

# Research on the dilemma and strategy of shaping a good education ecology under the background of "double reduction"

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**Abstract:** The "double reduction" policy is a policy measure taken by China to solve the problems of students' heavy burden of schoolwork and extracurricular training, this paper combs the situation of "reducing the burden" of primary and secondary school students from the dimensions of subject, object and means to create a good ecological environment from the context of the "double reduction" policy, and finds that based on the social situation of China's large population base, primary and secondary school basic education attaches too much importance to screening, emphasizes grades over process, ignores student growth standards, and has a single academic evaluation standard, and promotes "reduction" by evaluation To promote innovative quality education, adhere to the simultaneous development of five educations to promote the healthy growth of primary and secondary school students, and reshape the good education ecological environment is the only way to build a high-quality education system and realize a high-quality education development model. To sum up, we should not only pay attention to the reform of the school education and teaching system, but also pay attention to the governance of various off-campus training institutions, pay attention to the protection of students' body and mind, and also pay attention to the challenges faced by primary and secondary school teachers, and work together to shape a good educational ecological environment that is more in line with China's national conditions.

**Keywords:** "double reduction" policy; education ecology; Plight; tactics

## 1. Introduction

### 1.1 Background

The essence of education work is to promote the healthy growth of young people, and it is necessary to establish a good education ecology. In the new era, the main contradictions in

society have changed, and education will pay more attention to the essential connotation of educating people. The implementation of moral cultivation is the fundamental task, and high-quality development is the strategic theme(Ma&Zheng,2022). The educational ecological environment of primary



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and secondary schools in China has been seriously affected by the heavy burden of students' schoolwork and extracurricular training for a long time. In order to solve this problem, 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 Homework and Extracurricular Training for Students in the Compulsory Education Stage" (hereinafter referred to as the "Double Reduction" "Opinions") in late July 2021. The "double reduction" policy adheres to the fundamental task of "cultivating people with virtue", takes "effectively reducing the burden of students' homework and extracurricular training" as the basic goal, and focuses on "building a high-quality education service system, comprehensively improving the quality of school education, and strengthening the role of school education as the main front" as the core content, reshaping the good ecology of education, promoting the development of compulsory education to a fairer and higher-quality road, and realizing the transformation of the pattern from "everyone has school" to "everyone has a good school"(Han&Su,2022). The policy is intended to reduce the burden of homework and extracurricular training on students, and hopes to jointly address the problem of students' excessive academic burden by improving the quality of school education, promoting innovative quality education, and strengthening home-school cooperation. The "double reduction" policy clearly proposes to comprehensively reduce the total amount and duration of homework, and comprehensively standardize off-campus training behaviors, so as to build a good education ecology and promote the all-round development and healthy growth of students. However, in the process of policy implementation, a series of problems have emerged that need to be solved urgently, such as the single evaluation index system of primary and secondary schools, the difficulty of teachers to change the traditional teaching mode, the slow improvement of students' innovative literacy and ability, and the low degree of recognition and cooperation of society and parents. Only by tracing the cause from the effect and prescribing the right medicine can we truly "reduce and be effective", and finally achieve the purpose of reshaping the good ecology of basic education, promoting the all-round development and healthy growth of students, and

effectively achieving the educational goal of cultivating new people of the times(Ma&Zheng,2022).

## 1.2 Objectives

The "double reduction" policy is not only a long-term political mission that runs through the new concept in the new era, but also an arduous practical task. Its fundamental purpose is to promote the all-round and healthy growth of students and create a good educational ecological environment. The core of teaching and educating people lies in "educating people". Primary and secondary school educators should take the promotion of the healthy and happy growth of adolescents as their own responsibility, and implement the concept of "cultivating people with virtue" in teaching activities, adhere to the "student-oriented", constantly enrich the "connotation of education", and promote "high-quality development". At present, the "involution" education faced by primary and secondary schools is the appearance of the problem rather than the root cause, and the implementation of the "double reduction" policy is the means to solve the problem rather than the ultimate goal. The purpose of this study is to propose practical solutions to the existing problems, trace the appearance of the problems to their root causes, solve the dilemma faced by the current educational ecological environment, optimize the cooperation mechanism between home, school and society, and finally achieve the goal of promoting the all-round and healthy growth of students.

