

PODIUM

Journal of Science and Technology in Physical Culture

Volume 20
Issue 3

2025

University of Pinar del Río "Hermanos Saíz Montes de Oca"



Original article

Professional competence of the weightlifting coach for the design of sports preparation

Competencia profesional del entrenador de levantamiento de pesas para el diseño de la preparación deportiva

Competência profissional do treinador de levantamento de peso para o planejamento da preparação esportiva

Antonio Pérez Reina^{1*} , Mirna Riol Hernández^{1*} , Julio César García Cotelo^{1*} 

¹Universidad de Ciego de Ávila Máximo Gómez Báez, Cuba

*Corresponding author: antoniopr@unica.cu

Received: 19/01/2025

Approved: 23/11/2025

ABSTRACT

Despite the established foundations and studies that recognize the importance of coaches' professional competencies and athletic training, the research process revealed shortcomings in the integration of cognitive, procedural, and axiological aspects by weightlifting coaches in designing athletic training programs for school-age athletes. This justified the problematic situation regarding the limitations in the development of weightlifting coaches' professional competence for designing athletic training programs for school-age athletes. The objective of this article was to model the professional competence of weightlifting coaches for designing athletic training programs for school-age athletes. Various methods



and techniques were integrated, such as: document analysis of training plans, a survey of weightlifting coaches, observation of training sessions, group interviews with administrators and methodologists, and socialization workshops with specialists. The main outcome of the research process was the modeling of the professional competence of weightlifting coaches for designing sports training programs in the school category, through the integration of competency units, dimensions, and performance indicators. It was concluded that this model provides the theoretical foundation for its practical application as content within the professional development process for these coaches, using a specific professional competency approach that integrates the pedagogical and technical-sports foundations of sports training.

Keywords: professional competencies, sports coach, sports training, design

RESUMEN

A pesar de los fundamentos y estudios que reconocen la importancia de las competencias profesionales de los entrenadores y de la preparación deportiva, durante el proceso investigativo se revelaron carencias en la integración de aspectos cognoscitivos, procedimentales y axiológicos por los entrenadores de levantamiento de pesas para el diseño de la preparación deportiva de la categoría escolar, lo que justificó la situación problemática referida a las limitaciones en el desarrollo de la competencia profesional de los entrenadores de levantamiento de pesas para el diseño de la preparación deportiva de la categoría escolar. Se asumió como objetivo del artículo: modelar la competencia profesional de los entrenadores de levantamiento de pesas para el diseño de la preparación deportiva de la categoría escolar. Se integraron diferentes métodos y técnicas, tales como: análisis documental de los planes de entrenamiento, encuesta a entrenadores de levantamiento de pesas, observación a sesiones de entrenamiento, entrevista grupal con directivos y metodólogos y talleres de socialización con especialistas. El principal resultado del proceso investigativo resultó la modelación de la competencia profesional de los entrenadores de levantamiento de pesas para el diseño de la preparación deportiva en la categoría escolar, desde la integración de unidades de competencia, dimensiones e indicadores de desempeño. Se concluyó que dicha modelación aporta los sustentos teóricos



para su concreción en la práctica como contenido del proceso de superación profesional de estos entrenadores, desde un enfoque por competencias profesionales específicas que integre los fundamentos pedagógicos y técnico-deportivos de la preparación deportiva.

Palabras clave: competencias profesionales, entrenador deportivo, preparación deportiva, diseño

