Retraction

Retracted: The Innovation of Table Tennis Coach Post Curriculum Content under the Background of School Enterprise Deep Integration

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

1. Discrepancies in scope
2. Discrepancies in the description of the research reported
3. Discrepancies between the availability of data and the research described
4. Inappropriate citations
5. Incoherent, meaningless and/or irrelevant content included in the article
6. Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

Research Article

The Innovation of Table Tennis Coach Post Curriculum Content under the Background of School Enterprise Deep Integration

Bo Zhang and Lin Chen

Guangdong Vocational Institute of Sport, Guangzhou 510663, China

Correspondence should be addressed to Bo Zhang; zhangbo_edu@outlook.com

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The aim of this study is to evaluate the status and drawbacks of current table tennis curricula in higher vocational college. Literature review, questionnaire survey, and logic analysis were used to discover the discrepancy between school education and position requirements of enterprises. The results indicated that new course reformation should focus on the change of teaching concept and update of course content and evaluation methods through the guidelines characterized by professionalization, modularization, and miniaturization. This new teaching mode of course-certificate integration can favor the cooperation of faculty training in curriculum content for table tennis coach between school and enterprise, achieving a complete match among various courses and jobs. We wish this knowledge might lead to a clue toward the cultivation of applied talents for table tennis. The development of this research can not only promote the healthy development of the sports training market but also help to standardize the compensation system of the private sports training market in the field of teachers.

1. Introduction

Table tennis is one of the most popular sports in China. It is not only because of the great success of Chinese table tennis players in the international arena but also because of its low requirements for venues and participants. Although table tennis originated in England, it is now known as the “national ball” of our country. The number of table tennis coaches in all levels of clubs has exceeded the total number of other countries and regions. According to the interview of the national team coach in 2017, the number of people participating in table tennis for more than two hours a week in China is about 100 million [1–3]. Even if 1% of them have learning needs, it will reach one million. Such a large number of students also promote the development of table tennis clubs at all levels. In particular, in 2016, China launched the table tennis grading system, which made the public table tennis a big step forward to the scientific and standardized. The coaches of the existing clubs have been unable to meet the market demand in terms of quantity and teaching qualification. The professional qualification here does not mean that the coaches’ table tennis skills are low or the theoretical basis is not enough, but whether they have the sports coach certificate issued by the State General Administration of Sports. And training this kind of table tennis coaches with professional qualifications, sports vocational colleges undoubtedly have a very strong advantage [4, 5]. Compared with undergraduate education, sports vocational colleges pay more attention to the cultivation of students’ vocational skills, flexibly adjust the teaching focus according to the changes of social needs, update the teaching plan and curriculum system, and train talents to adapt to the rhythm of social work more quickly [6]. The introduction of “1 + x” system in 2019 points out the direction for the future development of sports vocational colleges, as shown in Table 1.

This research collects the actual situation of some table tennis club coaches, such as age, salary level, and educational background through questionnaire survey, and combines them with the actual effect of their teaching to find out an effective way to improve their teaching ability. It is hoped...
that the development of this research can promote the sustainable development of the field of table tennis training in my country.

2. Connotation and Significance

2.1. Connotation. Table tennis sports coach course is a kind of upgrading course offered by table tennis major in sports vocational colleges in order to help students obtain the qualification of table tennis coach [7, 8]. At the beginning of the course, the main content is to improve the students’ special ability according to the content of national sports coach certificate examination, so that the students can improve the probability of table tennis coach examination [9]. In the era of school enterprise integration, the design of table tennis sports coach curriculum should not only focus on the goal of obtaining the coach center but also pay attention to improving students’ professional ability. That is to say, in the course design, we should adhere to the principle of “taking social demand as the guidance, serving the development of national table tennis, and improving students’ employability.”

2.2. Method and Significance. Based on literature analysis, this study firstly sorted out many research results in this field. Next, the practice information of table tennis coaches at this stage was collected through a questionnaire survey. A total of 200 questionnaires were distributed, and 181 were recovered, with a recovery rate of 90.5%.

From the current situation, under the background of the deep integration of school and enterprise, the significance of the innovation of the content of table tennis coach’s post curriculum is highlighted in the following points; the first is to improve students’ social adaptability. Whether the graduates of sports vocational college can quickly adapt to their jobs and be recognized and respected by leaders and colleagues is closely related to the curriculum design and arrangement of secondary vocational colleges [10, 11]. If students are slow to adapt to the society and lack of EQ, even if they have obtained the certification of table tennis coaches, they cannot get a foothold quickly after graduation, which makes others have a false impression. Therefore, the curriculum design of sports vocational colleges according to the content of qualification examination and the actual needs of the society is helpful to realize the comprehensive improvement of students’ professional level and practical ability.

The second is to provide more training opportunities for students. With the rapid increase in the demand for table tennis coaches from clubs at all levels of society, many clubs begin to run schools jointly with sports vocational colleges [12, 13]. For example, they sign intention contracts with nongraduating students to provide opportunities for students to practice in their spare time. Students are paid 30% of their salary before they get the coach qualification certificate; after graduation, if the students pass the coach qualification examination, they can sign a formal labor contract with the enterprise, so as to achieve the goal of win-win.