## 1.3 Research implications

### 1.3.1 Theoretical implications

(1) Enriching the theory of educational ecology: This study explores the shaping of educational ecology in the context of the "double reduction" policy, which provides new research perspectives and cases for the field of educational ecology, and helps to enrich and develop the relevant theories of educational ecology. (2) Deepen the understanding of the "double reduction" policy: Through the in-depth study of the education ecology under the "double reduction" policy, the relevant content of this research will help people to understand the connotation, goal and significance of the "double reduction" policy more deeply, and provide theoretical support for the formulation and interpretation of relevant policies.(3) Expanding the theory of education reform: This study not only focuses

on the "double reduction" policy itself, but also places it in the broader context of education reform, so as to expand the relevant theories of education reform and provide theoretical reference for future education reform.

### 1.3.2 Practical implications

(1) Guidance for educational practice: The strategies and suggestions put forward in this paper can provide specific guidance for schools and teachers on how to adjust teaching methods, optimize homework design, and improve student evaluation under the "double reduction" policy, which can help education practitioners better respond to policy changes.(2) Promote the improvement of the education ecology: This paper analyzes the dilemma faced by the education ecology under the "double reduction" policy and proposes targeted solutions, which will help promote the improvement of the entire education ecology and create a healthier and more harmonious learning environment for students.(3) Promoting educational equity: An important goal of the "double reduction" policy is to reduce the extracurricular burden of students, and the research of this paper is helpful to reveal the impact of extracurricular burden on students and educational equity, and then promote the rational allocation of educational resources and the realization of educational equity.(4) Provide reference for policy formulation: The research results of this paper can provide an important reference for the government and education departments when formulating or adjusting relevant policies, and ensure that the policies are more in line with the actual education and student needs.

### 1.4 What to study

The perspective of this study mainly focuses on the implementation of the "double reduction" policy and its impact on the educational ecological environment of primary and secondary school students, starting from the general environment of the "double reduction" policy, through multiple dimensions such as subjects, objects, and means, the situation of "reducing the burden" of primary and secondary school students to shape a good educational ecological environment is deeply sorted out. The research content is mainly divided into the following two parts:(1)The implementation of the "double reduction" policy and

its impact on the ecological environment of primary and secondary school students' education were discussed in depth.(2)Reveal the dilemma faced by the implementation of the "double reduction" policy in the current ecological environment of primary and secondary education in China;(3)Trace the performance of the problem back to the root, solve the current implementation dilemma of the "double reduction" policy, and put forward targeted suggestions and solutions.

## 1.5 Research Methods

### 1.5.1 Literature Research Method

By reviewing relevant policy documents, academic papers, education reports, etc., the theoretical and practical data related to the "double reduction" policy were collected, and the literature was comprehensively analyzed, and the background, purpose, implementation measures and challenges of the "double reduction" policy were sorted out, and the data and cases in the literature were used to support the views and analysis of the study.

### 1.5.2 Empirical Research Method

Design questionnaires and interview outlines, and select a certain range of primary and secondary school students, parents, teachers, and educational administrators for data collection; Through questionnaires or in-depth interviews, we can understand their views on the "double reduction" policy, problems in the implementation of the policy, and suggestions for improvement. The collected data is statistically analyzed, and the actual effect and impact of the "double reduction" policy are presented in a quantitative way. A total of 300 questionnaires were distributed in this survey, 100 questionnaires were distributed to school teachers, 100 questionnaires were distributed to parents, and 100-point questionnaires were distributed to primary and secondary school students who could complete the questionnaires independently, and a total of 286 valid questionnaires were recovered. In order to ensure the pertinence and effectiveness of the survey, the questionnaire was collected and the data were integrated and analyzed, and the interview outline for the above subjects was designed for the more prominent problems in the questionnaire, and a deeper interview survey was conducted.

