

The Effectiveness, Difficulties and Countermeasures at the Level of Primary and Secondary Students in the “Double Reduction” Policy Implementation Process

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Abstract: The effect at the student level has been remarkable, Since the implementation of the “Double reduction” policy, for example, primary and secondary students' recognition and satisfaction to the “Double-reduction” policy are higher, students' learning time is reduced and learning effect is improved obviously, primary and secondary students' homework quantity is reduced and difficulty is reduced obviously, delaying service after school and parents' caring for primary and secondary students are remarkable. However, due to subjective and objective reasons, some primary and secondary students do not have enough understanding of the “Double reduction” policy, and many primary and secondary students are weak in self-discipline and willpower to resist bad temptation, some primary and secondary students' “Double-reduction” adaptability is insufficient, and many primary and secondary students' learning quality is not high, we should improve comprehensively students' understanding of the “Double-reduction” policy, train and exercise comprehensively primary and secondary students' self-control ability, improve comprehensively students' adaptability to the “Double-reduction” policy, and improve comprehensively students' self-study ability.

1. Introduction

The compulsory education is the foundation of the country's future development and the cradle of talent training, its quality is not only related to the healthy growth of hundreds of millions of children, but also to the development and rejuvenation of the nation. Since 24 July 2021, General Office of Central Committee of the Communist Party of China, Council General of State Department enacted and implemented “Opinions on further alleviating the workload of compulsory education students and the burden of off-campus training”(hereinafter referred to as the “Opinions”)^[1], the implementation of the “Double reduction” action is in full swing throughout the country, and good results have been achieved so far, for example, the empirical research showed that the “Double reduction” policy had been widely accepted since it was implemented more than one year

ago, the primary and secondary students' homework burden has been effectively reduced, and the satisfaction degree of after-school service is high ^[2].

However, there are also some difficulties in the implementation process, such as "The role of schools as the main position of education has been weakened, and the educational ecology has been damaged seriously" ^[3] due to various subjective and objective reasons, which has become a thorny problem to be urgently resolved. This is particularly true for compulsory education students, who are the biggest beneficiaries of the "Double-dip" compulsory education. What have they achieved in the implementation of the "Double reduction" policy? What are the dilemmas? How to deal with it? Will the "Double reduction" policy give students the goal of work at the student level be achieved on time? These have become a hot issue of the community's close attention.

2. The Effect at the Student Level Since the Implementation of the "Double Reduction" Policy

The effect at the student level is very significant with the joint efforts of the government, schools, parents and students since the implementation of the "Double reduction policy. As follows:

2.1 Students Have a High Degree of Recognition and Satisfaction with the Policy

One of the goals of the implementation of the Opinions is to improve "people's satisfaction with education" ^[1], which is a comprehensive index to measure the implementation effect of "double reduction". Students as A witness of "double reduction" policy, which is also a member of the masses of the people, their satisfaction is the important indicators of " double reduction " policy implementation results, the "opinions" implement for more than a year, the vast majority of students are happy, have involved actively in implementation of " double reduction " policy, their schoolwork burden reduced obviously, learning energetic, Learning has also improved significantly, according to the recent empirical survey of authoritative institutions: the approval rate of students for the "double reduction" policy is as high as 96% ^[2].

2.2 The Students' Learning Time Is Reduced and the Learning Effect Is Improved Significantly

The second goal of the implementation of the Opinions is to reduce effectively the excessive homework burden of students ^[1], which is an important index to measure the implementation effect of "double reduction". The time of students spend on studying in and out of class has been drastically reduced, a lot of the school's head teacher asked the students to the classroom before the time of the school arrange schedules in the past, the phenomenon of early class, delayed class, delayed class and so on disappeared basically since the "double reduction" policy promulgated, morning reading, morning reading before morning reading, morning self-study, evening self-study and other learning links and hours have been significantly reduced, or even disappeared, since the implementation of the double reduction policy; The amount of homework assigned by teachers has plummeted; In addition to the key regulation and supervision of education authorities, and the reduction of cooperation between off-campus tutoring institutions and parents, the number and time of extracurricular training of students have been significantly reduced, and the amount of free time has been increased. As a result, the total number and time of students' learning in and out of school have been significantly reduced. At the same time, students "liberated" from the overloaded schoolwork burden, they have more time to develop their own interests and hobbies, learning more energetic, coupled with the teachers teaching after the implementation of the "double reduction" policy design more standardized and reasonable ^[4], the teaching effect is improved obviously, students' learning efficiency, learning effect and quality are improved significantly.

