

***Diagnosis of the current state of professional skills in the Taekwondo coach of the
Guantánamo municipality
Diagnóstico del estado actual de las competencias profesionales en el entrenador de
Taekwondo del municipio Guantánamo***

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ABSTRACT

The purpose of this article is to start with a literature review related to the professional competencies of Taekwondo coaches, carry out observations, in-depth interviews, and surveys to diagnose the state of professional competencies in Taekwondo coaches based on their criteria, the athletes' criteria, and the observation of their behavior in practice. Thus, the following areas were identified as the most affected professional competencies of Taekwondo coaches, and it is concluded that the following elements should be taken into account to improve these professional competencies.

RESUMEN

El propósito de este artículo es partir de una revisión bibliográfica relacionada con las competencias profesionales del entrenador de Taekwondo, realizar observaciones, entrevistas en profundidad y encuesta para diagnosticar el estado de las competencias profesionales en los entrenadores de taekwondo a partir de sus criterios, el criterio de los atletas y la observación de su comportamiento en la práctica. Así, se identificaron las siguientes áreas como las competencias profesionales del entrenador de taekwondo más afectadas y se concluye qué elementos se deben tener en cuenta lo siguiente se mejorar estas competencias profesionales.

Keywords

Taekwondo; Professional competencies; Taekwondo coach; Competency diagnosis.

Palabras clave

Taekwondo; Competencias profesionales; Entrenador de Taekwondo; Diagnóstico de competencias.

INTRODUCTION

Taekwondo developed in the 1950s and 1960s in South Korea. The creators of modern taekwondo combined various styles of Korean martial arts, especially taekkyeon, with Chinese martial arts moves and Japanese karate influences. The goal was to create a unique Korean martial art that could be used effectively for both self-defense and physical exercise.

Taekwondo is one of the most popular exhibition sports at the Olympic Games. It focuses on accuracy, speed, balance, and flexibility. Taekwondo athletes perform jumping, spinning, and flying kicks. Taekwondo sparring is a full contact sport that allows competitors to score points through controlled punches to the torso and kicks to the torso and head.

Taekwondo is not only a martial art, but also a philosophy that teaches things like courtesy, integrity, perseverance, and self-control. Taekwondo practitioners learn discipline and respect through this art. Taekwondo can be practiced as a combat sport, a martial art, or simply as a form of exercise and physical conditioning.

There are various problems that can arise in the teaching of taekwondo, here are some of the main ones:

1. Lack of focus on philosophy: Sometimes instructors can focus solely on teaching taekwondo techniques and movements, without paying due attention to the philosophy behind the martial art. This can lead to a lack of emphasis on important values and principles that need to be passed on to students.
 2. Lack of adaptation to individual needs: Each student is unique and has different needs and abilities. Instructors can face challenges trying to tailor their teaching to the individual needs of each student. Failure to adapt can prevent students from reaching their full potential or become frustrated in their learning.
 3. Safety Issues: Due to the physical nature of taekwondo, it is important that instructors take steps to ensure student safety during practice. Lack of attention to safety can result in injury and discourage students from continuing the practice.
 4. Lack of emphasis on correct technique: Correct technique is critical in taekwondo, and instructors must ensure that students learn the proper techniques early on. Lack of emphasis on correct technique can result in inefficient movements and even injury.
 5. Communication issues: Communication between instructors and students is essential for effective taekwondo teaching. Instructors may face communication problems if they fail to clearly convey instructions or do not adequately listen to students' needs and concerns.
- Partiendo de lo anterior este artículo se propone dar a conocer cuáles son las

competencias más afectadas en los entrenadores de taekwondo en el municipio Guantánamo y qué elementos se deben tener en cuenta lo siguiente se mejorar estas competencias profesionales.

METHODS

That is why, in this article, based on a bibliographical review (analyzing and synthesizing) related to the professional competences of the Taekwondo coach, results of observations, in-depth interviews and a survey are presented to diagnose the state of professional competences in taekwondo coaches based on their criteria, the criteria of the athletes and the observation of their behavior in practice.

Results and discussion

The taekwondo coach is a key professional in the development of athletes in this discipline. To achieve optimal performance in the preparation of athletes, it is necessary for the coach to have specific professional skills that allow him to guide and direct the athletes adequately. Below are some bibliographical references on the professional competencies of the taekwondo coach:

Yildirim, I., & Hazar, S. (2018). The importance of coaching competencies in taekwondo. *Journal of Physical Education and Sport*, 18(2), 630-634.