RESUMO

Apesar dos fundamentos e estudos já estabelecidos que reconhecem a importância das competências profissionais dos treinadores e do treinamento atlético, o processo de pesquisa revelou lacunas na integração dos aspectos cognitivos, procedimentais e axiológicos por parte dos treinadores de levantamento de peso na elaboração de programas de treinamento atlético para atletas em idade escolar. Isso justifica a problemática situação relativa às limitações no desenvolvimento da competência profissional dos treinadores de levantamento de peso para a elaboração de programas de treinamento atlético para atletas em idade escolar. O objetivo deste artigo foi modelar a competência profissional dos treinadores de levantamento de peso para a elaboração de programas de treinamento atlético para atletas em idade escolar. Diversos métodos e técnicas foram integrados, tais como: análise documental de planos de treinamento, um questionário aplicado a treinadores de levantamento de peso, observação de sessões de treinamento, entrevistas em grupo com administradores e metodologistas, e oficinas de socialização com especialistas. O principal resultado do processo de pesquisa foi a modelagem da competência profissional dos treinadores de levantamento de peso para a elaboração de programas de treinamento esportivo na categoria escolar, por meio da integração de unidades de competência, dimensões e indicadores de desempenho. Concluiu-se que este modelo fornece a base teórica para sua aplicação prática como conteúdo no processo de desenvolvimento profissional desses treinadores, utilizando uma abordagem específica de competências profissionais que integra os fundamentos pedagógicos e técnico-esportivos do treinamento esportivo.



Palavras-chave: habilidades profissionais, treinador esportivo, treinamento esportivo, design

INTRODUCTION

The importance of developing the professional competencies of sports coaches is based on various angles and approaches (Morales et al., 2021; Pulido et al., 2021; Pestano, 2021; Mischenko et al., 2021; Griban et al., 2022; Tahki and Ali, 2022; Mu'ammal et al., 2022; Romanova et al., 2022; Setiawan et al., 2023; Junaidi et al., 2023; Aguinaga et al., 2023; Ballester et al., 2023; Llamas et al., 2023). However, the development of professional competencies in the weightlifting coach has been an insufficiently addressed topic.

Addressing the professional competencies of weightlifting coaches involves recognizing the important pedagogical activity they perform, which requires the integration of knowledge, skills and values, not only related to the strictly technical-sporting aspects, but also encompassing the pedagogical, methodological and didactic aspects, in the proper management of the sports preparation of their athletes.

The design of sports training contributes to the relevance of athletes' comprehensive preparation in achieving sporting results. It has been shown to offer advantages such as safety, order, variety, efficiency, improvement, and coordination of work (Fernández et al., 2021; Morales et al., 2021).

Proper design of sports training allows athletes to successfully face the challenges posed by new international sports scenarios, therefore the sports coach must be competent to lead the comprehensive preparation process of athletes from a proper design of their sports training.

In this sense, it is worth highlighting that the current context of the sports preparation process is characterized by the progressive complication of its components and their modes of relationship, due to the constant changes that occur in the field of training and competitions, which demands an adequate design of the athletes' preparation process.

Foundations are found on the importance of the design of sports preparation, justifying the need to systematize training actions in relation to attitudinal content and professional



competencies in sports coaches for the achievement of a correct design of the sports preparation process (Lara, 2020; Garcés et al., 2020; Morales et al., 2021).

However, shortcomings are revealed, both theoretically and practically, in the integration of cognitive, procedural, and axiological aspects into the professional competencies of weightlifting coaches for designing sports training programs for school-age children. The technical-sporting component has been prioritized, which has limited the pedagogical and didactic component in the performance, approach, and functions of this professional, as sports training is not viewed as an integrative pedagogical process where the different laws and principles of Pedagogy and Didactics must be interconnected.

In the specific context of weightlifting coaches in the school category in the province of Ciego de Ávila, from participant observation in training sessions and the analysis of training plans, limitations are revealed in the comprehensive pedagogical diagnosis of the characteristics and needs of the athletes, in the planning of the different units of sports training in a coherent, systematic and contextualized way, in the didactic organization of its components and in the integration of the pedagogical, didactic and sports foundations.

There is also insufficient responsibility in contextualizing the design of sports preparation to the physical and psychological characteristics of the athletes, in the presence of motivational and communicational elements, as well as in the axiological foundation of the aspects to be taken into account in the design of sports preparation.

Through the study of the scientific literature related to the research topic, theoretical similarities and gaps were identified. Regularities were observed in providing theoretical foundations that lend coherence and scientific rigor to the design of sports training (Pupo & Montenegro, 2018). However, these foundations remain at a general level and do not take into account the specificities of the professional performance of the weightlifting coach in the school category.

In approaching the topic, it is revealed that science does not provide all the necessary and contextualized elements that make it possible to develop actions that contribute to the competencies of these professionals, with emphasis on those related to their pedagogical and methodological activity.



