

The Reform of School Education and Teaching Under the “Double Reduction” Policy

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Abstract: The “double reduction” policy is an important measure to implement the Party’s education policy. It is of great significance for fulfilling the fundamental task of life and fostering people, comprehensively improving the quality of school education and teaching, as well as promoting the comprehensive and healthy growth of young people. In order to implement the “double reduction” policy, schools are facing many problems. Beginning with classroom teaching, schools need to entrust students with the main position of the classroom. This is not only a challenge but also an opportunity for schools to deepen the reform of education and teaching.

Keywords: Double reduction policy; Important significance; Problems and countermeasures

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1. Introduction

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Opinions on Further Reducing the Burden of Students’ Homework and Off-Campus Training in Compulsory Education” (hereinafter, referred to as “double reduction”). The release of this document triggered a strong response from the society. The “double reduction” policy adheres to the people-centered educational philosophy, focuses on the urgent needs and expectations of the people, overcomes short-sighted behaviors and utilitarian tendencies, as well as effectively promotes all-round development and healthy growth. The “double reduction” work is effective. Schools need to change their concepts and functions, continue to deepen the reform of education and teaching, implement the fundamental tasks of life, develop quality education, and entrust students with the main position of the classroom.

2. Significance of implementing the “double reduction” policy to deepen the reform of classroom teaching in schools

The “double reduction” policy is an important measure to implement the Party’s education policy. It is of great significance to the implementation of the fundamental task of life to foster people, comprehensively improve the quality of school education and teaching, as well as to promote the comprehensive and healthy growth of young people. At present, schools are facing many problems. In order to improve the impact from the teaching quality, we must begin from classroom teaching. Under the “double reduction” policy, classroom teaching should focus on the core literacy of the subject, highlight the dominant position of students, carefully design scenarios and inquiry activities, stimulate students’ desire to actively explore, as

well as guide students to use existing knowledge and experience to engage in inquiry learning ^[1].

3. Main problems in classroom teaching

The learning efficiency of students is poor. In current classroom teaching, “full classroom” teaching methods still exist. In such a classroom, teachers only pay attention to how well they teach, without enough emphasis on the initiative and participation of students in learning. Students are in a state of passive acceptance, where there is a lack of active participation by students. They are deprived of their main position in the learning process; hence, creativity is beyond feasible. In this new era where more emphasis is placed on students’ independent thinking and the ability to use the knowledge they have learned to analyze and solve problems in addition to this everchanging social life, students are bound to find it difficult in coping with it freely, which is also a great obstacle to the future development of students ^[2].

The research on the effectiveness of the assignment is not thorough enough. The “double reduction” policy points out that the total amount and duration of homework should be reduced in an all-round way, so as to reduce the burden of homework on students. Homework is an important part of school education and teaching management. It detects the effectiveness of students’ learning, and it is a necessary supplement to classroom teaching activities. It provides a basis for evaluation, feedback, and further improvement in teaching. At present, there are several problems with the homework layout. First of all, the assignment of homework lacks hierarchy and disregards individual differences. Some teachers adopt the strategy of “take-in.” When assigning homework, they tend to assume undifferentiated homework design for students of different levels, uphold the concept of “one size fits all,” and fail to respect individual differences, thus resulting in students not having enough “food” and the phenomenon of “unable to eat.” Secondly, the content of the work is mechanical, which is mostly repeated exercises and applications, lacking effective training in thinking for students. Finally, the job format is simple and uniform. Homework is usually limited to written answers, the content and source of the questions are unified, and the reference answers are the same, without any other forms. Some teachers one-sidedly emphasize independent thinking, while neglect cooperative and exploratory homework ^[3].

4. Countermeasures to promote the reform of classroom teaching

4.1. Promote the reform of teaching methods and improve classroom teaching efficiency

Schools must change their concepts and functions, innovate ideas, take the initiative to act, and not passively cope. They should play the leading role. Classroom teaching must consider the situation of all students and implement a “zero starting point” teaching. Problems that have not been solved in class must be solved after classes. From the update of the concept to the implementation of classroom teaching practice, it is a difficult process. Schools should put in more effort in teaching and research, guide teachers to strengthen the learning process, and promote the reform of classroom teaching to achieve “intensive teaching and practice, learning as the center and the core, and thinking as the key,” in order to cultivate students’ curiosity, imagination, critical thinking, ability to think independently, and innovative spirit, thereby reversing the passive situation of “teachers focusing only on teaching, but not learning” in classroom teaching. By advancing classroom reforms, the efficiency of classroom teaching can be improved, and the classroom can be made alive ^[4].