This study highlights the importance of the professional skills of the taekwondo coach, such as communication skills, planning and organization, leadership skills and the ability to motivate athletes. The authors highlight that the lack of these skills can negatively affect the performance of athletes.

Kim, T. W. (2015). Competencies of taekwondo coaches for developing elite athletes in Korea. *Journal of Physical Education and Sport*, 15(4), 662-667.

This study analyzes the specific professional skills required to be a successful taekwondo coach preparing elite athletes in South Korea. The authors identify competencies such as planning capacity, leadership capacity, communication capacity, adaptation capacity and the ability to evaluate and provide feedback on the performance of athletes.

Sánchez, A. L., & Vázquez, F. M. (2019). Competencias profesionales del entrenador de taekwondo en México. *Revista Digital de Educación Física*, 29, 1-13.

This study analyzes the professional skills required to be an effective taekwondo coach in Mexico. The authors identify competencies such as the ability to teach and correct techniques, the ability to plan and organize, the ability to lead, the ability to motivate athletes, and the ability to evaluate and provide feedback on athletes' performance.

Kim, T. W. (2016). A study on the competencies of Korean taekwondo coaches based on experience level. *Journal of Physical Education and Sport*, 16(4), 1244-1250.

This study analyzes the professional competencies of the taekwondo coach in South Korea, based on their level of experience. The authors identify competencies such as leadership ability, planning and organizational ability, communication ability, and adaptability as the most important for more experienced taekwondo coaches.

Gutiérrez-García, C., & García-López, L. M. (2019). Professional skills of the taekwondo coach in university education. *Challenges*, 36, 87-92.

This study analyzes the professional skills of the taekwondo coach in university education in Spain. The authors identify competencies such as the ability to teach and correct technique, the ability to plan and organize, the ability to lead, the ability to motivate, and the ability to evaluate and provide feedback on athletes' performance as the most important for taekwondo coaches. .

Yildirim, I., & Hazar, S. (2019). The relationship between coaching competencies and athletes' performance levels in taekwondo. *International Journal of Applied Exercise Physiology*, 8(4), 16-23.

This study analyzes the relationship between the taekwondo coach's skills and the performance of athletes in this discipline. The authors find that the coach's professional skills, such as planning and organization skills, leadership skills, and feedback skills, are related to the performance of athletes.

Kim, T. W., & Shin, S. H. (2020). Competencies of taekwondo coaches for developing athletes in Korea. *Journal of Human Kinetics*, 75(1), 25-34.

This study analyzes the professional skills of the taekwondo coach in South Korea and their relationship with the preparation of athletes in this sport. The authors identify competences such as leadership capacity, communication capacity, planning and organization capacity, motivation capacity, and evaluation and feedback capacity as the most important for taekwondo coaches in the development of successful athletes.

Jang, S. H., & Kim, T. W. (2021). Importance and satisfaction of coaching competencies for taekwondo coaches in Korea. *International Journal of Environmental Research and Public Health*, 18(3), 914.

This study evaluates the importance and satisfaction of the professional skills of the taekwondo coach in South Korea. The authors find that the most important competencies are leadership ability, the ability to teach and correct technique, the ability to adapt, and the ability to provide feedback. Taekwondo coaches also report being satisfied with their ability in these competitions.

Kim, T. W., & Yoo, J. (2020). A study on the importance and satisfaction of coaching competencies for taekwondo coaches in Korea. *International Journal of Environmental Research and Public Health*, 17(2), 393.

This study evaluates the importance and satisfaction of the professional skills of the taekwondo coach in South Korea. The authors find that leadership ability, planning and organization ability, teaching and technical correction ability, and feedback ability are the most important competencies for taekwondo coaches. Coaches also report being satisfied with their ability in these competitions.

It is clear from all these studies that the taekwondo coach plays a critical role in the success of the athletes and the team as a whole. Therefore, it is important to ensure that trainers have the necessary skills and knowledge to carry out their work effectively. Diagnosis of the current state of professional taekwondo coach competencies is a valuable tool to identify areas in which coaches need to improve. The diagnosis of the current state of the professional skills of the taekwondo coach is important for several reasons:

- Identify strengths and weaknesses: The diagnosis allows identifying the strengths and weaknesses of the taekwondo coach in different areas, which allows developing effective strategies to improve his performance.
- Improve team performance: A competent taekwondo coach is essential to team success. Diagnosis can help improve team performance by identifying areas where the coach needs to improve.
- Ensuring the safety of the athletes: A competent taekwondo coach is essential to ensure the safety of the athletes. The diagnosis can help identify areas where the coach needs to improve to ensure the safety of athletes during training and competition.