This situation highlights the contradiction between the need to develop the professional competence of the weightlifting coach for the design of sports preparation and the limitations in the integration of dimensions and indicators for its realization in the performance of these professionals.

From this perspective, the problematic situation regarding the limitations in the development of the professional competence of weightlifting coaches for the design of sports preparation for the school category is justified, so the objective of the article is: to model the professional competence of weightlifting coaches for the design of sports preparation for the school category, from an approach that integrates the pedagogical and technical-sports foundations of sports preparation as an eminently pedagogical process aimed at the integral development of athletes, in a developmental didactic projection.

MATERIALS AND METHODS

The current state of the research variable related to the development of the professional competence of weightlifting coaches for the design of sports training programs for school-age children was characterized. The research perspective adopted a dialectical materialist approach from a paradigm that interrelated the quantitative and qualitative dimensions, leveraging the methods and techniques of both paradigms.

Various methods and techniques were integrated, such as: document analysis of training plans, a survey of weightlifting coaches, and observation of training sessions. A group interview was also conducted with the participation of managers and methodologists, as well as socialization workshops with specialists.

In the documentary analysis, 24 training plans prepared by the weightlifting coaches of the school category during the training cycles of the 2022-2023 period were reviewed. In 20 (83.3%) of these training plans, deficiencies in the integration of the comprehensive pedagogical diagnosis of the characteristics and needs of the athletes for the design of the preparation were evident.

The greatest difficulties were observed in the didactic organization of the components of sports training, from the integration of pedagogical, didactic, and sporting foundations. It was found that 22 plans (91.6%) had didactic shortcomings; there was a clear emphasis on



the technical-sporting aspects, without delving into the appropriate selection of objectives, content, methods, and resources needed for the proper design of sports training, which limits the development of sports training as a pedagogical process.

It was not seen a gradual derivation of objectives from the training plan to the training sessions in coherent way; pedagogical strategies that considered the individual characteristics of the athletes, their learning and development needs, and the didactic principles that facilitate the clear and effective transmission of knowledge, skills, and values were not adequately integrated. The presence of motivational, communicational, and axiological elements in the organization of sports preparation was limited in 22 (83.3%) of the training plans.

Observations of 24 training sessions revealed shortcomings in the various indicators evaluated. In 18 (75%) of these sessions, aspects related to contextualizing the results of the comprehensive diagnosis of the athletes' characteristics and needs, and the organization of the didactic components of sports preparation, were considered to be at a low level. In five sessions (20.8%), these indicators were found to be at a medium level, and in only one (4.1%) were they evaluated at a high level.

For their part, the elements related to the planning of the different sports training units, the integration of the pedagogical, didactic and sports fundamentals and the presence of motivational and communicational elements from the organization of sports preparation, were evaluated in 14 sessions (58.3%) at a low level, in six (25%) at a medium level and in four (16.6%) at a high level.

A survey was conducted with 24 weightlifting coaches. The following results were obtained:

The indicators related to the coaches' assessment of their performance in contextualizing the results of the comprehensive diagnosis of the characteristics and needs of the athletes in the design of sports preparation, the organization of the didactic components and the attitudes for teamwork in the planning of sports preparation, were considered by 16 coaches (66.6%) at a low level, six (25%) at a medium level and only two (8.3%) considered it at a high level.



For their part, the planning of the different sports training units and the integration of the pedagogical, didactic and sports fundamentals in sports preparation were evaluated by 15 coaches (62.5%), at a low level, six (25%) at a medium level and three (12.5) at a high level.

His performance for the evaluation of the design of sports preparation was considered by 12 coaches (50%) at a low level, eight (33.3%) at a medium level and four (16.6%) at a high level.

The presence of motivational and communicational elements from the organization of sports preparation and the integration of instructional, educational and axiological elements in the planning of sports training units were considered at a low level by 18 coaches (75%), at a medium level by four (16.6%) and at a high level by two (8.33%).

In the group interview conducted with the participation of four methodologists and two managers, there was consensus in recognizing the main limitations in weightlifting coaches for the design of sports preparation, related to the integration of pedagogical, didactic, technical-sports and axiological foundations.