2.3 The Reduction in the Number of Courses and the Reduction in the Difficulty of Students Have Achieved Remarkable Results

The third goal of the implementation of the Opinions is to make homework assignment more scientific and reasonable ^[1], which is also an important index to measure the effect of "double reduction" and a severe test for teachers. After the implementation of "double reduction", the amount of students' written homework has been reduced significantly, punitive and mechanical repetitive homework have disappeared basically, but practical homework has increased. The number of exams is reduced suddenly. In the past, the daily practice, weekly test, monthly test, special exercises, unit tests, comprehensive exams are reduced, and even the midterm exam gone, only the final exam, and the results of students are not disclosed publicly after the exam. Relevant empirical survey data also showed: after "double reduction", the amount of homework of primary and secondary school students is reduced significantly ^[5]; In terms of difficulty and ease of study, the difficulty of the course of study is obviously reduced, the deviation of the problem is reduced, the difficulty coefficient of the test paper is reduced, and the average score of the students is increased. Relevant empirical investigation data also confirm that the quality of "limited operation" has been effectively improved after the "double reduction" policy ^[6].

2.4 After-school Services and Parents' Care for Students Have Achieved Remarkable Results

The fourth objective of the implementation of the Opinions is that after-school services can meet basically the needs of students and reduce effectively the burden on parents ^[1]. This target is mainly aimed at schools, it is a new requirement and new task put forward to schools. In fact, after the implementation of the "Double reduction" policy, schools at all levels of the compulsory education have increased a lot of investment, after-school delay services have been carefully arranged and practically carried out. Schools with insufficient conditions are also actively creating conditions for this work. Most students are even more enthusiastic and actively participate in after-school delay services, limited extra-curricular assignments were basically solved within the school's extended service hours. Assignments that were not understood or could not be done had teachers present to guide them. The task of parents at home urging their children to complete their extra-curricular assignments was reduced, or even eliminated, some parents have also more convenient times to pick up their children. Relevant information also shows that the implementation of the "Double reduction" policy after the first anniversary in Sichuan, the after-school service system has been established fully, the participation rate of students in after-school service reaching 98.7%, the satisfaction rate of parents who participated in the after-school service was 96.4% ^[7]. "Students are also more satisfied with after-school services" ^[8]. At the same time, the majority of parents to help children homework tasks reduced, and children exchange time increased, care and care for students overall development, parent-child communication is more harmonious. Relevant data also showed: most parents could guide their children to do some housework, develop parent-child reading and outdoor activities, enhanced parent-child communication ^[8].

3. The Student-level Dilemma in the Process of "Double Reduction" Policy Implementation

The ultimate goal of the "Double reduction" policy is to lighten the burden of students' schoolwork and promote their all-round and healthy development, although the "Double reduction" policy has achieved good results since its implementation, there are some obstacles in the policy's improvement, social environment, schools, teachers, parents, students and other levels in the implementation process, in particular, as the beneficiaries and implementers of the "Double Reduction" policy, students are also faced with many difficulties in the implementation process. As

follows:

3.1 Some Students Did Not Have Sufficient Knowledge of the “Double reduction” Policy and Did Not Have a Proper Understanding of the Policy

Due to their young age, lack of social experience, immature mental development and insufficient ability to judge things, in addition, the strength, breadth and methods of the publicity of the “Double reduction” policy are not well integrated with the students' actual situation, which leads to many students' insufficient understanding, lack of understanding and improper implementation of the “Double reduction” policy, the survey data also shows that “Students' awareness of the double-reduction policy is relatively low”^[8]. There are even many students understand and implement mechanically and unilaterally the “Double reduction” policy, they believe that the “Double reduction” is the state to encourage and guarantee students to sleep more, play more, do less homework, less examinations, teachers and parents can not control themselves too wide and tight, the less homework assigned by teachers, parents let students play which the “Double reduction” policy is executed well, as a teacher pointed out: “Many students think that 'double reduction' is to allow students to play freely, free themselves”^[9]. To some extent, these affect also the implementation of the “Double reduction” policy.