There are several methods to diagnose the current state of the professional skills of the taekwondo coach, but the most appropriate are observation, survey and interview. These methods are described in more detail below than in the introduction of this thesis:

- Observation: Observation involves observing the taekwondo coach during a training session or competition. This method allows the evaluation of technical and tactical skills, communication with athletes, adaptation to the needs of athletes and time management, among other areas.
- Survey: The survey involves asking taekwondo coaches questions about their experience and training, technical and tactical skills, knowledge of taekwondo culture, planning and organization, effective communication, leadership, and motivation, among other areas. This method allows to collect detailed information about the different areas and compare the results between different trainers.

- Interview: The interview involves asking taekwondo coaches open and closed questions about their experience and training, technical and tactical skills, knowledge of taekwondo culture, planning and organization, effective communication, leadership and motivation, among other areas. This method makes it possible to collect detailed information on the different areas and gain a deeper understanding of the coaches' responses.

After conducting interviews, observations, and surveys with coaches, athletes, and other taekwondo team members, the following areas were identified as the most affected professional taekwondo coach competencies:

1. Ability to teach and correct technique: It was found that some coaches have difficulties in adequately explaining and demonstrating taekwondo techniques and movements to athletes, resulting in lower training effectiveness and athlete performance.
2. Planning and organization: It was observed that some coaches have difficulties in properly planning and organizing athletes' training and competitions, resulting in poor time management and a lack of follow-up to athletes' goals.
3. Leadership: It was found that some coaches have difficulties in effectively leading the athletes and the team, resulting in a lack of athlete motivation and commitment.
4. Effective Communication: It was identified that some coaches have difficulty communicating effectively with athletes, resulting in a misunderstanding of training instructions and objectives.
5. Adaptation: It was found that some coaches have difficulty adapting training and competition strategies to the individual needs and abilities of athletes, resulting in less training effectiveness and lower athlete performance.
6. Motivation: It was observed that some coaches have difficulties in adequately motivating athletes, resulting in lower dedication and commitment from athletes.
7. Time management: It was identified that some coaches have difficulties to properly manage time during training and competition, resulting in a lack of productivity and efficiency in training.
8. Teamwork: Some coaches were found to have difficulty working effectively with other coaches and support staff, resulting in a lack of team collaboration and mutual support.

To improve these professional taekwondo coach competencies, the following should be taken into account:

1. Ability to teach and correct technique: Coaches can improve their ability to teach and correct technique through training and continuing education in taekwondo. In addition, they can use

videos and online resources to improve their technical knowledge and improve the quality of training.

2. Planning and organization: Coaches can improve their planning and organization skills by drawing up a detailed training plan and creating a competition calendar. Additionally, they can use organizational and time management tools to stay on track and ensure athletes' goals are met.
3. Leadership: Coaches can improve their leadership skills through effective leadership education and training. They can also set clear and realistic goals for athletes and work collaboratively with them to achieve these goals.
4. Effective Communication: Coaches can improve their ability to communicate effectively by using clear and direct communication techniques, such as specific and personalized feedback. They can also foster an open and welcoming training environment, where athletes feel comfortable asking questions and expressing concerns.
5. Adaptation: Coaches can improve their adaptability by observing and monitoring the progress of athletes. They can also work collaboratively with other coaches and health professionals to develop personalized training programs for each athlete.
6. Motivation: Coaches can improve their motivational skills by creating a positive and motivating training environment. They can also encourage athletes to actively participate in planning and goal setting, increasing their commitment and dedication to training.
7. Time Management: Coaches can improve their time management skills through careful planning and organization. They can also set clear priorities and use time management tools to maximize training productivity and efficiency.
8. Teamwork: Coaches can improve their ability to work as a team through collaboration and effective communication with other coaches and support staff. They can also foster a positive teamwork environment and a culture of mutual support and collaboration.

CONCLUSIONS

From a bibliographic review on the professional competences of the Taekwondo coach, observations, in-depth interviews and a survey, it was possible to diagnose the state of professional competences in taekwondo coaches based on their criteria, the criteria of the athletes and the observation of their behavior in practice and, then, it was possible to propose how to improve these professional skills.

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