

Reflections on the Future Impact of China's 'Double Reduction' Education Policy

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Abstract

Recently, China issued the "Opinions on Further Reducing the Burden of Students' Homework and Off-campus Training in Compulsory Education" (hereinafter referred to as the "double reduction" policy). This policy aims to improve education quality, implement the carry out the essential task of virtue education and construct a satisfactory ecological environment of education. This article provides a preliminary analysis of the content and impact of the "double reduction" education policy.

Keywords

Double Reduction; Education Policy; Analysis.

1. Introduction

Education is a national plan as well as a people's livelihood. For thousands of years, education has occupied an important position in national development, especially since the promulgation of the Compulsory Education Law thirty years ago, society has paid more and more attention to the physical and mental health and overall development of children in compulsory education. However, in recent years, primary and secondary school students have faced an excessive burden of homework and out-of-school training, and parents have been overburdened financially and energetically, resulting in educational tragedies and psychological problems. The 2020 edition of the Blue Book on Mental Health, China National Mental Health Development Report (2019-2020), published by the Institute of Psychology, Chinese Academy of Sciences, shows that 95.5% of primary school students, 90.8% of middle school students, and 84.1% of high school students in China do not meet the sleep duration standards. Meanwhile, the detection rate of depression among adolescents is 24.6%.[1]

In addition, the current "tutoring trend" popular in the whole society provides the soil for the crazy growth of training institutions, but some out-of-school training programs charge high fees, too much capital integration also has a greater risk of hidden danger, management chaos, take advantage of the opportunity to enrich is the norm of many training institutions, "refunds are difficult". The "double reduction" policy has been implemented in the past. The promulgation of the "double reduction" policy, on the one hand, shows the importance the state attaches to the physical and mental healthy growth of young people, on the other hand, it also shows the public's determination to rectify the chaos of educational institutions and industries. This is crucial for the future development of students, parents, schools and the country.

2. Connotation and Objectives of the "Double Reduction" Education Policy

2.1. Connotation of the "Double Reduction" Policy

The fundamental attribute of education is equal interaction rather than discipline and control, and the essence of education is to cultivate people. Basic education is a purely public welfare education that cultivates students' learning attitudes and methods, develops students' core

literacy, and promotes students' all-round development, and its "people-oriented" educational reform concept is also the foundation for promoting subsequent stages of education.[2] However, the current educational balance in society has been disrupted to some extent, and the focus of education has shifted away from comprehensive human development to the consolidation and expansion of a consumer society. The operation and development of public education has deviated from the inherent laws of educational development and has become driven and manipulated by the consumer chain. The selection function of education has overshadowed the development function, and the commodity attribute of education has replaced the public welfare attribute, which is not only contrary to the concept of basic education reform, but also a banishment of the essence of education. The promulgation of the national "double reduction" policy is a corrective to education, prompting basic education to return to the heart of "establishing morality and educating people", the core meaning of which points to the development of human beings and the return of the essence of education for nurturing people.

2.2. Objectives of the "Double Reduction" Policy

"The real condition for education reform is the return of human beings." The proper meaning of education is to promote the development of human society through the development of individual students. Confusion about the nature of education can lead to the elimination of educational goals, and the reduction of the burden is not only a behavioral requirement, but also the implementation of the concept and the recovery of educational goals.

The concept of "double reduction" highlights that the ultimate goal of education is to promote human development, therefore, measures such as "eliminating homework", "regulating supplementary lessons" and "prohibiting Therefore, for measures such as "eliminating homework", "regulating remedial classes" and "banning ranking", the "negative" should be defined according to the actual objective evaluation and subjective feelings of students, and a reasonable and effective way to reduce the burden in a high quality and efficient way, under the premise of following the laws of education, focusing on students' healthy physical and mental growth, and upholding the concept of people-oriented education. Students' learning tasks in the classroom and school are sufficient for basic education, forcing students to take a lot of extra classes, neglecting their physical health and hobbies, and limiting their future development. Only when students' learning returns to the classroom and school, the educational burden on families is significantly reduced, and the pressure on students is relieved, can education play a real role in promoting students' physical and mental health and all-round development.[3]