### 1.5.3 Case study method

Select a representative school or district as the case study. Gain an in-depth understanding of the changes in these cases before and after the implementation of the "double reduction" policy, including students' homework load, off-campus training, and education quality. Through comparative analysis, the specific effects of policy implementation and existing problems are revealed, and empirical support is provided for research.

### 1.5.4 Observational method

Conduct on-site observations at schools or training institutions to record students' learning status, teachers' teaching methods, and the school's educational environment. Through observation, first-hand information was obtained, and the actual impact of the "double reduction" policy on students' learning and lifestyle was analyzed.

### 1.5.5 Content analysis

Conduct content analysis of relevant policy texts, news reports, social media discussions, etc. Extract keywords, themes and perspectives related to the "double reduction" policy to reveal the society's reactions and attitudes towards the "double reduction" policy.

## 2. The significance of the implementation of the "double reduction" policy

### 2.1 "Burden reduction" is a problem left over from the history of compulsory education

"Burden reduction" is a long-term and widely discussed topic in the stage of compulsory education in China, through the collation of various literature, half a century, China has promulgated dozens of "burden reduction orders", since 1955, China's Ministry of Education has issued the first "burden reduction order" on primary and secondary school students, "instructions on reducing the excessive burden of primary and secondary school students"; In December 2018, the Ministry of Education took the lead in issuing and implementing the Notice on Effectively Reducing the Extracurricular Burden of Primary and Secondary School Students and Carrying out Special Governance Actions for Off-campus Training Institutions; In July 2021, the Ministry of Education issued the "Double Reduction" "Opinions", which made further instructions and requirements on the basis of various previous

documents, compared with the previous burden reduction policies implemented since the founding of the People's Republic of China, the intensity is stronger, the connotation is richer, and the subject is more diverse, known as "all-round comprehensive management to reduce the extracurricular burden". The above content has fully explained that the heavy homework burden of primary and secondary school students is an urgent and important problem that needs to be solved in the process of innovative literacy education in basic education, and it is also a stubborn historical legacy problem formed by parents under the solidified thinking of "hoping that their sons will become dragons and daughters will become phoenixes" and "winning at the starting line" in the "rush culture" formed by parents. The burden of off-campus training that has gradually developed in the course of educational development. For a long time, despite the Ministry of Education's repeated orders prohibiting primary and secondary schools from issuing excessive homework burdens, there are still a large number of schools in order to improve student performance and achieve a better admission rate, from homework, examinations, competitions and other aspects of "multi-pronged" training for students in an "all-round" way. Students' homework pressure has shifted from the school to outside the school, and the various "burden reduction" behaviors for a long time can only be said to be a symptom but not a cure, and there is no real cause and effect to solve the problem, therefore, in order to do the "right medicine", we must trace back to the historical roots, combined with our country's national conditions to prescribe the right medicine, the "double reduction" policy is in such a historical background that there is a good medicine introduced by the state, and it is a ruthless medicine, "double reduction" is intended to be a "two-pronged approach", and the school's student coursework and off-campus training institutions are unified into the scope of supervision, therefore, The "double reduction" is essentially different from the previous "burden reduction" documents, which is also a major significance of the "double reduction" policy.

### 2.2 "Burden reduction" is a realistic demand for the healthy development of the education ecology

#### 2.2.1 The need for students to learn happily and grow healthily

The general secretary pointed out at the National

Conference on Ideological and Political Work in Colleges and Universities that it is necessary to adhere to the principle of cultivating people with virtue as the central link of education and teaching, and the "double reduction" policy is to focus on the fundamental task of cultivating people with virtue, establish the educational concept of health first, and let compulsory education regain the original intention of cultivating people with virtue. At present, the academic pressure and psychological burden faced by students cannot be ignored. From "making up the difference" to "cultivating excellence", the functions of off-campus training institutions to meet the needs of further education have been increased, which has brought about a disorderly expansion of scale. In 2020, the size of China's K12 online education market reached 453.8 billion yuan, and the number of online education users reached 37.656 million(AI,2020).

