

Development of the acmeological potential of the future specialist in physical culture and sports

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Abstract

The purpose of this research is to activate the potential of the future expert in physical culture and sports, to use it and to investigate the ways of self-development. The research was completed using the phenomenological design. The research was conducted with 50 physical education and sports teacher candidates attending the 1st and 4th grades in the 2021–2022 academic year. During the data collection process, a Semi-Structured Interview Form developed by the researchers and prepared by taking the opinions of three different field experts was applied. The answers were sought from the physical education and sports teacher candidates about their views on self-development, their views on the factors that hinder their self-development, their views on the institutions/organisations they benefited from while developing themselves and the development of their acmeological potential. Grouping method was used for data analysis and individual results were collected in different group environments. According to the results of the research, the situations that prevent the students from developing themselves and the data on the development of the acmeological potential were determined. It is thought that a similar study will contribute to the field.

Keywords: Acmeology, self-development, lifelong learning, physical education and sport.

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1. Introduction

The environmental changes experienced today affect the education sector deeply as well as all other sectors. It is inevitable that the transformation that comes with this environmental change will affect teachers, one of the most important elements of the education system (Sun and Chen, 2016). In order to keep up with the change or to be the pioneer of change, there is a need for responsible, risk-taking, self-confident, innovative, high self-esteem, leader teachers who can anticipate problems, produce solutions before these problems arise or be affected by problems at the least level (Miller and Friesen, 1978).

1.1. Theoretical and conceptual framework

Acmeology is defined as a branch of science or psychology that takes into account the highest achievements and the highest self-realisation of human potential (Dereka, 2016, 2018). Acmeology is one of the developmental psychologies that focuses on maximum human development possibilities (Koldasbayeva et al., 2021). When researching and using the ways to develop the potential of the future specialist in physical culture and sports, self-development is extremely important for the development of future generations (Bozkus et al., 2013).

It is thought that education, which is known as transferring the knowledge, experience and skills of the past generation to the new, has been inadequate in the last century, especially with the developments in technology and science (Alrikabi et al., 2022). The rapid change in science and technology shows that individuals will encounter great innovations throughout their lives. The rapid developments experienced will render the education received by the individual inadequate throughout his/her life. Therefore, education should become an ongoing and developing research process throughout our lives (Uzunboylu et al. 2022). According to 2007 data, barriers to lifelong learning are lack of time for family reasons (40.2%), conflict with working hours (38.7%), not being able to afford it due to being too expensive (31.2%) and not being within reach (20.8%) (EC, 2012).

Individuals need to constantly improve their abilities and adapt them to the requirements of the age in order to realise themselves (Blaschke, 2018).

1.2. Related research

When the studies in the field are examined, few studies on acmeology have been found. For this reason, studies in areas such as lifelong learning, self-efficacy, self-development, self-realisation and career development have been examined.

In a study conducted in England by Mawer (1995), in order to determine the qualifications that a physical education teacher should have, questions were asked to teacher candidates and information was collected. According to the results of the study, the qualifications determined were communication skills (50.6%), organisational skills (43.7%), willingness to teach (35.6%), having a sense of humour (35.6%), being successful in communication (29.9%) and being patient (21.8%). In a study conducted by Williams (1992), it was revealed that 89% of physical education teachers do additional work related to their profession, and doing additional work develops them professionally, it is a professional responsibility and they enjoy it.

In a study conducted by Nyiri (1997), the lifelong learning levels of teacher candidates studying in the upper classes were found to be higher than those of newcomers. The reason for this is thought to improve the lifelong learning levels of both theoretical and applied courses related to the vocational field.

Loads (2007) investigated the perceptions of effective learning counsellors, who are thought to be an effective factor in supporting lifelong learning. As a result, it has been found that students' lifelong learning skills are affected by the structure of the institution, academicians and the environment.

In a study by Conkle (1997), it was revealed that more than 80% of the teachers preferred the subject of 'current problems encountered' as the in-service training programme that physical education teachers most needed for professional development.

Baker et al. (2008) and O'Connor, Dearing and Collins (2011) state that teacher attitudes play an important role in students' psycho-social and academic development, according to their study results.

1.3. Purpose of the research

This study was carried out in order to activate the potential of the future expert in physical culture and sports, to use it and to investigate the ways of self-development.

For this purpose, answers to the following questions were sought:

1. What are the views of the first-year physical education and sports teacher candidates on the development of their acmeological potential?
2. What are the views of the fourth-grade physical education and sports teacher candidates on the development of their acmeological potential?
3. What are the ways of self-development of physical education and sports teacher candidates?
4. What are the physical education and sports teachers' uses of their potential?

