

41 Survey of table tennis optional course and teaching staff situations in colleges and universities in China

X. X. Zhan¹ and W. S. Ran²

¹Physical education department, Suzhou Science and Technology University, Suzhou, China, 215011. *bonnielr2@163.com*.

²Physical education department, Peking University, Beijing, China, 100871.

1 Introduction

As a national ball game, ping – pong is one of the most popular bodybuilding sports in China. With the deepening of PE's reform in higher learning institutes, it has spread with its popularity in colleges and universities for its characteristics of fit – keeping, interesting and entertaining. The paper discusses the survey on the ping – pong optional course and Teaching Staff Situations in Colleges and Universities, which aims at finding out the present situation of ping – pong optional course, and giving some suggestions.

2 Methods

(1) Questionnaires: to design a questionnaire to consult PE teachers or those who in charge of PE department in 37 colleges and universities in china.

(2) Interview: to interview PE major teachers in PE colleges and some PE teachers in other universities.

(3) Mathematic statistics: to take mathematic statistics for the survey

3 Present situation of ping – pong optional course in colleges and universities

3.1 The situation of ping – pong course and teaching condition

According to the investigation in 37 colleges & universities, 31 of them have ping – pong course, which accounts for 83.78%. The universities that give the course have facilities in different locations, such as sports stadium, ping – pong room or large classroom for ping – pong; while some schools don't provide ping – pong course, because they attach less importance to ping – pong,

or due to poor teaching condition such as lack of space or teaching staffs. In general the ratio of universities that provide ping - pong course is comparatively high in mid and eastern region while low in western region of China.

3.2 Basic situation of teaching staff of ping - pong course

Of the 31 colleges and universities that give the course, there are totally 106 ping - pong teachers. Among them, 31 teachers (which makes up 30% of the total) graduated as ping - pong majors. The rest are in other PE majors, such as basketball, volleyball, football, gymnastics, track and field, etc, among them more than 1/4 ping - pong teachers are track and field majors. This indicates at the same time track and field events' present situation in colleges and universities. Although track and field event is good for bodybuilding, practical results and facilitation for physical exercise, few students choose this course as optional for their lack of interest. That leads to the result that professional teachers of track and field change to teach ping - pong for the latter is rather popular in colleges and universities.

At the same time, it is obvious that ping - pong teachers are comparatively old. Among 106 teachers, those who are over 45 make up 40% of the total. This phenomenon, I think, has something to do with people's cognition. It is generally believed that ping - pong is an indoor sport which requires less movement. For the sake of taking care of the old teachers, they're usually given the priority to teaching ping - pong on condition that there are no professional teachers or any other suitable persons. It has been investigated that over 10 ping - pong major students are recruited in Peking Physical Culture Institute every year, and other PE colleges have the same situation, too. Some local PE colleges or departments don't have ping - pong major, or only recruit few students even if they have the major. Due to the popularity of ping - pong and social need, the contradiction between offering and requiring leads to the short of professional teachers.

4 Strategy and Suggestions

(1) The difference of the ratio of having ping - pong course in colleges and universities between eastern region and western region of China is not only affected by the condition of running a school, teaching resources and so on, but also has something to do with the situation of local finance, and the investment of government. It is expected that with the development of western region and the increase of investment put into western region education, the resources and condition of education will be improved in western area.

(2) Faced up with a series of transform in PE's major in colleges and universities, the PE colleges or departments should make respective adjustment in

the construction of teaching resources and the cultivation of talents. For the potential PE major with good prospects and social demand like ping – pong, more attention should be given either financially or physically to train more qualified people.

(3) It is needed to strengthen the training of working ping – pong teachers. The nonprofessional ping – pong teachers have accumulated plentiful teaching experience and practical ability after many years' teaching practice. Faced up with the development and innovation of ping – pong, it is also needed to strengthen the study and master professional knowledge as well as practical skills, try their best to demonstrate precisely and explain scientifically with possessed knowledge and skills. They also need to try to develop and use multimedia courseware to broaden students' vision and compensate the inadequacy of teaching and optimise teaching.

(4) Another advice is to recruit those sport talents, especially good ping – pong athletes to dedicate themselves to PE in college and universities. China is well – known for its ping – pong for many years, huge resources, either mentally, physically or financially have been put to train professional ping – pong athletes in National ping – pong Team, Youth Team, as well as in teams on provincial level. Therefore, a lot more professional personnel have been turned out. Yet, after they finish their career as professional ping – pong players, only a few of them become coaches or go abroad to play ping – pong. Most of them take the social jobs or go to schools for further education. An overwhelming majority of them take up profession or education, which have nothing to do with ping – pong. For example, many professional ping – pong players chose Non – PE College or major for further education after they left the team. It's a big waste of professional resources for them to compete in other majors with long years, learned and better academic achieved students, some off – career ping – pong players are unwilling to take PE teaching as a profession has something to do with their value for choosing jobs, and social identification for PE teachers. The case is that on the one hand there is a big demand for college ping – pong professional teachers, while on the other hand there is a big loss and waste of senior, well – trained ping – pong personnel. How to combine and balance the two sides need a better bridge for communication and coordination. What I can do here is to raise the question and to give suggestions. It is expected that the experts and leaders in National PE Head Bureau and the Administrative Center of ping – pong and badminton can consider the problem.