Due to the coercion of capital, the number of off-campus training institutions continues to increase, which interferes with the order of the national education system and destroys the education ecology. According to the "2022 National Blue Book on Depression", the prevalence of depression among adolescents is as high as 15%-20%, of which 50% are in school, and 41% of students have been suspended due to depression. This grim situation reminds us that learning is only a means, not the ultimate goal of education. Therefore, the implementation of the "double reduction" policy is not only a reduction of students' excessive homework burden, but also a deep reflection and correction of educational concepts. Learning is a means rather than an end, primary and secondary school educators should deeply understand and practice the spirit of the "double reduction" policy, and guide students to learn happily and grow happily as their sacred mission. We should strive to solve the stubborn problems of basic education in the past, such as "over-curriculum", "overtime", "over-the-class", "advanced content", "excessive homework", and "competition", which led to students "learning too much, learning hard, and learning boring", which seriously affected their physical and mental health and interest in learning. Through the implementation of the "double reduction" policy, the spare time is effectively used, so that students can "learn enough, learn well, and learn well" in a relaxed and happy atmosphere. It is necessary to pay attention

not only to the knowledge level of students, but also to the cultivation of their emotional attitudes and values. Strive to create a relaxed and harmonious learning environment, so that students can learn in happiness, feel in growth, and truly achieve the educational goal of cultivating people with virtue.

### **2.2.2 Parents need to reduce anxiety and stress reduction**

Since the convening of the 20th National Congress of the Communist Party of China, running an education that satisfies the people has once again become a major historical mission to drive the rapid development of the education industry, and the people's "sense of gain" has become an important criterion for judging the effectiveness of the implementation of education policies. Due to the long-term phenomenon of "involution" in China's examination-oriented education environment, the training model of basic education talents has fallen into a state of excessive competition. In this context, many parents are deeply bound by the "comparison theory" and "starting line theory" of test scores, and the education method has gradually changed to "careful cultivation", and the change of education mode has gradually transformed into an invisible pressure on the shoulders of parents. These pressures not only affect the psychological state of parents, but also put a heavy burden on them at the financial level, leading to a widespread anxiety among parents. The implementation of the "double reduction" policy has not only alleviated the pressure on parents' demand for high-quality educational resources to a certain extent, but also subtly changed all kinds of erroneous educational concepts such as "seedling promotion theory" rooted in parents' hearts in the process of gradual advancement. Through the guidance of policies and the deepening of education reform, parents have begun to realize that the students cultivated by innovative literacy education are more in line with the needs of current social development. This change in educational philosophy not only makes the learning process more scientific and reasonable for students, but also effectively reduces the inner burden of parents. Let parents see that students under innovative literacy education are more in line with the needs of current social development, reduce their inner burden, so as to better achieve "home-school-

community cooperation" and provide students with a better growth and learning environment.

### **2.2.3 The need for school education reform**

As a specialized institution for carrying out educational activities, the educational function can not be weakened and deprived by any behavior under any circumstances, and the "double reduction" policy can guide all primary and secondary schools to comprehensively repair and build a good education ecology with school education as the main body by deepening education and teaching reform, improving evaluation methods, enhancing the strength of teachers, and enriching the curriculum system, so as to create a healthy, scientific, and scientific education for every child. An orderly growth environment. At the same time, we should give full play to the basic role of family education and the expansion function of extracurricular education, and form a home-school-community collaborative education mechanism based on family education, school education as the foundation, and social education as the foundation. Through the school's leading advantages in education, the family's advantages in democratic decision-making and support, and the society's advantages in diversified educational resources and comprehensive practice education platform, the courage to jump out of the shackles, the three work together to form a strong educational magnetic field of orderly cohesion, advantage sharing, and mutual cooperation, break the inherent education model and traditional teaching methods, comprehensively improve the quality of education and teaching, and do a good job in education that satisfies students and parents.

