

A Study on the Obstacles and Countermeasures of Implementing the Double Reduction Policy under the Guidance of Educational Goals

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Abstract: In China, the situation where students face excessive academic pressure and there are too many extracurricular tutoring classes has received widespread attention, but there are still some obstacles during the implementation of the Double Reduction Policy. Based on these, this study mainly discusses the issues teachers and parents should pay more attention to in implementing this policy. It has been analyzed that students' learning enthusiasm still needs to be stimulated, lessons need to be designed better, teachers have not received enough training, the interaction with teachers needs to be strengthened, and cooperation between parents and teachers needs to be more tacit. Based on this, the study also puts forward some potential solutions to address the problems from the perspective of teachers, students, and parents, specifically focusing more on the effectiveness of lessons, the needs of different kinds of students, and strengthening the correct understanding of the policy by both teachers and parents.

Keywords: Double Reduction Policy, Educational Goals, Teachers

1. Introduction

Education, a particularly important term worldwide, is not only the cornerstone of human progress but also irreplaceable importance. In China, education is highly valued for its extreme importance to national prosperity, national rejuvenation, social progress, and people's happiness. Therefore, to promote the physical and mental health of students and help them reduce their academic burden, China has introduced the Double Reduction Policy in 2021, which mainly aims to alleviate the academic pressure of students and the anxiety of parents [1]. Furthermore, the policy is also aimed at improving the level of after-school services and better regulating the behavior of after-school tutoring. However, during the implementation process, corresponding problems arose due to inadequate understanding of the policy by teachers and parents. At the same time, based on the series of issues arising, this study will also propose some potentially useful suggestions from the perspectives of teachers, students, and parents to help Chinese teachers better implement the Double Reduction Policy, stimulate students' learning autonomy and independent thinking ability in the classroom, and promote effective cooperation between teachers and parents.

2. Background and Aims of Double Reduction Policy

It has been pointed out that traditional Chinese education has a profound impact on students and teachers [2]. For example, before the double reduction policy, students tended to spend more time and effort on after-school tutoring classes and both students and parents have paid more attention to after-school tutoring rather than school education.

Moreover, it is also found that Chinese schools are accustomed to implementing exam-oriented education, such as focusing only on grades and using problem-solving tactics [3]. As a result, students' comprehensive development is ignored, which can be reflected in the low creative and divergent thinking abilities of students, as well as the physical and mental pressure they face from their studies. It has emphasized that students should develop holistically [4]. Therefore, China has decided to transform exam-oriented education into quality education, calling for more attention to the comprehensive development of students in various aspects such as physical health, psychological quality, aesthetics, etc. Quality education has indeed helped Chinese students to a certain extent, but the fierce competition in academic performance in the overall environment has also led to an increasing burden of extracurricular learning for students, resulting in an increasing number of extracurricular tutoring classes. Based on various factors, the Chinese government officially introduced the Double Reduction Policy in 2021 to alleviate the academic pressure on students and strictly prohibit extracurricular tutoring institutions that do not comply with regulations.

It is claimed that the purpose of the Double Reduction Policy includes three aspects [5]. Firstly, it is necessary to address the confusion caused by various educational and training institutions in the education system, while also promoting fairness in education, rather than becoming exclusive to the wealthy. The second purpose of this policy is to correct educational concepts and address the anxiety issues that education brings to families and children, such as vicious competition, advanced learning, and excessive burdens. Finally, it aims to explain the basic purpose of education, which is to meet the different needs of students to further achieve comprehensive development, rather than just limited to academic performance. This policy is more insistent on calling for attention to the physical and mental health development needs of students and also believes that teachers should make appropriate changes according to the needs of students.

3. Problems Encountered by Teachers During the Implementation of Double Reduction Policy

3.1. Teaching Methods

However, during the implementation of the Double Reduction Policy, the teaching methods are still worthy of research and reflection. Nowadays, although the amount of homework has decreased, teachers still tend to assign more exam-oriented tasks, such as filling in the blanks and dictating, which may let students remember rather than stimulate their thinking. The main reason is that teachers or schools may just aim to help students achieve higher scores to receive offers from universities. Nevertheless, it has some negative effects on students.