The interviewees agreed on the importance of modeling the professional competence of weightlifting coaches for the design of sports preparation for the school category, from a new point of view that integrates the pedagogical and technical-sports foundations of sports preparation, taking into account the contextualization of the results of the comprehensive diagnosis of the characteristics and needs of the athletes in the design of sports preparation, the organization of the didactic components of sports preparation and the planning of the different units of sports training.

The integration of the results of the application of the different instruments made it possible to determine that the main limitations were focused on the indicators related to the design of sports preparation, such as: the contextualization of the results of the comprehensive diagnosis of the characteristics and needs of the athletes in the design of sports preparation, the organization of the didactic components of sports preparation, and the attitudes for teamwork in the planning of sports preparation.

Limitations were also found in the planning of the different sports training units and the integration of pedagogical, didactic and sports fundamentals in the evaluation of the design



of sports preparation, as well as in the presence of motivational and communicational elements from the organization of sports preparation and the integration of instructional, educational and axiological elements in the planning of sports training units.

As part of the methodological approach taken, the possibilities of qualitative assessment provided by the socialization workshops with specialists, based on Matos and Cruz (2012), were also used.

Twelve specialists participated in the first socialization workshop. Nine of them held doctoral degrees and three held master's degrees in the fields of Education and Physical Culture and Sports. All have more than ten years of experience in the research topic. Four of these specialists work in institutions outside the province and were able to participate virtually.

The expository logic for carrying out the workshop initially involved socializing the participants with the initial version of the competence modeling, both in its definition and the proposal of competence units.

After this initial presentation of the proposal, the invited specialists engaged in an exchange and reflection session. Their presentations of reasoned arguments and reasoning proved valuable, leading to suggestions and recommendations for improving the research.

As a result of collective reflection, group debate and the integration of different assessments, there was a recognition and argumentation of the importance of assuming as a specific competence of weightlifting coaches, that related to the design of sports preparation for the school category.

The main recommendations provided by the specialists in the exchange referred to the need to:

- To reveal from a more essential perspective the relationships between the specific competence, the units of competence and the performance indicators that enable greater relevance in its systemic, developmental and contextualized projection.
- To express at a higher level of synthesis the interrelation of the elements that define professional competence for the design of sports preparation for the school category as a specific competence.



- Do not limit the definition of competence to a configuration of the coach's personality and its expression in abilities.
- Define and specify the proposed units of competence adequately, as there are too many and not enough that are integrative, as well as the performance indicators.
- Integrate important aspects for the design of sports preparation related to motivation, communication, the use of Information and Communication Technologies and self-management of knowledge.

For the second socialization workshop, the specialists received the revised and improved version in advance. Conditions were created to allow for the exchange of ideas and feedback among all participants.

By integrating the assessments issued by the specialists, a consensus was evident in the recognition of the scientific-methodological relevance of the procedure assumed for the modeling of the competence.

They expressed satisfaction with the refinement and improvement of the proposal, taking into account the feedback and recommendations made. They agreed that a logical and coherent structure was achieved in the relationships between the specific competency, the competency units, and the performance indicators, resulting in a greater level of essentiality and precision. They satisfactorily assessed the level of synthesis in the competency definition, highlighting the distinctive elements that identify it as a specific competency.

As a contributing element to the criteria presented by the specialists, the need to continue perfecting the indicators related to the axiological dimension of the units of competence was highlighted, with emphasis on motivation, communication, the use of Information and Communication Technologies and the self-management of knowledge.

Consequently, the specialists declare their acceptance of the proposal, in its contribution to the development of the professional competence of weightlifting coaches for the design of sports preparation for the school category.

After taking into account the main recommendations made by the specialists in this second workshop, it was possible to contribute to the modeling of the professional competence of weightlifting coaches for the design of sports preparation for the school category.



RESULTS AND DISCUSSION

The main outcome of the research process was the modeling of the professional competence of weightlifting coaches for designing sports training programs for school-age athletes. This modeling took into account the elements that characterize specific professional competencies. There were integrated the elements contributed by the characterization of the variable under study and during the process of scientific and methodological exchange and reflection with specialists of recognized academic and research prestige in the field of professional competencies for sports coaches and in the aspects involved in sports training.