3.2 Many Students Did Not Have Strong Self-discipline, Had Poor Self-Control and Low Self-Control

Students at the compulsory education stage were generally poor in self-control and self-control. However, they were active, curious and more easy to accept freshman affairs. They were also weak in distinguishing right from wrong and in resisting undesirable temptations, once there is no separation or away from the strict supervision and supervision, many students do not want to learn, even if the work is reduced, they do not either want to seriously. Once they are not separated from or far from the strict supervision and supervision, many students do not want to study, even if the homework is reduced, they do not either want to take it seriously, Coupled with the student-oriented concept and some students or parents hit and scolded teachers, students suicide and other malignant events, teachers do not dare to intervene, do not want to intervene, do not care about students, examples of parents spoiling their students are also common. Especially in the “No matter how bitter can not bitter children,” under the control of the concept, many parents are trying to meet the needs of children, students is “Little Prince, Little Princess” of their home, which is not a minority. Especially in the era of internet information, it is common for students to spend their free time playing mobile phone games or browsing unhealthy information in the name of study. After all, children are minors, the ability of resisting the temptation of the network bad information and electronic products is weak, which affects also the effect of the “Double-reduction” policy in some extent. As the teacher said: “As far as I know, some students think losing is reducing the burden, our class has a lot of students to play the phone or the computer after school, self-learning consciousness is not strong”^[9].

3.3 Some Students' Lack of Adaptability to "Double Reduction"

Due to exam-oriented education for a long history, many students get accustomed to "cramming" type of teaching, accustomed to the workbook, used to study over and over again and several rounds of testing knowledge, learning by rote lack exploring spirit and self-consciousness, self-determination and subjective initiative of learning, once learning less time and reduce the frequency of the test, the study of form and space changed, The quality of learning is difficult to

guarantee. In particular, the independent learning ability is poor, no teacher to teach, they do not know where to start, the remaining time out of the school feel at a loss after "double reduction", they do not know how to kill, showed the "double reduction" of obvious in adaptability. Such "double reduction" main adaptation refers to the improper understanding of "double reduction" and the connotation of learning, and the students fail to take the initiative to learn in accordance with the requirements of "double reduction"^[10]. Relevant data showed also that many students not only have an improper understanding of "double reduction", understand the connotation of learning under "double reduction", but also have a weak awareness of active learning after the practice of "double reduction", which led to the unsatisfactory implementation effect of "double reduction"^[10].

3.4 Many Students Study in Low Quality

The goal of "double reduction" on the student level is to reduce students' workload, improve students' learning efficiency and improve students' learning quality. However, due to the immature physical and mental development of students in the voluntary stage, their correct and reasonable learning outlook has not been formed fully, and the learning methods and ways before "double reduction" are difficult to change in a short time. Students have more autonomous learning time, learning form and urged the space-time change, learning content and learning evaluation index change is sometimes difficult to adapt to, quite a few students homework completion and comprehensive evaluation result is not ideal enough, quite a few students can not completely meet the personalized learning requirements after " double reduction ", which reflects a lot of students' learning quality is not high in a certain extent, As the relevant parents pointed out: "Without written homework, my son often skipped the recitation and reading tasks assigned by the teacher after class. If I asked again, my son would prevarication with 'I will do it', until it was really investigated, it was found that my son did not do the homework well"^[8], which is still a certain gap with the goal of "double reduction".

4. The Coping Strategies of Student Level Dilemma In the Implementation of the "Double reduction" Policy

In view of the above Dilemma on the student level in the implementation of "double reduction" policy, we should take practical measures to deal with it on the basis of an objective and comprehensive analysis of its causes.

