview technique allows the researcher to obtain in-depth information about the research subject. The semi-structured interview form prepared by the researchers has been examined by two academicians who are experts in the field and has been started to be applied after it was finalized. The semi-structured interview form consists of two parts. In the first part, there are five questions including demographic information, in the second part, there are six questions including research questions. The interviews were conducted face to face by the researchers. Descriptive analysis is used in determining the titles for research questions and creating themes in the analysis of the data obtained from the research; content analysis is used to analyse the answers.

In the study, it was aimed to determine the perceptions of the trainers regarding their professional competencies. According to the results of the research, the trainers stated the most favourite characteristics of their profession as being with children, having fun and having good human relations. Among the opinions expressed by the participants, besides the notion of “being with children” comes to the forefront, especially human relations, emphasis on contributing to the development of children/athletes, finding coaching fun, good/effective communication, learning, and openness to innovation may show that humanist approaches come to the fore and trainers have a perception that is professionally

satisfied. This situation can also be attributed to the high number of participants with 6-10 years of seniority / 31-40 years of age.

In the study, trainers stated the unsuitable conditions such as facilities and materials, academic anxiety of the athletes, and the problem of athletes among the characteristics of their profession that they did not like the most. Among the responses given by the participants of the study, the existence of situations like "the conditions such as facilities and materials being unsuitable" and "the academic anxiety of the athletes" indicates the existence of compelling factors that have external sources in the execution of a profession whose basic investment and interaction are human. On the other hand, stating that the profession does not have an unpleasant side to the same extent can be interpreted as a high level of professional satisfaction.

In the research, trainers expressed various opinions such as "personal development, socialization, discipline, promising future and talent development" as the contribution of their profession to athletes. It can be an understanding that the participants of the study put forward their views focused on the high contribution of athletes to their personal development as a professional culture, or it can be thought that the participants have an observational reality that confirms their personal views considering their professional experiences. However, considering that personal development may occur depending on many factors, it may be necessary to investigate in more detail in order to confirm this opinion.

In the research, the characteristics that a trainer should have were asked. The opinions of the participants that highlight the answers such as the level of professional knowledge, patience, openness to development, self-confidence, communication skills, being affectionate and choosing the appropriate method for the athlete can be considered as the professional competency criteria of coaching, moreover they can be a guideway for the "perception of professional competency" which is subject to the study. Trainers have expressed various opinions about how they should receive education in their undergraduate period, such as training in their own field (as a branch), practice-oriented, better equipped, psychology education suitable for all ages. The abundance of opinions regarding the negativities brought about by giving education for a wide variety of sports branches together and with a theoretical focus instead of practice in certain aspects during undergraduate education may have a determining effect on the perception of professional competency. In addition, it can be thought that courses in educational psychology and having sufficient level of internship

opportunities can contribute positively to the perception of professional competency.

In the research, the trainers stated that while performing their profession, they made more use of some courses such as the lecture on specialized field, training knowledge, sports injuries, anatomy, and sports psychology. As evaluated within the framework of the concept of professional competency, the fact that having professional knowledge comes to the forefront among the basic qualification criteria shows a structure parallel to the understanding attributed to the usefulness/importance of the courses taken during undergraduate education. It can be evaluated that the source of the information needed/benefited during the execution of the coaching is mostly specific to the branch owned and to the lessons based on practice.