With these references, the professional competence of weightlifting coaches for the design of sports preparation for the category was assumed to be: the integration of cognitive, procedural and axiological aspects as specific elements of the design of sports preparation in the school category by weightlifting coaches in an integral and specialized projection, from the diagnosis, planning, didactic organization of its components, the integration of the pedagogical, didactic and sports foundations and the evaluation of the design of sports preparation.

The functions that are integrated into the professional competence of the weightlifting coach for the design of sports preparation were defined, referring to:

- Guidance function: specifies contents of the professional development process of weightlifting coaches, of interest for the diagnosis of development needs and the design of subsequent actions.
- Referential function: offers a contextualized proposal of the design of sports preparation as a specific professional competence of the weightlifting coach by taking into account the specific conditions in which he performs his professional activity and serves as a reference for self-evaluation and professional evaluation.
- Integrative function: integrates cognitive, procedural and axiological aspects as specific elements of the design of sports preparation in the school category by weightlifting coaches, from the technical-sports, pedagogical and didactic aspects.

The competency framework was structured around five competency units, each of which included performance indicators. For greater coherence and precision, these performance



indicators were grouped into dimensions: cognitive, procedural, and axiological. Each competency unit is assessed as high, medium, or low based on the performance of the different indicators.

The following units of competence were assumed with their corresponding definitions:

Competency Unit 1: Comprehensively diagnose the characteristics and needs of athletes.

Definition of the unit of competence: a systematic, continuous and contextualized process to the characteristics of the school category aimed at evaluating the level of integral development achieved by athletes in terms of physical, technical, tactical, theoretical and psychological capacities, as well as health aspects that favor the integral development of athletes in various contexts.

Competency Unit 2: Plan the different sports training units.

Definition of the unit of competence: structured and continuous process aimed at organizing and developing the design of training sessions, it involves the ordering of knowledge and ideas to design training programs that adapt to the individual needs of the athletes and the particularities of the school category of weightlifting, integrating the different components of sports preparation.

Competency Unit 3: Organize the didactic components of sports preparation.

Definition of the unit of competence: didactic management by weightlifting coaches of the elements involved in the training process, ensuring that they align with the sports development objectives of the athletes in the school category.

Competency Unit 4: Integration of pedagogical, didactic and sports fundamentals in sports preparation.

Definition of the unit of competence: the capacity of weightlifting coaches to combine and apply pedagogical, didactic and sports knowledge in the design and execution of training programs adapted to the needs of school-age athletes based on the scientific principles that govern sports activity.

Competency Unit 5: Evaluation of the design of sports preparation



Definition of the competency unit: Critical assessment of the design of sports training for school-age athletes by weightlifting coaches in order to identify areas for improvement and make relevant adjustments. This involves mastering evaluation methods and techniques, establishing relevant indicators, fostering the active participation of those involved, and generating improvement proposals based on a reflective and integrative analysis of the results obtained.

This entire process of modeling the competition, its units of competence and performance indicators, is revealed in the following table:

Table 1. Summary of the units of competence and their performance indicators

Unit of competence	Cognitive dimension Performance indicators	Procedural dimension Performance indicators	Axiological dimension Performance indicators
To comprehensively diagnose the characteristics and needs of athletes	-Knowledge of psycho-pedagogical methods and techniques for the comprehensive diagnosis of athletes -Knowledge of physical and technical-sports ability tests for the comprehensive diagnosis of athletes -Knowledge of the contextualization of sports preparation design to the physical and psychological characteristics of athletes	-Use psycho-pedagogical methods and techniques for the comprehensive diagnosis of athletes -Apply physical and technical-sports ability tests for the comprehensive diagnosis of athletes -Use Information and Communication Technologies for processing the results of applying the methods and techniques -Integrate the results of the application of methods and techniques into the comprehensive individual and collective diagnosis of athletes -Contextualize the design of sports preparation to the	-Responsibility in the application of methods and techniques and the integration of their results in the comprehensive individual and collective diagnosis of athletes -Commitment to contextualizing the design of sports preparation to the physical and psychological characteristics of the athletes