4.2. Optimize operation design and improve operation quality and efficiency

Homework functions to test the learning effect, consolidate the knowledge learned, promote the expansion of application, and as feedback to improve teaching. It is an essential part of teaching. The “double reduction” policy requires a comprehensive reduction of the total amount and duration of homework to

reduce the burden of homework on students. The amount of work is reduced, but higher requirements are put forward in regard to the quality of the work. First, teachers should change their concepts, improve their ability to design homework, comprehensively consider all key elements of homework, guide students to master knowledge, encourage students to apply knowledge, and help students improve their ability to solve practical problems. Lectures and exercises should be combined in class, and the degree of difficulty should be determined based on the learning situation. After class, it is imperative to begin from the actual learning situation in class to design the homework; namely basic questions, ability improvement questions, and expansion challenge questions, so that the homework would be selective^[5]. Second, schools should follow the “Notice on Strengthening the Management of School Assignments in Compulsory Education,” issued by the Ministry of Education, to coordinate assignment management, control the total amount of assignments, strengthen assignment design guidance, and guide teachers to carefully select assignment content, accurately target different students, the correction of classroom teaching, and provide constructive feedback on homework. The third is that the assignment of homework should not completely revolve around the exam, but rather to guide students to explore independently and improve the quality of thinking through homework. Fourth, the forms of operations should be more diversified. Homework should have the following characteristics: challenging, in line with students’ learning characteristics, openness, etc. Schools should also strengthen interactive Q&A homework, improve the quality of homework, and meet the individual needs of students. In regard to this, schools need to design and arrange a special system which is suitable, in order to give full play to the functions of homework diagnosis, consolidation, and academic analysis.

4.3. Teach students in accordance with their aptitude to promote the development of their personalities

The “double reduction” policy proposes that the quality of education and teaching should be vigorously improved to ensure that students learn enough in schools. It is essential to fully understand the significance of teaching students in accordance with their aptitude to improve the quality of education and achieve high-quality development in education. In carrying out research, the main subject should be on teaching students in accordance with their aptitude. This is not only an inevitable requirement for the current implementation of the “double reduction” task, but also an active exploration of improving the quality of education and promoting education fairness in the new era. It is also a response and guarantee for future talent competition and national rejuvenation. Promoting the classification and hierarchical teaching reform so that every student can be fully developed is an important issue that schools need to consider. First of all, the ideological misunderstanding that it is difficult to teach students in accordance with their aptitude under the teaching system should be eliminated. It is necessary to recognize the significance of teaching students in accordance with their aptitude along with the difficulties and challenges at the operational level, but more importantly, to explore the innovation of the times at the practical level. Secondly, prior to classroom teaching, it is necessary to first determine the learning situation and understand the starting point of each student in learning. Based on this, more open questions and situations should be designed, so as to drive students to explore and learn independently. In terms of learning methods, group cooperative learning should be adopted. The mutual assistance of students at different levels can help achieve the desired learning effect of students at different levels. At the same time, it is important to pay attention to the detection in classroom, understand the students’ mastery of knowledge in classroom, and when assigning classwork, there should be a gradient in arranging group and individual homework, so that every student would be compliant in class and outside class. Finally, in accordance with the “double reduction” policy, after-school services should be carried out in a solid manner; in addition, after-school Q&A and tutoring should be implemented as well, so as to improve the effectiveness of after-school services. Schools should make good use of these

two hours in combination with regular classroom teaching, make overall design arrangements, provide answers and constructive feedback on homework, as well as offer personalized learning services for students with different needs ^[6].

5. Conclusion

Implementing “double reduction” is a tough and protracted battle. Schools are the main force in the implementation of this policy. It is imperative to fully understand the new classroom teaching concept of “class change, all changes,” and further emphasize on teaching research to achieve the goal of “teaching should be done, taught, and be taught, with responsibilities realized at different levels.” Everything has its purpose, and schools must sustain the main position of education, so that education and teaching can truly embark on a path of connotative and high-quality development.

Disclosure statement

The author declares no conflict of interest.

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