The third is to help carry out the purpose of vocational education serving the society. The goal of vocational education is to train practical talents who can quickly adapt to the needs of society [14, 15]. Social demand is the basis and guidance of vocational education. It can be said that the rapid development of vocational education cannot be ignored except the support of national policies. Only by focusing on meeting the needs of the society, ensuring that the teaching behavior is highly compatible with the needs of the society, and actively integrating into the industrial chain of the club’s demand for table tennis coaches can the clubs at all levels truly feel the positive role of table tennis coach qualification courses in sports vocational colleges for their own development, so as to better realize the deep combination of the two.

3. Several Principles of Curriculum Innovation

To realize the innovation of table tennis coach post curriculum under the background of school enterprise deep integration is to redesign and develop the teaching content and activities of table tennis for students in higher vocational colleges according to the actual needs of all levels of clubs for table tennis coaches. At present, its implementation should follow the following principles.

3.1. Overall Promotion Principle. The post course of table tennis coaches in sports vocational colleges is mainly for the cultivation of qualified table tennis coaches in nonprofessional clubs [16, 17]. It emphasizes the promotion of the lower limit rather than the promotion of the upper limit. That is to say, students should pay attention to the basic training ability of young table tennis enthusiasts. Too high technical movements are not suitable for teaching in this course. Therefore, in the course design, relevant departments should scientifically grasp the difficulty degree of the whole course, so that students with weak table tennis skills can learn smoothly. The course goal should be that they can achieve it after making certain efforts.

3.2. The Principle of Professional Prominence. With the rise of all-round fitness, the social demand for all kinds of sports junior coaches has increased dramatically. In this context, sports vocational colleges have set up various sports coach post courses, and these courses are a more detailed analysis of the characteristics of the mass movement and the problems that coaches should pay attention to [18, 19]. Although this kind of curriculum design is comprehensive, it has virtually caused a huge waste of teaching resources, because there are many repetitions in the content of each project. If the coach position curriculum of each discipline incorporates it into the learning content, it will make the limited class hours more tense. Highlighting the principle of professional characteristics is to extract the similarities of various disciplines

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and put them into a separate curriculum system [20]. The post course of table tennis coach focuses on the characteristics of table tennis teaching, which not only helps to strengthen the impression of students but also better highlights the focus of curriculum objectives.

3.3. The Principle of Valuing Essence. The so-called “essence is not integrity” principle is that in the course design, students can be divided into several groups according to the technical characteristics or professional direction to carry out key teaching [21, 22]. For example, according to the different age stages of club customers, they can be divided into youth group coaches and adult group coaches. According to the different levels of table tennis technology of customers, it can be divided into basic coaches and promotion coaches, so that students can achieve specialization in a certain field, better than a little understanding in various fields. The setting of table tennis coach’s post curriculum should be innovative and abandon the “taking doctrine” of the syllabus. Teachers should not mix their own preferences too much in the curriculum design but should adhere to the social demand-oriented standard and highlight the respect for the specific needs of students, majors, and career development.

3.4. The Principle of Three-Dimensional Assessment. The teaching goal of table tennis coach post course is to help students understand and master the nature and content of table tennis coach work in advance. It is different from the general theory curriculum and practice curriculum, but a new curriculum system that integrates the two. Therefore, in the formulation of assessment standards and examination forms, we should fully consider the unique features of this course and flexibly adopt a combination of various assessment methods. Each student’s learning focus is different, and the assessment score should be adjusted, so that the assessment system can play a better role in guiding students’ learning focus. Only in this way can we better construct students’ ability system and strengthen their professional characteristics.

4. The Implementation Process of Curriculum Innovation

4.1. In-Depth Study and Grasp of the Market Demand. It is one of the bases of sustainable development for the industry to adjust its service strategy according to the needs of target groups. As far as the new course of table tennis coach post is concerned, the number of table tennis learners at all levels in our country is growing rapidly at the present stage. Their age, technical foundation, and other aspects are very different, and their demands for learning table tennis are not the same. This complex situation will inevitably need the corresponding teaching focus to meet. Even for the same learner, their learning needs will shift with the change of specific circumstances. Therefore, in order to better meet their needs, we must scientifically position the specific needs of customer groups, with the help of big data information to analyze and predict the market demand, through the analysis of the local table tennis learners and clubs’ demand for coaches, combined with the school’s own ability and expertise to implement the curriculum.

Although some clubs communicate with sports vocational colleges on specific needs, most of the communication is based on shallow basic information; not only the information provided is not comprehensive enough but also there is lack of accurate judgment of market demand. Their requirements for the training of coaches are more out of the short-term needs of their own clubs. Due to the lack of professional analysis, it is difficult to accurately locate the learning demands of table tennis learners, so that the design of table tennis coach’s post curriculum falls into a passive position. In order to get rid of this situation, it is necessary to deeply analyze the learning demands of different types of table tennis learners in the area covered by school graduates, so as to determine the emphasis on students’ courses. The division of learners should not be fixed but should be regarded as a dynamic type. There is a great cross between various types of projects. For example, learners who are divided into different types according to their technical level may be classified into the same type when they are divided according to their learning demands, which requires us to have a detailed understanding of the accurate information of market demand. Make the curriculum design more targeted and effective.