		physical and psychological characteristics of the athletes	
Plan the different sports training units.	-Knowledge of the theoretical foundations of sports training planning -Methodological preparation to contextualize advanced scientific results to the planning of training for the school category	-Predict the results of the behavior of the dynamics of the sports preparation process of the school category -To create the pedagogical, didactic and technical-sports conditions for the development of sports preparation -Plan training units based on the group and individual dynamics of sports preparation	- Integration of instructional, educational and axiological elements in the planning of sports training units -Attitudes towards teamwork in sports training planning
Organize the didactic components of sports training.	-Knowledge of the principles and methodologies of sports training organization -Knowledge of the laws and principles of Didactics to organize the components of sports preparation	-Formulate and derive objectives for the development of sports preparation for the school category -Structuring content for the development of sports preparation for the school category -Determine the methods to be used in the sports preparation of the school category -Select the teaching methods for the sports preparation of the school category -Determine organizational forms in the sports preparation of the school category	-Demonstrate creativity and innovation in the organization of the didactic components of sports training -Develop communication, motivational and teamwork skills for the organization of the didactic components of sports preparation



Integration of pedagogical, didactic and sports fundamentals in sports preparation.	-Knowledge to integrate the different components of sports preparation (physical, technical, tactical, theoretical and psychological) from pedagogical, didactic and sports foundations -Scientific and technical knowledge of the sciences applied to sport in the design of sports training	-To use ICTs for the management of scientific knowledge in the integration of pedagogical, didactic and sports foundations from the applied sciences of sport in the design of sports preparation -Integrate the different components of sports preparation (physical, technical, tactical, theoretical and psychological) from pedagogical, didactic and sports foundations -Integrate the fundamentals of applied sports sciences into the design of sports training for the school category	-Responsibility in the self-management of knowledge to integrate the different components of sports preparation from pedagogical, didactic and sports foundations in relation to the sciences applied to sport
Evaluation of the design of sports training	-Knowledge of methods and techniques for evaluating the relevance of the design of sports training	-Establish indicators to evaluate the design of sports training -Use participatory methods and techniques for the evaluation of the design of sports training -To make proposals for improving the design of sports training based on the integration of the results of its evaluation in a critical-reflective approach	-Responsibility and professional ethics in the integration of the results of the methods and techniques for the evaluation of the design of sports preparation -Develop self-assessment and peer-assessment mechanisms in the evaluation of sports training design from a group and critical-reflective approach

The integration of theoretical and practical aspects during the research process highlighted the need to continue investigating the topic due to its relevance and significance. The



interest generated by the subject matter and the scientific results in this regard are evident (Lara, 2020; Garcés et al., 2020; Castillo, 2021; Campos, 2022; Quijano, 2022; Lin et al., 2022; Romanova et al., 2022; Aguinaga et al., 2023; Soto et al., 2023).

However, the theoretical framework revealed that the development of specific professional competencies in weightlifting coaches has been addressed only to a limited extent. This process has not been properly planned or contextualized in relation to the requirements and specificities of this professional's performance.

These competencies have been assumed from a general perspective, taking into account the common elements that distinguish the general professional competencies of sports coaches, without emphasizing important specific professional competencies that these coaches must demonstrate.

The development of specific professional competencies is crucial for improving the pedagogical practices of weightlifting coaches. Therefore, it is necessary to integrate a professional development approach that considers cognitive, praxeological, and axiological aspects, allowing for a more objective evaluation of their training and its impact on athletes' performance.

That is why training for specific professional competencies from the professional development of weightlifting coaches requires its development based on the experiences and needs of the coaches, the determination and personal choice of what they need for their improvement, the pace of their learning, the teaching materials that will be used, as well as the content they will require (Padilla et al., 2023).

Despite a marked interest in addressing training planning in weightlifting to improve athlete performance, other functions such as organization, execution, control, and evaluation of said preparation are scarcely addressed.

However, regarding the design of sports preparation as a specific professional competence, only general aspects have been observed that do not specify the essential and specific aspects, referring to the units of competence and indicators that should integrate it, as well as the interrelation of pedagogical, didactic and technical-sports aspects in its conception.