One reason is that students' interest and curiosity toward new knowledge tend to gradually decrease, as they may be well aware that the purpose of these assignments assigned by their teachers is more to improve scores than to promote critical thinking about problems. As a result, students may gradually lose interest in learning and may find it difficult to engage in immediate self-reflection. In addition, although the Double Reduction Policy also calls for student-centered teaching to pay more attention to students' ideas, it is still difficult to achieve in real teaching. It is because most Chinese teachers have become accustomed to taking the lead in quickly explaining the knowledge points, then making every effort to practice to help students consolidate the knowledge points, and finally

presenting the mastered knowledge correctly on the test paper. Therefore, the above points are problems that some Chinese teachers are prone to encounter in their teaching, and they are also areas that need to be addressed during the implementation of the Double Reduction policy.

3.2. Training of Teachers

In addition, for some teachers, one of the current problems is the lack of correct comprehension of the Double Reduction Policy and the implementation of policy concepts into action. It has been pointed out that insufficient lesson preparation can lead to lower classroom learning efficiency, which is reflected in obscure teaching objectives, unclear connections between each class, and low effectiveness of classroom instructions [6]. Therefore, teachers should first have a comprehensive understanding of the purpose of course design and the teaching focus and difficulties of each chapter in the textbook. Secondly, it is necessary to train teachers on how to effectively combine previously learned knowledge with new knowledge points to help students consolidate and absorb them at the same time. Meanwhile, some teachers currently lack sufficient understanding of students' cognitive and learning abilities. For example, it may be difficult for some students with weaker learning abilities to grasp knowledge immediately, which means that teachers need to improve their lesson plans in terms of different levels of knowledge points and take more consideration into students.

3.3. The Cooperation Between Teachers and Parents

According to Bronfenbrenner's ecological systems theory, the interaction and cooperation between parents and teachers is also the focus of the mesosystem. However, there are currently some issues with the cooperation between teachers and parents. It has been found that many parents still lack understanding about the Double Reduction Policy and they become more anxious about their children [7]. Therefore, these parents have not been able to cooperate well with teachers during the implementation of the policy.

Firstly, it has been found that some parents believe that a decrease in homework will hurt their children's academic performance [8]. They are accustomed to thinking that tutoring their children's homework is the responsibility of teachers, but now the policy requires a reduction in burden, which leads these parents to believe that the work of checking and tutoring their children falls on them. This also reflects that some parents have not correctly recognized the responsibilities and roles of teachers. It is well known that teachers in schools provide teaching and guidance, but this does not mean that teachers have the responsibility to take on all the learning tasks for their children. Therefore, parents also need to establish a correct understanding of their teachers. On the other hand, many parents need to work overtime, resulting in a lack of time to accompany or tutor their children, which also exacerbates their anxiety and concerns. Especially in some families, it is found that male parents naturally believe that their children's homework is the responsibility of women, so they are more inclined to drink and play cards [9]. As a result, it can be seen that the cooperation and understanding between parents also need to be improved. Both parents and teachers need to realize that children's growth not only requires the guidance of teachers, but parents are also playing a more significant role in children's lives.

4. Suggestions

4.1. Pay More Attention to an Effective Lesson

Teachers need to make some improvements to create an effective lesson. Firstly, teachers should ensure that the difficulty of the teaching content is acceptable to most students, which is also to avoid students feeling that the tasks are too high and losing interest as much as possible. Therefore, teachers

need to put in a lot of effort in this regard, such as using classroom observation to check whether students have absorbed their knowledge points reasonably. For instance, some methods like observing students' expressions, paying attention to the length of time students need to answer questions and actively participating in group activities. Secondly, learning to design some typical examples or assign related assignments based on different teaching points is also an approach to test the effectiveness of students' acquisition. For example, if the focus of an English class is on tense, it is recommended that the teachers allow students to use this tense for dialogue with classmates or for role-playing with students about their daily lives. Consequently, it may be beneficial to help students consolidate the knowledge points and the learning process will not be too boring. At the same time, teachers can also provide feedback and guidance by understanding the level of mastery of this knowledge point from students' reactions and answers. Finally, an effective summary of each lesson is also indispensable [10]. In this regard, it is suggested that teachers encourage students to sort out important knowledge points, which may also gradually help them develop the ability to summarize. These are all methods that can help teachers further improve classroom efficiency.