4.1 Improving Comprehensively Students' Understanding of the "Double Reduction" Policy

First of all, as the maker, executor and supervisor of the "Double reduction" policy, the competent education department should strengthen comprehensively the publicity and educational deployment of the "Double reduction" policy for students, adopt flexible and diverse ways to publicize effectively the "Double reduction" policy, especially strengthen the publicity and breadth of the "Double reduction" policy for principals and teachers, and urge the implementation of the policy at the school level.

Secondly, the school should publicize widely, deeply, meticulously and appropriately the "Double reduction" policy among students and parents in a timely manner, and decompose the specific tasks of publicity and education into four levels: grade, class, head teacher and teacher, and urge them to implement those tasks.

Finally, the head teacher and the teacher should combine their daily activities with the physical and mental characteristics of the students to promote the significance, purpose, content and student level precautions of "Double reduction", to help students understand correctly, fully and accurately

"Double reduction", to understand deeply the connotation of independent learning, clarify the students' learning requirements and goals and tasks under "Double reduction", and guide students to actively participate in it, cooperate actively with the "Double reduction" policy to implement, take root, sprout and grow healthily at the student level. Only when students work together with the government, schools, teachers and parents, and cooperate closely, can the "Double reduction" achieve real results^[8].

4.2 Cultivating and Exercising Students' Self-Control Ability in an All-Round Way

First of all, students should cultivate and exercise their good will quality in an all-round way. Good will quality is the perseverance and boldness of a person to persevere in action, to persevere in the end without fear of hardships and temptations, and the basis for personal growth. In the practice of "double reduction", when students have more time to control, they should be more clear about the purpose of learning, set consciously a lofty ideal, take on the important task of learning, take the advanced figures as examples, look at the learning model, and constantly overcome the difficulties and difficulties in the learning process, Consciously resist the bad temptation, persevere, and carry out the study to the end.

Secondly, students should make careful time arrangements and detailed learning plans, develop good living and learning habits, be diligent in thinking, explore effective learning methods to suitable for themselves, and improve constantly their learning ability.

Finally, students should abide by strictly the rules and regulations of the school,implement consciously their own life and study plans, adhere to self-reliance and self-reliance, temper their own learning will, and enhance constantly their self-control against interference and temptation, so as to achieve the realm of learning self-confidence.

4.3 Improving Comprehensively Adaptability of Students' "Double reduction"

Perry, K. E and Weinstein, R. S, foreign experts, believe that the ways to improve students' adaptability generally include improving the school environment and class environment, stimulating learning motivation, paying attention to peer relations and adult relations, playing the role of self-regulation, etc^[11]. Several methods were proposed by two foreign experts have good reference and reference value for improving comprehensively students' "Double reduction" adaptability. We can also take some countermeasures in the aspects of students' self-regulation and concept change, improving students' learning environment, optimizing the relationship between students and adults, etc. to improve comprehensively students' "double reduction" adaptability.

First of all, students should adapt to and practice the learning connotation and specific requirements under the "Double reduction", and improve their "Double reduction" adaptability. Under the "double reduction", the connotation of learning has changed from simple knowledge and skills learning to opportunities and ways to enrich students' practical experience, improve students' ability to solve practical problems with the knowledge they have learned, and form correct values^[12]. In view of this, the majority of students should change consciously and actively their learning concepts, from the passive learning of "I want to learn" by the former teachers and parents to the active learning of "I want to learn"; At the same time, students should take also the initiative to accept and cooperate with teachers' guidance and help modestly, and strive to master a variety of learning skills, such as being good at cooperating with others, seeking actively guidance and help from teachers, parents, classmates and convenient network resources around, so as to improve comprehensively their "Double reduction" adaptability.

Secondly, the school should set up students' academic career planning and development courses to lead and guide students to adapt to the learning environment and learning requirements under

"Double reduction" through the education and teaching of academic career planning and development courses, so as to improve their "Double reduction" adaptability. Compulsory education schools can set up independently some courses or lectures on the theme of "self-recognition and learning, learning ability training" according to the actual situation of the school and the specific requirements of "Double reduction". At the same time, the school should provide also students with docking academic career planning and development instructors to guide students to learn independently, consciously, scientifically and effectively, so as to help students improve their "Double reduction" adaptability.