2. Method and Materials

2.1. Research method

This study was completed by using the phenomenological design in order to activate and use the potential of the future expert in physical culture and sports and to investigate the ways of self-development. The phenomenology design aims to bring to light the experiences of people and the similarities in these experiences by focusing on the phenomena that we are aware of but do not have detailed information about in our daily life (Hoepfl, 1997).

2.2. Participants

The participants of this study are 50 physical education and sports teacher candidates studying at a foundation university in Kazakhstan in the 2021–2022 academic year. The easily accessible sampling method is a preferred method because it minimises the loss of labour, time and cost, and adds speed and practicality to the research (Patton, 2005). Participants participated in the research on a voluntary basis. Demographic characteristics of the participants of the study are included in the research findings section.

2.3. Data collection tools

Within the scope of the research, a Semi-Structured Interview Form was prepared in order to get the opinions of physical education and sports teacher candidates. The data used in the research were collected through face-to-face interviews. Each participant was asked to answer the questions in the 'Semi-Structured Interview Form'. While creating the interview form, the studies on the subject were examined and the draft interview form was prepared by taking the opinions of three physical education and sports experts. The interview form consists of two questions to determine demographic characteristics and one closed-ended and three open-ended questions for the development of physical education and sports teacher candidates' acmeological potential. The Semi-Structured Interview Form is shown in Annex-1.

2.4. Data collection process

The participants were asked to answer the semi-structured interview forms created as a measurement tool. The form created for the study consists of two parts. In the first part, there are two questions that determine the demographic characteristics of the participants, and in the second

part, there are one closed-ended and three open-ended questions about activating and using the potential of physical education and sports teacher candidates and investigating the ways of self-development. The forms were distributed to the participants in a face-to-face interview environment and they were asked to be answered.

2.5. Data collection analysis

Descriptive data analysis, one of the qualitative data analysis techniques, was used in the analysis of the data. Data analysis was presented in the form of themes created in accordance with the research questions, as emphasised by Miles and Huberman (1994). Direct quotations are given to reflect the views of the participants. Explanation, diversity and different views were taken into account in the selection of the citation. The data were arranged and described in a comprehensible way, then these descriptions were interpreted and the relationships between them were examined and the results were reached. In the analysis of the data, the opinions of three experts in the field of physical education and sports teaching were consulted. The results obtained as a result of the analysis of the data are included in the findings section.

3. Results

In this section, two questions about the demographic characteristics of the participants in the Semi-Structured Interview Form, and the answers of the physical education and sports teacher candidates to one closed-ended and three open-ended questions about the development of their acmeological potential will be evaluated.

Demographic characteristics of physical education and sports teacher candidates participating in the research are given in Table 1.

Table 1. Gender and class distribution of physical education and sports teacher candidates

Class	Gender		Sum
	Female	Male	
1st Class	10	15	25
4st Class	12	13	25
Sum	22	28	50

22 of the physical education and sports teacher candidates participating in the research are female and 28 are male. The number of female participants in the 1st grade is 10 and the number of female participants in the 4th grade is 12. The number of male participants in the 1st grade is 15 and the number of male participants in the 4th grade is 13.

Opinions of 1st-grade physical education and sports teacher candidates on the development of their acmeological potential

The views of the 1st-grade physical education and sports teacher candidates participating in the research are on their self-improvement status, their views on the factors that hinder their self-development status, their views on the institutions/organisations they benefited from while developing themselves and their views on the development of their acmeological potential.

In Table 2, the views of the 1st-grade physical education and sports teacher candidates regarding their self-development status are given.

Table 2 1st-grade physical education and sports teacher candidates' views on self-development status

Self-development status	Gender		F	%
	Female	Male		
Very good	2	3	5	20
Good	8	8	16	64
Middle	0	2	2	8
Bad	0	1	1	4
Very bad	0	1	1	4
Sum	10	15	25	100

In Table 2, the views of the 1st-grade physical education and sports teacher candidates participating in the research on their self-development status are evaluated. The vast majority (64%) of 1st-grade physical education and sports teacher candidates participating in the research expressed their self-development status as good. 20% of the participants stated their self-development status as very good, 8% as moderate, 4% as bad and 4% as very bad.

In Table 3, the views of the first-grade physical education and sports teacher candidates on the factors that hinder their self-development are given.

