

THE "DOUBLE REDUCTION" POLICY OF CHINESE PRIMARY EDUCATION AND EDUCATIONAL COUNTERMEASURES

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Abstract

The implementation of the "Double Reduction" policy marks an important milestone in China's educational reform (Ministry of Education of the People's Republic of China, 2021). Its core objective is to alleviate the homework burden and off-campus tutoring burden on students in the compulsory education stage, thereby steering education back to its true essence of nurturing individuals. This study begins with the background of the policy, delving into key issues such as the excessive academic burden on students, the short-sightedness of education, the uneven distribution of educational resources, and the urgent need to optimize the educational ecosystem. It elaborates on the necessity and urgency of the policy's introduction. Based on this, the paper proposes a range of implementation strategies, including optimizing homework management, enhancing classroom teaching quality, enriching after-school services, regulating off-campus tutoring, advancing educational evaluation reform, and strengthening cooperation among families, schools, and communities. The study argues that the "Double Reduction" policy not only provides strong support for the comprehensive development of students but also lays a solid foundation for building a strong education nation. Future efforts should continue to deepen educational reform, optimize resource allocation, and improve the educational ecosystem to achieve high-quality education development and ensure that every child can access fair and quality education.

Keywords: "Double Reduction", Primary Education, Educational Countermeasures

Introduction

Chinese "Double Reduction" policy aims to alleviate the academic burden and off-campus tutoring pressure on students in the compulsory education stage, addressing issues related to excessive academic stress and the disordered off-campus tutoring market. The policy targets problems such as students' heavy academic load, the chaotic off-campus tutoring market, and the economic and psychological pressures on families. It aims to restore the essence of education through measures such as optimizing homework management, improving classroom quality, regulating off-campus tutoring, and enriching after-school services.

The core objective of the "Double Reduction" policy is to guide education back to its essence through educational reform measures, such as optimizing homework management, enhancing teaching quality, regulating off-campus tutoring, and enriching after-school services. Specifically, it requires schools to improve homework management regulations, strictly control the volume and difficulty of homework, eliminate repetitive and uncreative homework formats, and improve classroom efficiency and quality. It also calls for the optimization and enrichment of after-school service content.

In terms of educational strategies, the "Double Reduction" policy proposes a comprehensive reform plan. On one hand, it emphasizes strengthening government planning and clarifying the responsibilities of various departments. It also calls for the establishment of a collaborative education governance mechanism involving families, schools, and communities. On the other hand, it particularly highlights the reform of the education

evaluation system, shifting from a single focus on "grades and college entrance" to a greater emphasis on students' overall quality and abilities.

The implementation of the "Double Reduction" policy is a strong response by the Chinese government to the existing problems in the education sector. It is also a key measure to promote high-quality education development and the comprehensive development of students. By reducing students' academic burden, optimizing the allocation of educational resources, and improving education quality, it lays a solid foundation for the long-term development of primary education and provides strong support for cultivating more well-rounded builders and successors of socialism.

Background of the "Double Reduction" Policy in Chinese Primary Education

(I) Imbalance in the Educational Ecosystem

The unregulated expansion of off-campus tutoring institutions has led to excessive competition in the education market. Parents, in an effort to prevent their children from falling behind, enroll them in numerous extracurricular classes, thereby creating an imbalance between in-school and out-of-school education. Off-campus tutoring has become a significant, and in some cases, dominant part of students' learning, which interferes with normal school education and disrupts the educational ecosystem.

(II) Excessive Academic Pressure on Students

Primary school students spend a considerable amount of time each day completing written homework, leaving little time for extracurricular activities. In order to gain an advantage in exams and competitions, students are often required to learn knowledge and skills beyond their age level. Long-term high-intensity learning negatively impacts students' physical and mental health, leading to increased rates of myopia and psychological issues, and diminishing the joy of childhood.

(III) Severe Utilitarianism in Education

The deeply rooted concept of exam-oriented education has extended its influence to primary schools. Schools and parents focus excessively on grades and academic advancement, neglecting the cultivation of interests, individual development, and comprehensive quality. This utilitarian approach to education deviates from the fundamental goal of nurturing individuals and is not conducive to fostering talents with innovation and practical abilities.

(IV) Prominent Issues of Educational Inequality

The booming off-campus tutoring market has exacerbated the uneven distribution of educational resources. Families with better economic conditions can provide more tutoring resources for their children, while those from economically disadvantaged backgrounds are at a disadvantage in academic competition due to financial constraints. This widens the gap between students from different social strata and affects educational equity.

