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Tao Xingzhi Thought, Optimize the “Double Reduction” After the Delay Service

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Abstract: With the “Double reduction” policy landing, parents have a different mood. Some parents think that “Double reduction” is a good thing for their children, parents and schools. Some parents believe that with less homework, after-school subject training institutions have suspended classes, so that children’s academic performance can not be additional improvement. Mr. Tao Xingzhi’s thought on educational life mentions that life and education are one thing, not two things. “Double-down” does not mean shorter school hours. In Mr Tao Xingzhi’s mind, further optimisation of the time-delay offered by schools would allow children to do more than just study books, so that parents, schools, social cooperation education, conducive to the further growth of children.

Keywords: “Double Reduction”; After-School Service; Unity of Knowledge and Practice; After-School

1. Schools enhance the quality of after-school services

1.1 Co-operation-after-school counselling for students with learning needs

Mr Tao Xingzhi argues that education aims to fit the needs of the people, so it is necessary to cultivate synergy.

Although the “Double reduction” policy of schools to improve the quality of classroom teaching, students to do difficult problems in the classroom to solve. However, due to the students' different abilities in learning and acceptance, some students who have difficulties in learning can not fully grasp the knowledge they have learned in class. The teacher may use the completion of homework and examination results as a reference, and divide the students who initially meet the guidance needs according to their subjects and communicate with the students themselves and their parents, conduct intensive after-school tutoring for students who wish to be tutored. After-school tutoring can take the method of discipline-focused tutoring, according to the discipline of a grade of students will be divided into classes to be tutoring. The content of tutoring is mainly based on the content of recent studies, not teaching new knowledge. The Way of guidance is the combination of problem solving and key explanation, and the cooperative learning mode is student-oriented. Communication is the most critical in the cooperative learning model, not only between students and students, between students and teachers, but also between teachers and teachers, teachers and parents. Mr. Tao Xingzhi said that a teacher should come with a heart, not a blade of grass. Teachers and students should be close, mutual trust, teachers should be a sincere heart to help students after-school counseling, with enthusiasm to motivate students, so as to achieve a harmonious and scientific teaching situation.

Mr. Tao Xingzhi said that teaching should be integrated. The responsibility of a teacher is not to teach, but to teach, to teach. Such after-school tutoring, organized by the school, can address some parents' concerns about their children's declining grades, and will not cause parents to blindly enroll in classes and burden students. When teachers count the number of tutors, they can also know whether the quality of their teaching has improved and whether the teaching methods adopted are in line with the students in the class, so that they can make timely adjustments. After-class tutoring does not increase the burden of teachers and students, but through tutoring can help teachers and students better run-in, further improve the quality of teaching, is conducive to the “Double reduction” policy to further implement.

1.2 Unity of knowledge and practice-to provide a variety of learning spaces for students with a wide range of learning interests

For some students who have already mastered what they have learned in the classroom, the school can provide these students with various study spaces after class, break the inherent thinking that study is for examination, and truly cultivate diversity, a well-rounded student. The school may organize and develop community activities, organize pupils with the same interests and hobbies in the same school, and participate in various kinds of activities by moving among the various communities. This kind of after-school campus community is mainly guided and organized by teachers, and focuses on the process rather than the result-oriented. Not only to cultivate students' interests and inde-

pendence, but also to cultivate students' collective sense of honor and spirit of unity. The number and type of associations established should be determined by the actual teaching staff and hardware facilities of the school, and should not be carried out blindly for the sake of diversity and to ensure the safety of students. The school can also open the laboratory, multi-function hall and other space, arrange the corresponding personnel to organize students to do scientific experiments, watching youth films and so on. The reasonable use of school resources is beneficial to the development of students' intelligence, the exercise of logical thinking and the establishment of correct values.

The variety of learning spaces provided by the school mainly plays an interest-guiding role and is student-oriented, with the aim of broadening students' horizons, not with the aim of examinations and further studies. Therefore, after-school clubs do not involve subject learning and other content, parents can not treat clubs as professional training classes to treat.

2. Parents guide their children to lead a healthy life after school

2.1 Pay attention to the development of children's interests

Parents should not only pay attention to their children's academic performance, academic performance is not the only standard to evaluate children. "Double reduction" policy deepens the reform of education supply side, but if the demand side does not change, burden reduction can not be truly effective. Parents should change their thinking as soon as possible, in sports, play, labor, reading, experience and other seemingly useless little efforts to better achieve the child's life. Parents should reject the achievement-only theory and give their children space for multi-directional development. They should pay attention to their children's interests as well as their study interests. Some parents think that the interest is to play things lost, not conducive to children's learning, will have a bad impact on children, this understanding is not comprehensive. China Youth Research Center in recent years to participate in the interest of training whether the impact of academic performance and physical and mental impact of the impact of the data analysis show that the interest of training and students with good results accounted for a larger proportion of students, students who are physically and mentally happy and have good grades account for a larger proportion. Thus, participation in interest training is not the main reason for the decline. On the contrary, interest training can make children happy, happy mood is more conducive to children to provide learning efficiency.

In the choice of interest, parents should fully respect the child's own wishes. The goal of interest development is to make children more happy and multi-faceted development. If parents force their children to decide the direction of interest, there will be many negative effects, such as children's resistance, depression, Reverse psychology, etc.

2.2 Take proper exercise

Proper physical exercise is good for children's physical and mental development. Before the "Double reduction" policy, most parents chose to send their children to training classes on weekends, more parents want their children to spend their spare time studying, that physical exercise is a waste of time. After the "Double reduction" policy, parents should provide children with appropriate physical exercise, improve the physical quality of children, good physical quality is the basic condition for children's healthy growth and learning.

3. Standardization and rationalization of social training

Optimizing curriculum design is the key to ensure that learners acquire effective knowledge and skills. Reasonable curriculum design should be learner-centered, according to their age, interests, abilities and learning goals, develop appropriate challenging and practical curriculum content. This implies an in-depth understanding of learners' needs and backgrounds, combining theoretical knowledge with practical skills to provide flexible and diverse learning and assessment approaches. By optimizing the curriculum design, learners will be able to better understand and apply the knowledge learned, improve the learning effect and motivation.

Enhancing the standardization of training services can ensure that the rights and interests of learners are fully protected. Standardized training services should include clear training objectives and content, reasonable training plan and timing, professional training teachers and teaching methods, as well as effective learning assessment and feedback mechanisms. In addition, training institutions should comply with the relevant laws and regulations, ensure the safety and health of the teaching environment, and provide a transparent fee and refund policy. By making training services more standardized, learners and parents can trust and rely more on training institutions, and can better monitor and evaluate the effectiveness of training.

4. Summary

In the past, students' academic burden and extra-curricular training pressure were too great, which brought some negative effects to their physical and mental health and all-round development. By reducing these pressures, we can better focus on students' interests, hobbies and ability to cultivate and promote their all-round development. Moderate delay service can provide more time for students to choose their own, so that they can better balance their academic and interest development. This kind of time-delay service is helpful to cultivate students' creativity, social ability and practical experience, and improve their comprehensive quality.

The implementation of the “Double reduction” policy requires the cooperation of families, schools and the society to jointly shoulder the responsibility of training students. Families play an important role in the provision of time-delayed services to students. Attention should be paid to the individual needs of students and appropriate support and guidance should be provided to ensure that they are able to plan their time properly and develop healthily. The implementation of time-delay service needs the support of adequate educational resources and high-quality educational system. Governments, schools and society should work together to ensure that a wide variety of time-delay services are available and that they are of quality and sustainability.

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