Finally, we should cultivate and exercise students' "Double reduction" adaptability through high-quality after-school services and lectures. According to the specific requirements of "Double reduction", compulsory education schools can base themselves on their own foundation, create actively conditions, adapt to the needs of "Double reduction", innovate constantly the classroom teaching mode and after-school service forms, or purchase after-school services, go all out to improve the after-school service quality, and meet the after-school service needs of students. We can make full use of also holidays, entrance education, theme class meetings and other opportunities to guide students to adapt to autonomous learning under the "Double reduction" by conducting relevant experiential on-site teaching, inviting students with strong adaptability to the "Double reduction" to give experience presentations or experts to give lectures and other forms, so as to improve comprehensively their "double reduction" adaptability^[12].

4.4 Improving Students' Autonomous Learning Ability in an All-round Way

Firstly, stimulating students' interest in autonomous learning. Interest is the best teacher. Therefore, when teachers prepare lessons, especially when teachers design homework, they should understand fully students in advance, and understand deeply their characteristics, psychology and emotions, as well as their learning foundation and needs. Based on these elements, teachers should prepare carefully lessons, combine organically students' interests, and design carefully high-quality homework and test questions that most students can understand, learn and test. This can not only stimulate students' interest in learning, but also show their fun in learning. It can also improve comprehensively the quality of teaching and learning, and students can also improve invisibly their independent learning ability from their interest in learning.

Secondly, building a harmonious teacher-student relationship and a harmonious family relationship. School and family are the main places for students to learn independently. Harmonious teacher-student relationship and harmonious family relationship can provide a good external environment for improving comprehensively students' ability to learn independently. As far as students are concerned, they can only trust their teachers if they are close to them. The relationship between teachers and students is harmonious. Only when students are interested in and close to their teachers can they be happy to listen to their teachers' lessons and cooperate actively with and follow up their teachers' teaching rhythm. Only when teachers assign self-study and study tasks can they complete consciously and actively them, so that their self-study ability can be improved gradually under the guidance and guidance of teachers. At the same time, a harmonious family relationship can also provide students with a high-quality autonomous learning environment. If there is any learning content that they do not understand or are uncertain about, students can go to the hall to ask their family members or ask them to help solve the problem. Students' autonomous learning ability has also been improved accordingly invisible.

Finally, we should design carefully high-quality homework, test papers and high-quality autonomous learning programs to cultivate, exercise and enhance students' autonomous learning ability. Homework and examination are important links in teaching activities, the main basis for

testing and measuring the quality of teaching work, and the key points for implementing the "Double reduction" policy and improving the quality of compulsory education. Therefore, teachers should design carefully high-quality homework and test papers according to the requirements of "Double reduction" to cultivate, exercise and enhance students' autonomous learning ability. The specific countermeasures are as follows: First, we should design carefully high-quality homework and exams that not only meet the requirements of the curriculum syllabus, the needs of talent training objectives and students' characteristics, but also meet the needs of students' learning and all-round development, and that are of moderate quantity, duration and difficulty, so that students can cultivate constantly, exercise and improve their independent learning ability in the daily high-quality homework and exam process; Second, teachers can collect comprehensively students' learning needs and real ideas, combine fully students' interests and foundations, design scientifically learning programs suitable for students, and let students carry out actively inquiry learning on the basis of interest driven and existing, so as to improve the effectiveness of students' independent learning ^[4].

5. Conclusion

In a word, the students' academic burden has been reduced, the after-school curriculum training institutions have been managed effectively, and the overall development of students has also achieved some results for the implementation of the "double reduction" policy. Students benefit really a lot. But some practical difficulties at the student level under the "Double reduction" can not be ignored. How to improve comprehensively students' understanding of the "double reduction" policy, cultivate and exercise comprehensively students' self-control, comprehensively improve students' "double reduction" adaptability, and improve comprehensively students' autonomous learning ability has still a long way to go.

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