4.2. Innovative Ways of Cooperation. Guided by the “1 + x certificate” system, the ultimate goal of curriculum innovation is to realize the deeper exchange of school enterprise cooperation. Colleges and social sports clubs regularly hold information communication and coordination meetings to discuss the results of the stage cooperation and the problems found in it, so as to promote the running in of the two sides in the field of table tennis coach training.

In the contemporary society, the requirements for the job of table tennis coach are higher and higher, in addition to having a considerable level of table tennis technical and tactical ability, but also have a certain psychological counseling ability and knowledge of laws and regulations. Sports vocational colleges can cooperate with social clubs in the form of “role exchange,” with their own teaching to enhance the club’s existing coaches of psychology and laws and regulations to master the level of knowledge. From the data reflected in the questionnaire, the table tennis coaches who work in social clubs in our country at the present stage can be described as having various majors, as shown in Figure 1. They can be cultivated in this field through the combination of college education and self-learning. The former has the characteristics of knowledge system, formal teaching, and relatively mature teaching system. A longer learning cycle can help the existing coaches have a more scientific understanding and grasp of their own work under the guidance of professional teachers in colleges and universities. Self-learning is generally used for coaches who are short of spare time or work part-time in clubs [23]. Compared with the college education, although the theoretical depth of self-learning is insufficient, the learning time is relatively free, and the learning methods are relatively diverse, which can be improved by online video or reading professional
books. With the help of sports colleges and universities, clubs regularly assess them. As an important part of the exchange, sports colleges and universities can also take the club as the “charging pile” of their teachers and give full play to the function of the training platform. According to the advantages and disadvantages of each teacher’s technical ability and the areas they are good at, make targeted improvement plans, let them master the specific needs of first-hand table tennis learners, and help them to clarify their ideas and carry out teaching scientifically.

4.3 Establish Students’ Scientific Cognition of the Position of Table Tennis Coach. In this context, through the scientific curriculum design, exploring the teaching mode of course certificate integration and school enterprise interaction has become the demand of the times for the curriculum reform of table tennis coaches in contemporary sports vocational colleges [24, 25]. Through the investigation of the salary of table tennis coaches in social clubs from 2016 to 2020, we can find that whether they have professional qualifications and the level of teaching has a significant impact on the income of table tennis coaches, as shown in Figure 2. It can be seen from this that the salary level of most table tennis coaches is between 2K and 6K, and the salary of some elite-level coaches is relatively outstanding.

Through the questionnaire survey of sports vocational college students, it shows that a considerable number of students do not know the specific characteristics of table tennis coaches; their cognition of the post is only out of their own understanding of table tennis. Some even make the work of all kinds of sports coaches the same. This kind of cognitive deviation is very disadvantageous to the smooth progress of the course teaching, as shown in Figure 3.

As can be seen from Figure 3, students’ understanding of the nature of the work is relatively low on the whole. In the survey, 60% of the students choose not clear, 23% of the students have a certain understanding, and only 17% of the students think they have a more in-depth understanding. Therefore, in the innovation of the curriculum, we should pay attention to improve the teaching content of table tennis coaches’ cognition, so that more students can better understand the work of table tennis coaches.

The important goal of setting up the post course of table tennis coach is to help students establish a scientific understanding of the nature of the job, which affects whether students can adapt to the job at the first time after graduation [26, 27]. In the process of curriculum design, especially in the interpretation of the nature of work, we should never skim the surface or cover everything but strive to achieve the organic combination of “strategy” and “precision.” In the specific teaching process, it should be carried out according to the relevant characteristics and work content of table tennis coaches and use scientific solutions and rich practice to increase students’ sense of experience. Only through their own personal experience students can better understand the connotation of table tennis coach work, so as to lay a good foundation for future work. At the same time, students should also understand that their efforts at this stage are closely related to the salary they will receive in the future [28].

5. Conclusion

On the basis of sorting out the research results at this stage, this paper has mastered more detailed data in this field through questionnaires and put forward a highly feasible development strategy based on the prediction of industry development. It can effectively promote the solution and development of the important problem of the reform of the table tennis teaching curriculum system in colleges and universities. Under the background of deep integration of school and enterprise, the innovation of table tennis coach post curriculum must adhere to the goal of meeting the actual needs of the society for talents. Combined with the overall development trend of table tennis training market in the graduate radiation area, the overall layout of curriculum design is carried out based on the strength of colleges and the level of teachers, and the curriculum system of
supply and demand is constructed, so that it can more comprehensively meet the needs of the market and promote the sustainable development of table tennis in China. In the next step of research, I will continue to track the table tennis clubs that have carried out the promotion strategy and find out more feasible improvement methods by comparing and analyzing the clubs that have not carried out this strategy.

**Data Availability**

The datasets used and/or analyzed during the current study are available from the corresponding author on reasonable request.

**Conflicts of Interest**

It is declared by the authors that this article is free of conflict of interest.

**Acknowledgments**

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