4.2. Provide More Opportunities for Students to Think Independently and Express Opinions

To help teachers implement the double reduction policy more actively and effectively, they should be more aware of the correct definition of double reduction in the policy, which shows that reducing the burden on students does not mean neglecting the quality of teaching. Therefore, teachers should ensure that students have a sense of acquisition, learning interest, and active classroom participation during the learning process. Nowadays, teachers are generally accustomed to the score-based teaching model in exam-oriented education and have not completely placed students at the center of teaching. For example, in a class, teachers have almost taken up all of the classroom time teaching knowledge points, doing exercises to consolidate, proofreading, and explaining problems. As a result, students may lack enough opportunities to think independently and express their opinions. Therefore, here are the following suggestions.

Firstly, teachers can adjust the methods used to assist in learning and absorbing knowledge appropriately. For example, changing the mechanized practice mode of filling in the blank questions to group work or group competitions may be beneficial to activate the learning atmosphere in the classroom, which will also make more interactions between students and teachers. The form of group cooperation can also cultivate students' sense of cooperation. Secondly, a relaxed classroom atmosphere is also something that teachers need to create. It has been pointed out that teaching is an activity that combines teacher teaching with student learning, so it is particularly important to make students more engaged in class [11]. Furthermore, I believe that teachers should adjust their teaching style too. For example, when students express their appropriate opinions, teachers should prioritize encouragement and then give some guidance and advice, which may be helpful to let students develop the habit of positive thinking and the courage to express appropriate viewpoints.

4.3. Enhance Parents and Teachers' Sufficient Understanding of the Double Reduction Policy

Some parents and teachers still have insufficient understanding or misunderstandings about the Double Reduction Policy. For example, the teaching mode of teachers should be improved promptly by the policy call for student-centered education, which is the transition from traditional education mode to quality education required by the Chinese education system. It has also expressed a similar viewpoint, believing that teachers should pay more attention to the comprehensive development of students and further cultivate their creativity and practical abilities [12]. Taking English teaching as an example, if students only memorize vocabulary, their oral communication skills will not be

improved. Therefore, I suggest designing some related English oral interaction activities to help students improve their oral skills. From the perspective of parents, there are similar issues. Some parents view reducing the burden as irresponsible towards their children, but in fact, it is due to their lack of sufficient understanding of the policy. Reducing the burden is not only to alleviate the physical and psychological pressure on students but also to be of great help to Chinese education. Therefore, both parents and teachers should have a more comprehensive and correct understanding of the double reduction policy.

5. Conclusion

Overall, both teachers and parents should have a more accurate and in-depth understanding and cooperation with the double reduction policy. From teachers' perspective, it is advocated that personalized education is essential, which involves understanding the learning abilities and acceptance of different students before designing teaching activities that better meet their needs. In addition to designing effective classrooms, teachers should also make improvements to the assigned homework, which means they should reduce the amount of homework as pointed out by the policy. Moreover, teachers should pay more attention to the quality of homework. It is considered that homework should be helpful to enhance students' participation to further help them absorb knowledge points and stimulate their learning autonomy. In this regard, timely inspection, feedback, and guidance from teachers on student assignments are also essential, which means it can improve students' academic performance. From the perspective of parents, it has been found that it is also essential for parents to help their children cultivate good habits and provide high-quality companionship, such as assisting teachers in checking homework to promote effective cooperation with teachers.

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