Teaching Strategies for Primary Schools Based on the "Double Reduction" Policy

(I) Optimize Classroom Teaching and Improve Teaching Efficiency

In-depth Pedagogical Preparation: Teachers should conduct thorough research on teaching materials and student profiles to set clear instructional objectives. (Guo Yufei, 2022). They need to design rational teaching processes and methods, and prepare diverse teaching resources to lay the foundation for an efficient classroom.

Employing Heuristic and Inquiry-based Teaching Methods: These methods can stimulate students' interest and initiative. For example, in language arts classes, organizing group discussions can encourage collaborative learning, while in mathematics classes,

creating real-world contexts to guide students in solving practical problems can enhance their application skills (Wang Lili, 2022).

Respecting Individual Differences and Implementing Tiered Instruction: Teachers should design tasks at different levels to ensure that every student can achieve learning outcomes in the classroom, thereby boosting their self-confidence.

(II) Precise Design of Homework and Control of Homework Volume

Reduce Mechanical and Repetitive Homework: Abandon traditional large amounts of repetitive and copying homework, focusing on the relevance and effectiveness of homework. Teachers should carefully design homework that is thought-provoking, reflective, and innovative based on teaching content and students' learning situations to help students consolidate knowledge and improve their abilities.

Implement Tiered Homework: Divide homework into three levels: basic, advanced, and extended. Basic questions are aimed at all students to consolidate the fundamental knowledge learned in class; advanced questions, with moderate difficulty, are suitable for average students to deepen their understanding and application of knowledge; extended questions, which are more challenging, are optional for high-achieving students to develop their innovative thinking and comprehensive abilities.

Strictly Control Homework Time: In accordance with the "Double Reduction" policy, primary school students in grades one and two should not have written homework, while students in grades three to six should have an average of no more than 60 minutes of written homework per day (Ministry of Education of the People's Republic of China, 2021). Teachers should reasonably arrange the content and quantity of homework to ensure that students can complete it within the stipulated time, leaving enough time for physical exercise, reading, and interest development.

(III) Enrich After-School Service Content to Meet Students' Diverse Needs

Conduct Club Activities: Schools should fully utilize existing resources to offer a wide range of club courses, such as music, art, sports, science, calligraphy, etc. Students can choose to participate in club activities based on their interests and hobbies to develop their talents and personalities. Club activities should be guided by professional teachers, with regular displays and competitions to provide students with platforms to showcase themselves. (Li, Ronghua, 2021)

Organize Homework Tutoring: After-school service time should be used to provide homework tutoring, helping students solve problems encountered in their studies. Teachers can offer individualized tutoring based on students' homework performance, fill in gaps, and ensure that students can complete most of their written homework at school. Encourage students to help each other and make progress together.

Hold Thematic Activities: In conjunction with major festivals and anniversaries, organize a variety of thematic activities, such as patriotism education, traditional culture experiences, and social practice activities. These activities can broaden students' horizons, enhance their sense of social responsibility and mission, and cultivate their comprehensive qualities.

(IV) Strengthen Home-School Cooperation to Form an Educational Synergy

Transforming Parental Mindsets: Schools should utilize parent-teacher conferences and specialized seminars to disseminate the "Double Reduction" policy. This approach aims to guide parents in establishing a correct educational philosophy, emphasizing the holistic development of children rather than focusing solely on academic performance. Schools should also assist parents in understanding scientific educational methods and

encourage their active involvement in their children's growth, with a particular focus on children's well-being.

Establishing Communication Mechanisms: Enhancing communication between teachers and parents is crucial. Timely feedback on students' in-school performance and understanding their home behavior should be prioritized. Joint discussions on educational strategies can foster a positive atmosphere for collaborative parenting and schooling. Communication channels such as parent-teacher conferences, home visits, phone calls, and WeChat should be maintained regularly.

Engaging Parents in Activities: Parents should be invited to participate in after-school services and club activities. Leveraging parents' professional strengths can provide students with a broader range of learning resources. (Yue Lei, 2022). For instance, parents with special skills could serve as part-time instructors for clubs, imparting knowledge and skills to students.

Conclusion

The "Double Reduction" policy is an important measure in the reform of Chinese primary education. It has profound significance for correcting the imbalance in the educational ecosystem, reducing students' academic burden, promoting educational equity, and cultivating well-rounded talents. Primary education workers should deeply understand the connotation of the "Double Reduction" policy, actively explore innovative teaching strategies, optimize classroom teaching, design homework precisely, enrich after-school service content, and strengthen home-school cooperation. Only in this way can we implement the "Double Reduction" policy while improving the quality of primary education, allowing students to grow up healthily in a relaxed and joyful learning environment and laying a solid foundation for their future development.

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