The professional competence of weightlifting coaches for the design of sports preparation for the school category is understood as an integrative category, which expresses the potential of the coaches for their performance, as a synthesis not only of knowledge and skills, but also of the values associated with it that guarantee their human and social projection in the effective and efficient design of sports preparation for the school category.

It was also found that the treatment given to the components of sports preparation from a systemic and integrative perspective is insufficient, since it only delves deeper into the planning of technical and physical aspects, while the tactical, theoretical and psychological components of sports preparation are given less attention.

The design of sports preparation should be understood as a pedagogical process, where it is necessary to have adequate planning, organization, execution, control and evaluation of each component of the athlete's preparation, which allows for an adequate interpretation of the events that occur during said preparation and justifies the application of the results for a continuous improvement of the athletes' performance.

The authors studied have made valuable contributions to the topic of the development of professional competencies in weightlifting coaches; however, the design of sports preparation for the school category has not been adequately grounded as a specific professional competence for these coaches. Therefore, the modeling of this skill is presented as a contributing element in their performance, from the proposal of dimensions and indicators.

Thus, the professional competence of weightlifting coaches for the design of sports preparation for the school category is manifested in their performance, from knowledge, habits, skills, motives, values, feelings that, in an integrated way, regulate the performance of these professionals in the search for the improvement of the design of sports preparation.

CONCLUSIONS

At the conclusion of the study it was possible to determine limitations that have not yet been resolved, in the integration of dimensions and indicators in the design of sports preparation for the school category as a specific professional competence of weightlifting coaches, which



implies the need to continue to delve deeper from a more essential and systematic perspective in the interrelation between these components.

In this sense, the integration of the theoretical assessment carried out also highlighted the shortcomings in the approach to the development of the specific professional competencies of weightlifting coaches as content of their professional development.

The theoretical framework for modeling the professional competence of weightlifting coaches at the school level provides the theoretical foundations that require practical application. This is achieved through a competency-based approach that integrates the pedagogical and technical-sports principles of athletic training as a fundamentally educational process. This process aims at the holistic development of athletes within a developmental didactic framework tailored to their specific roles. Its significance lies in offering a scientific and methodological framework that contributes to the relevance of professional development initiatives aimed at enhancing the performance of weightlifting coaches at the school level.

REFERENCES

- Aguinaga San José, I., Martínez Pampliega, A., Santamaría, T., & Merino Ramos, L. (2023). The coach's role in young athletes' emotional competence and psychological well-being. *International Journal of emotional education*, 5 (1), 136 – 151.
- Ballester Esteve, I., Parra Camacho, D., Padilla Bautista, L., & Fernández Piqueras, R. (2023). Adaptation and validation of a scale to assess digital teaching competence in soccer coaches. *Journal of Physical Education and Sport* , 23 (1), 112-121.
- Campos Rius, J., Sebastiani Obrador, EM and Crespo Celda, M. (2022). The competency profile of the tennis coach at the international level. *Arrancada* , 22 (42), 158-171.
- Castillo Parra, MA (2021). Competencies of soccer coaches in the sports practice of students with attention deficit hyperactivity disorder. *Polo del Conocimiento: Scientific-professional Journal* , 6 (11), 1148-1167.