Table 3 1st-grade physical education and sports teacher candidates' views on the factors that hinder their self-development

Themes	Reasons	F	%
Inability to find time	Intensive classes	8	32
	Making time for extracurricular activities		
	Too many assignments		
Financial impossibility	Inability to participate in paid events	5	20
	Inability to supply material		
	High housing fees		
Adaptation	Inability to adapt to university	12	48
	Separation from family		

In Table 3, the views of the 1st-grade physical education and sports teacher candidates participating in the research on the factors that hinder their self-development are evaluated. The factors that prevent the 1st-grade physical education and sports teacher candidates from developing themselves are grouped under three categories as 'lack of time', 'financial impossibility' and 'adaptation'. 32% of primary physical education and sports teacher candidates stated that they could not improve themselves due to lack of time, 20% could not improve themselves due to financial difficulties and 48% stated that they could not improve themselves due to adaptation problems.

The views of the 1st-grade physical education and sports teacher candidates on the factors that hinder their self-development are as follows:

A4 Code candidate teacher; I am trying to adapt to school, this is the situation that prevents me from improving myself.

A11 Code candidate teacher; Some trainings are paid, it is difficult to attend as a student.

A19 Code candidate teacher; Classes are very busy, I can't spare time.

Candidate teacher with code A22; I'm trying to get used to a new environment. After adapting, I would like to devote more time to self-development.

In Table 4, the views of the 1st-grade physical education and sports teacher candidates about the institutions/organisations they benefit from while improving themselves are given.

Table 4 Opinions of 1st-grade physical education and sports teacher candidates about the institutions/organisations they benefit from while improving themselves

Themes	Reasons	F	%
Web pages	Easy access	12	48
	Too much content		
	Saving time		
	Interaction with lots of people		
Sports associations	Have application opportunities	9	36
	Bringing teacher and student together		
	Providing material support		
School events	Free training	4	16
	The idea of being effective on academic success		

In Table 4, the views of the 1st-grade physical education and sports teacher candidates participating in the research on the institutions/organisations they benefited from while improving themselves are evaluated. The resources/organisations that first-year physical education and sports teacher candidates use the most to improve themselves are grouped in three categories: 'web pages', 'sports associations' and 'school activities'. 48% of the classroom physical education and sports teacher candidates stated that they benefited from web pages, 36% benefited from sports associations and 16% benefited from school activities.

The opinions of the 1st-grade physical education and sports teacher candidates regarding the institutions/organisations they benefit from while improving themselves are as follows:

A2 Code candidate teacher; While developing myself, I benefit from internet pages, I can easily access information.

A7 Code candidate teacher; I participate in activities at school, it's good that it's free.

A20 Code candidate teacher; I have a membership in associations, the application areas are wide.

Candidate teacher with code A24; I give priority to school activities, it affects my academic success positively.

In Table 5, the views of the first-grade physical education and sports teacher candidates on the development of their acmeological potential are given.

Table 5 Opinions of 1st-grade physical education and sports teacher candidates on the development of their acmeological potential

Themes	Reasons	F	%
Scheduling free	Opportunity to participate in more	11	

trainings	training		44
	The problem of financial impossibility		
	Access to more participants		
Using your time efficiently	Solving the time problem by planning		
	Making use of free time such as the weekend	6	24
Encouragement to read	Books offer long-lasting knowledge	4	16
	Reading books raises awareness in many areas.		
Creation of clubs	Provides information within the socialisation environment	4	16

In Table 5, the views of the 1st-grade physical education and sports teacher candidates participating in the research on the development of their acmeological potential are evaluated. The opinions of the 1st-grade physical education and sports teacher candidates on the development of their acmeological potential were gathered in four categories: 'planning free education', 'using time efficiently', 'encouraging reading books' and 'creating clubs'. 44% of 1st-grade physical education and sports teacher candidates stated that it would be beneficial to plan free education, 24% stated using time efficiently, 16% stated encouraging reading books and 16% stated establishing clubs.

The opinions of the first-year physical education and sports teacher candidates on the development of their acmeological potential are as follows:

A3 Code candidate teacher; financial difficulties are the biggest problem, free training can be useful.

A8 Code candidate teacher; Since I have trouble finding time, I can create a schedule and use my time better.

A12 Code candidate teacher; We need to read more books about our profession.

A23 Code candidate teacher; It can be developed by forming clubs at school, gathering students together and benefiting from their ideas.