3. The Impact of the "Double Reduction" Education Policy on Multiple Parties

3.1. Education and Training Institutions

The pessimistic sentiment of the education and training industry in academic subjects has led to discussions on the development prospect of the industry. On the one hand, the stocks of the education and training industry plummeted after the policy was released, and public opinion generally believed that the policy would not only have a direct impact on the subject-based education and training industry at the compulsory education level, but would also have an impact on future capital investment in the education industry, thus making the overall evaluation of the industry more pessimistic. Scholar Fang Fang suggested that the "double reduction" policy on the governance of out-of-school training institutions essentially requires education to "de-capitalize" and return to the public welfare of education; training institutions are required not to chase profit maximization as the only goal, but to cultivate and build talents as the core The goal is not to maximize profit as the only goal, but to cultivate and build talents

as the core goal. In the short term, off-campus training institutions need to "break their arms to survive" and seek a new development track. On the other hand, the direction of industry transformation is unclear, and the wave of unemployment of practitioners is coming one after another. After the release of the "double reduction" policy, the media reported that New Oriental and Xuezhong education brands have decided to lay off staff, Good Future and Programming Cat have carried out business and personnel adjustments, and some small institutions have chosen to shut down or downsize their stores, and a large number of practitioners are facing the risk of unemployment.[4]

3.2. Impact on Schools and Teachers

On the one hand, the "double reduction" policy has clearly defined the responsibilities that schools should take on, including focusing on improving the quality of teaching, homework management and after-school services, which requires more content and higher standards for schools. Schools have to take on more work responsibilities and face greater work pressure. At the same time, the general lack of confidence of the community in the quality of education and services provided by schools has exacerbated the pressure on schools. On the other hand, the "double reduction" policy imposes new requirements on the level of after-school services, the quality of classroom education and teaching, and the participation of teachers in after-school services. In some districts, schools are required to provide at least two hours of after-school services each day from Monday to Friday, to implement a flexible school leaving system, and to provide extended care for students with special needs. This inevitably extends teachers' working hours and increases their workload, and may mean a heavier workload for teachers.

4. Considerations for the Future Development of the "Double Reduction" Policy

4.1. A New Balance between Quality Education Standards and Learning Pressure

One of the ten development strategies proposed in China Education Modernization 2035 is to "develop quality education with Chinese characteristics and world advanced level", and accordingly, it is proposed to improve the education quality standard system and develop education quality standards that cover the whole school period, reflect the world advanced level and meet the characteristics of different levels and types of education, especially to establish and improve. In particular, it is mentioned that academic quality standards and physical health standards for various subjects in primary and secondary schools should be established and improved. This can be regarded as a positive standard to guide and regulate the quality development of basic education.

However, learning also needs to be moderately burdensome. Psychological research shows that learning pressure and learning efficiency are related in an "inverted U-curve", where appropriate pressure or burden can help improve students' learning efficiency, while excessive burden can lead to an infinite decrease in students' learning efficiency. Based on this relationship, finding a balance between positive quality standards and negative over-limit warnings is an important scientific basis for ensuring students' learning effectiveness. Therefore, while developing quality standards, it is important to develop reasonable standards and measurement indicators for classwork or academic load to avoid subjective determination and expansion of load reduction. At present, some researchers have used mathematical methods to establish a prediction model for monitoring the schoolwork burden of primary and secondary school students and try to grade the lightness of students' schoolwork burden. With scientific and reasonable academic burden standards, it is possible to find an appropriate balance according to the individual and the curriculum.

4.2. Build a Good Education Ecosystem to Help Schools Improve Teaching Quality and Service Content

Firstly, we should promote students' "load reduction" through classroom efficiency. Good teachers and good curriculum are the key to classroom effectiveness. Therefore, on the one hand, the education administration should regulate teachers' job responsibilities and working hours, and also regulate teachers' salaries, benefits, training and leave, and other rights and interests, so as to avoid the failure of supporting measures to keep up and the phenomenon of "load reduction" becoming "load increase" instead. This is to avoid the phenomenon of "increasing the burden" instead of "reducing the burden".

Second, to empower grassroots teachers, through skills training, business exchanges, expert guidance and other paths to improve teachers' teaching skills, curriculum quality, from capacity building to enhance the overall quality of teachers, to alleviate the "double reduction" policy to give teachers the ability to challenge.

Third, optimize the curriculum to develop students' comprehensive literacy. In the past, students were bound by a "culture of hard work" and were deprived of leisure time. In the "double reduction" policy environment, "reducing the burden" means giving students more leisure time and arranging quality, individualized free activities. The curriculum can be further optimized by integrating the resources of teachers in schools and procuring the services of off-campus training institutions, attracting students to participate in after-school elective courses and club activities, meeting their individual needs in art, science and sports, and developing their comprehensive literacy.

5. Summary

For a long time, the problem of students' excessive academic burden has been accompanied by the advancement of China's education process, and has been dynamically recurring in different phenotypes, persistently hindering the process of China's basic education reform. The emergence of the burden reduction problem is only a symptom of education, but the essence is that there is something wrong within education. Therefore, this paper argues that the only way to truly return compulsory education to its essence is to reconstruct a good ecology for students' healthy growth and to jointly promote and guarantee their all-round development.

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