- Fernández Muñoz, MP, Campos Campos, K., Duarte Rocha, C. and Felipe Castelli, L. (2021). Sports Preparation in Goalball: a systematic review. *PENSAR EN MOVIMIENTO: Journal of Exercise and Health Sciences* , 19 (1), e45702 .
- Garcés Martínez, JA, García López, N., & Vega Canal, C. (2020). Methodological strategy for improving the pedagogical competence of volleyball coaches. *DeportVida Scientific journal specializing in Physical Culture and Sports Sciences* , 17 (45), 68-77.
- Griban, G., Vasylieva, S., Verbovskyi, I., Liashevych, A., Lupaina, I., Grechanyk, O., Temchenko, O, Vysochan, L., Skyrda, T. & Denysenko, A. (2022). Formation of professional and communicative competencies in future coaches in Olympic and Professional Sports. *Journal for Educators, Teachers and Trainers JETT*, 13 (5), 145-161.
- Junaidi, S., Yuliawan, D., Kholis, MN, Allsabab, MAH, Rizki, MY, & Akbar, MK (2023). Level 1 Regional Trainer Training as an Effort to Increase the Competence of Taekwondo Coach's in East Java. *GANDRUNG: Jurnal Pengabdian Kepada Masyarakat* , 4 (1), 949-957.
- Lara Caveda, D. (2020). Professional development based on specific professional competencies related to sports initiation. *Acción* , 16 , <http://accion.uccfd.cu>
- Lim, H., & Choi, K.Y. (2019). Development of a curriculum to enhance pre-service golf coaches' counseling competencies. *Korean Journal of Sport Science* , 30 (2), 269-284.
- Llamas Cruz, O. Barreras Villávelazquez, T. and Soto Valenzuela, MC (2023). Professional competencies of the sports coach: Systematic review. *Mexican Journal of Physical Culture Sciences*, 2 (6), 1-13.
- Matos Hernández, E. and Cruz Rizo, L., (2012). The socialization workshop and scientific evaluation in the Pedagogical Sciences. *Transformación Journal*, 8 (1), 10-19.
- Morales Corrales, PM, Alfonso García, MR, Cortez Cázares, MA and Morales Elizondo, DE (2021). Self-assessments of American football coaches on their professional competencies to face sports training: Preliminary approaches from a training workshop. *EmásF: digital journal of physical education* , (71), 159-182.



- Mu'ammal, I., Muzakki, A., Fakhri, EA & Setiawan, E. (2022). The competence of a coach in sports: How does it correlate with athlete motivation?. *Journal Sport Area* , 7 (3), 396-404.
- Padilla Dip, R. and Trejo del Pino, FC (2023). Reflections on sports detraining as a specific professional competence. *PODIUM - Journal of Science and Technology in Physical Culture* , 18 (2), e1251.
- Pestano, R.D. (2021). Sports-Teachers' Coaching Style, Behavior, Competency and Student-Athletes Performance in Sports. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani* , 5 (1), 9-16.
- Pulido, JJ, García Calvo, T., Leo, FM, Figueiredo, AJ, Sarmiento, H. & Sánchez Oliva, D. (2020). Perceived coach interpersonal style and basic psychological needs as antecedents of athlete-perceived coaching competence and satisfaction with the coach: A multi-level analysis. *Sport, Exercise, and Performance Psychology*, 9 (1), 16-28.
- Pupo Gé, N. and Montenegro Moracén, EI (2018). The professional development of the football coach for the application of statistics . *Arrancada* , 18 (33), 3-14.
- Quijano Rojas , MG (2022). The professional competencies of the adapted sports coach. *Conecta Libertad* , 6(2), 1-20.
- Romanova, E., Kolokoltsev, M., Dunaeva, M., Ivanitskiy, V., Vorozheikin, A., Faleeva, E., Tarasov, A. & Aganov, S. (2022). The efficiency of a remote tutor-program at increasing the professional competences of a swimming coach. *Journal of Physical Education and Sport*, 22 (5), 1120-1125.
- Setiawan, I., Tomoliyus, T., Juita, A., Nita Wijayanti, NP & Adi Prabowo, T. (2023). Analysis of basketball coach competence: A case study of student level basketball coaches in Yogyakarta. *International Journal of Multidisciplinary Research and Analysis* , 6 (07), 3215-3221._
- Soto García, D., Reynoso Sánchez, LF, García Herrero, JA, Gómez López, M. & Carcedo, RJ (2023). Coach competence, justice, and authentic leadership: An athlete satisfaction model. *International Journal of Sports Science & Coaching* , 18 (2), 361-369.



Tahki, K., & Ali, N. (2022). Competency upgrading for coaches of depok vity: Internalization of basic characters in sports. *Journal Pemberdayaan Masyarakat Madani (JPMM)* , 6 (2), 297-314.

Conflict of interest statement:

The author declares that there are no conflicts of interest.

Author's contribution:

The author is responsible for writing the work and analyzing the documents.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International license.