Opinions of 4th-grade physical education and sports teacher candidates on self-development activities

The views of the 4th-grade physical education and sports teacher candidates participating in the research on their self-improvement status, their views on the factors that hinder their self-development status, their views on the institutions/organisations they benefit from while developing themselves and their views on the development of their acmeological potential were collected.

In Table 6, the views of the 4th-grade physical education and sports teacher candidates regarding their self-development status are given.

Table 6 Opinions of 4th-grade physical education and sports teacher candidates on self-development status

Self-development status	Gender		F	%
	Female	Male		

Very good	1	1	2	8
Good	3	2	5	20
Middle	7	9	16	64
Bad	1	0	1	4
Very bad	0	1	1	4
Sum	12	13	25	100

In Table 6, the views of the 4th-grade physical education and sports teacher candidates participating in the research on their self-development status are evaluated. 8% of the 4th-grade physical education and sports teacher candidates participating in the research stated their self-development status as 'very good', 20% as 'good', 64% as 'moderate', 4% as 'bad' and 4% as 'very bad'. The majority of female and male physical education and sports teacher candidates participating in the research stated their self-development status as moderate.

In Table 7, the views of the 4th-grade physical education and sports teacher candidates on the factors that hinder their self-development are given.

Table 7 Opinions of 4th-grade physical education and sports teacher candidates on the factors that hinder their self-development

Themes	Sub-themes	F	%
Inability to find time	Inability to spare time due to the approach of graduation	4	16
	Inability to spare time due to the job search process		
	Intensity of semester courses		
Financial impossibility	Inability to participate in paid events	6	24
	Low student income		
	Allocating too much budget for course materials		
Future anxiety	Anxiety about not being able to find a job	15	60
	Uncertainty		

In Table 7, the views of the 4th-grade physical education and sports teacher candidates participating in the research on the factors that hinder their self-development are evaluated. The factors that prevent the 4th-grade physical education and sports teacher candidates from improving themselves are grouped under three categories: 'not finding time', 'financial impossibility' and 'concern for the future'. 16% of the 4th-grade physical education and sports teacher candidates stated that they could not improve themselves due to lack of time, 24% could not improve themselves due to financial difficulties, and 60% stated that they could not improve themselves due to future concerns.

The opinions of the 4th-grade physical education and sports teacher candidates regarding the factors that hinder their self-development are as follows:

Candidate teacher with B5 Code; Finding a job takes a lot of time, and I can't spare time to improve myself.

B7 Code candidate teacher; I only participate in free training.

B10 Code candidate teacher; It's almost time for me to graduate, I can't spare time to improve myself in this process.

Candidate teacher with B12 Code; I have not determined exactly what I will do after graduation, I think about it and improve myself in different areas.

In Table 8, the opinions of the 4th-grade physical education and sports teacher candidates about the institutions/organisations they benefit from while improving themselves are given.

Table 8 Opinions of 4th-grade physical education and sports teacher candidates about the institutions/organisations they benefit from while improving themselves

Themes	Reasons	F	%
Web pages	Easy access	15	60
	Too much content		
	Availability of tools such as computers and tablets		
	Quick access to up-to-date information		
In-service training	Easy access to up-to-date information	5	20
	Experienced trainers		
	Having frequent training		
School events	Free training	5	20
	Easy access		

In Table 8, the opinions of the 4th-grade physical education and sports teacher candidates participating in the research about the institutions/organisations that they benefited from while improving themselves were evaluated. The resources/organisations that the 4th-grade physical education and sports teacher candidates use the most to improve themselves are gathered in three categories: 'web pages', 'in-service trainings' and 'school activities'. 60% of 4th-grade physical education and sports teacher candidates stated that they benefited from web pages, 20% benefited from in-service training and 20% benefited from school activities.

The opinions of the 4th-grade physical education and sports teacher candidates regarding the institutions/organisations they benefit from while improving themselves are as follows:

B8 Code candidate teacher; I prefer in-service training because the trainers are more experienced.

Candidate teacher with code B16; I prefer school activities, easy transportation is the reason why I prefer it.

Candidate teacher with code B23; I prefer web pages because many of us have gadgets such as computers and tablets.

Candidate teacher with code B25; websites are cheap.

In Table 9, the views of the 4th-grade physical education and sports teacher candidates on the development of their acmeological potential are given.

Table 9 Opinions of 4th-grade physical education and sports teacher candidates on the development of their acmeological potential

Themes	Reasons	F	%
Scheduling free trainings	Easy access	8	32
	Financial opportunity		
Encouragement to research	Reward systems	11	44
	Establishment of research clubs at school		
Planning mandatory self-development activities	Grading system	6	24
	School cooperation		
	Obligation to pass the class		

In Table 9, the views of the 4th-grade physical education and sports teacher candidates participating in the research on the development of their acmeological potential are evaluated. The opinions of the 4th-grade physical education and sports teacher candidates on the development of their acmeological potential were gathered in three categories: 'planning free education', 'encouraging reading books' and 'having compulsory self-development classes'. 32% of the 4th-grade physical education and sports teacher candidates stated that it would be beneficial to plan free education, 44% to encourage research and 24% to plan compulsory self-development activities.

The views of the 4th-grade physical education and sports teacher candidates on the development of their acmeological potential are as follows:

B7 Code candidate teacher; The thing that prevents me from improving myself is financial difficulties, if the trainings were free, I would participate in more activities and improve myself.

Candidate teacher with code B17; It may be beneficial for educators to encourage students to research more.

A19 Code candidate teacher; The school should mandate self-development activities.

Candidate teacher with code A24; It is necessary to research, it is necessary to learn new information about the profession.

1st- and 4th-grade physical education and sports teacher candidates compared their self-development status, the factors that prevent them from developing themselves, the institutions/organisations they benefit from while developing themselves and their views on the development of their acmeological potential.

In Table 10, the self-development status of the 1st- and 4th-grade physical education and sports teacher candidates participating in the research, the factors that prevent them from developing themselves, the institutions/organisations they benefit from while developing themselves and their views on the development of their acmeological potential are evaluated comparatively.

Table 10. Opinions of 1st- and 4th-grade physical education and sports teacher candidates on the development of their acmeological potential

Themes	Sub-themes	1st class		4th class	
		F	%	F	%
Self-development status	Very good	5	20	2	8
	Good	16	64	5	20
	Middle	2	8	16	64
	Bad	1	4	1	4
	Very bad	1	4	1	4
Sum		25	100	25	100
Factors that hinder self-development situations	Inability to find time	8	32	4	16
	Financial impossibility	5	20	6	24
	Adaptation	12	48	-	-
	Future anxiety	-	-	15	60
Sum		25	100	25	100
Institutions/organisations that benefit from self-development	Web pages	12	48	15	60
	Sports associations	9	36	-	-
	School events	4	16	5	20
	In-service training			5	20
Sum		25	100	25	100
Development of acmeological potential	Scheduling free trainings	11	44	8	32
	Using time efficiently	6	24	-	-
	Encouragement to read	4	16	-	-
	Creation of clubs	4	16	-	-
	Encouragement to research	-	-	11	44
	Planning mandatory self-development activities	-	-	6	24
Sum		25	100	25	100

In Table 10, the self-development status of the participants, the factors that hinder their self-development, the institutions/organisations that they benefit from while developing themselves and their views on the development of acmeological potential are evaluated comparatively. Most of the 1st-grade physical education and sports teacher candidates (64%) stated their self-development status as good, while the majority of 4th-grade physical education and sports teacher candidates (64%) stated their self-development status as moderate. To the factors that prevent them from developing themselves, 48% of the 1st-year candidates are adaptive, 32% are not able to find time, 20% have financial impossibilities, 60% of the 4th-year candidates have future anxiety, 24% have financial impossibilities and 16% replied that they could not find the time. While improving themselves, 48% of the 1st-grade candidates stated that they benefited from web pages, 36% from

sports associations and 16% from school activities. 60% of 4th-grade candidates stated that they benefited from web pages while improving themselves, 20% from in-service training and 20% from school activities. 44% of the 1st-year candidates stated planning free education, 24% using time efficiently, 16% encouraging reading books and 16% establishing clubs would be beneficial in developing their acmeological potential. 32% of the class candidates stated that planning free education, 44% encouraging research and 24% planning compulsory self-development activities would be beneficial in developing their acmeological potential.

4. Discussion

In the study, when the self-development status of the first-grade physical education and sports teacher candidates was compared according to gender, it was found that female physical education and sports teacher candidates defined themselves only as good and above, while male students defined themselves as moderate, bad and very bad. In the study of Lyons and Murphy (1994), no significant difference was found between gender and self-efficacy. Similar to our study, Busch (1995) found that female students had lower self-efficacy perceptions than males, which aimed to examine the effect of the gender factor on students' self-efficacy and academic performance.

In the study, the self-development status of 1st-grade physical education and sports teacher candidates and 4th-grade physical education and sports teacher candidates was compared. While the majority of 1st-grade physical education teacher candidates defined their self-development status as good, it was determined that the majority of 4th-grade physical education and sports teacher candidates described it as moderate. In the study of Santamaria (2008), on the self-efficacy of administrators, it was found that the age variable made a significant difference on the self-efficacy of administrators. Malm and Lofgren (2006) found in their study that teachers' knowledge and skills have a determining role in competence rather than demographic factors. Similarly, in the study conducted by Traianou (2006) with teachers, they reported that the main factor in their self-efficacy is their knowledge of the subject, and demographic factors followed.

In the study, the factors hindering the self-development of the 1st-grade physical education and sports teacher candidates and the 4th-grade physical education and sports teacher candidates were compared. The factor that hinders the self-development of the majority of the 1st-grade physical education and sports teacher candidates was found to be adaptation; the factor that prevented the majority of 4th-grade physical education and sports teacher candidates from self-development was future anxiety. According to Phillips (1984), anxiety is one of the important variables that can affect learning. According to Richardson and Suinn (1972), a certain level of anxiety has positive effects, while a high level of anxiety causes negative results.

In the study, the institutions/organisations that 1st-grade physical education and sports teacher candidates and 4th-grade physical education and sports teacher candidates benefitted from while improving themselves were compared. It was found that the majority of 1st- and 4th-grade physical education and sports teacher candidates improved themselves through their web pages. In the study, the thoughts of the 1st-grade physical education and sports teacher candidates and the 4th-grade physical education and sports teacher candidates on the development of their acmeological potential were compared. The majority of 1st-grade physical education and sports teacher candidates stated that the acmeological potential could be developed with free education, and the majority of 4th-grade physical education and sports teacher candidates were encouraged to research. Similar to our study results, Parkinson (1999) stated that lifelong learning competencies can be improved by giving importance to strategies such as communication expectations in universities, students' taking their own learning responsibilities, providing motivation and teaching students how to learn.

4. Conclusion

In order to keep up with the world that changes and develops itself day by day, there is a need for teachers to improve themselves, especially those at the highest level of their potential. In order to

create this awareness, progress will be made by identifying and eliminating the obstacles faced by pre-service teachers. In our study, which we have conducted by taking student opinions in order to activate and use the potential of the future expert in physical culture and sports and to investigate the ways of self-development, their self-development status, the factors that prevent them from developing themselves, the institutions/organisations they benefit from while developing themselves and their views on the development of their acmeological potential were questioned. To the Likert-type question asked about the self-development status of the students, the majority of 1st-grade physical education and sports teacher candidates answered well and the majority of 4th-grade physical education and sports teacher candidates answered moderately. To the question asked about the factors that prevent students from developing themselves, the majority of 1st-grade physical education and sports teacher candidates answered adaptation, and the majority of 4th-grade physical education and sports teacher candidates answered their future anxiety. The majority of physical education and sports teacher candidates answered the question about the institutions/organisations that students apply for self-development on their web pages. To the question asked about the development of the acmeological potential of the students, the majority of 1st-grade physical education and sports teacher candidates answered free education and the 4th-grade physical education and sports teacher candidates gave the answer to encourage the research.

The majority of 1st-grade physical education and sports teacher candidates stated that the acmeological potential could be developed with free education and the majority of 4th-grade physical education and sports teacher candidates were encouraged to research. It has been observed that students encounter obstacles in the activities they want to carry out to develop their acmeological potential.

6. Recommendations

The following recommendations have been proposed based on the findings obtained from the research:

Planning free activities for students to improve themselves;

Encouraging students to conduct research and read books by educators in order to develop their acmeological potential;

Establishing and supervising active student and sports clubs for the benefit of not only physical education and sports teacher candidates but also all teacher candidates;

Repeating the study in a different sample.

Annex-1 Semi-Structured Interview Form

You have been invited to work with the aim of activating and using the potential of the future specialist in physical culture and sports and investigating ways of self-development. Participation in the research is on a voluntary basis, you will not be penalised if you refuse to participate. It is important for the reliability of the research that you answer the following questions honestly. Thank you for your participation.

Student	
Gender:	Class:
1. How would you describe your development status?	
Very good () good () fair () bad () very bad ()	
2. What are the factors/situations that prevent you from improving yourself?	

3. What are the institutions/organisations that you benefit from while developing yourself?
4. What should be done to develop the acmeological potential? (Acmeological: includes the search and use of ways to activate and develop the student's potential, the desire for self-development and self-development)

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