### **2.2.4 The need for optimization of educational resources**

All kinds of off-campus training institutions have long lacked the supervision of the market and relevant departments, and there are problems such as false publicity, inflated fees, disjointed courses, poor teacher conditions, etc., coupled with the grasp of the parents' eagerness to "look forward to the success of their children", which once caused the capitalization of training institutions, capital is nothing more than profit-seeking, and a large amount of capital has poured into the education and training industry to seriously damage the normal educational ecological environment. The

government will lead and lead the way to return education to the right track of public welfare. "Double reduction" is the only way to optimize China's educational resources in this educational environment, and it is also a systematic policy to coordinate the relationship between society, learning and family.

## **3. The dilemma faced by the implementation of the "double reduction" policy**

### **3.1 The administrative departments have failed to play a leading and executive role**

In the practice process of the local "double reduction" policy to be carried out in primary and secondary school teaching, it is difficult to directly hit the pain point of "burden reduction", and there is no adjustment and improvement of the means and standards of the primary and secondary school admission rate and teaching quality evaluation system from the macro level, and there is no overall planning and research before the work is carried out, and there is no relevant policy plan formulated according to the needs of local economic development. Blindly issuing notices to primary and secondary schools to "reduce the burden" and increase after-school services, as for what to reduce? How to reduce? What is the after-school service? How? This series of key issues is completely handed over to the study to grasp by themselves, the competent authorities are negligent in the supervision and control of the implementation of the "double reduction" policy in each school, and do not establish a sound support and guarantee system, only "under the document" and "regular inspection", many schools have to "put on a show" to deal with the superiors without document guidance and no experience; At the same time, there is a lack of solutions and publicity for the "double reduction" policy, and all primary and secondary schools still have not jumped out of the evaluation system of "heroes based on performance", and it is difficult for parents to accept the sudden reduction of "classes" and "homework", believing that this is at the expense of students' grades and future development.

### **3.2 The pace of implementation of "burden reduction" is poor**

Since the full implementation of the "double reduction" policy, with the cooperation and support of the

society, schools and parents, the "burden reduction" has been effective, according to the survey data, the selected 13 research schools (primary and secondary compulsory education schools), of which 11 research schools have clearly introduced the "burden reduction" method from the aspects of "homework management", 10 schools have established a homework-related system, 68.4% of the students said they can complete their homework within the specified time, 92.3% of parents said the school did not assign parents tasks for revision of students' homework. However, the goal of the "double reduction" policy is not only to "reduce the burden" itself, but also to reshape the education ecology and ensure the all-round and healthy growth of students. These new problems are the deepening and breakthrough points of the "double reduction" policy (Zhou, 2021). The survey results show that the implementation of "burden reduction" in the process of implementing the "double reduction" policy is not uniform, and this cognitive deviation not only exists between policy makers and implementers, but is more widely reflected in different social groups. Many key stakeholders, such as parents, students, and teachers, may have significantly different understandings of the connotation and objectives of the "burden reduction" policy due to their different positions and perspectives. To a certain extent, this difference affects the smooth implementation and effectiveness of the policy. What is particularly noteworthy is that the people have generally expressed strong support and ardent expectations for the "double reduction" policy. They hope that this policy can be truly implemented to effectively reduce the excessive homework burden and the pressure of extracurricular training for children. However, due to the above-mentioned misunderstandings and inconsistent implementation, it is often difficult for the specific implementation of policies to fully meet the expectations of the people.

### **3.3 The school has failed to effectively implement the "double reduction" policy**

The primary and secondary schools are affected by the pressure of parents, society and the promotion rate, and cannot effectively implement the relevant requirements in the "double reduction" policy in combination with the specific development of the school. After-school service time is still used to make up classes in disguise,

and all kinds of interest groups and club activities are all put on a show of "burden reduction".

At the same time, the values, teaching ability and literacy of teachers who carry out teaching activities under long-term examination-oriented education are difficult to adapt to the requirements of "double reduction" for a while, and "double reduction" requires teachers to improve their cognition of "double reduction", homework design knowledge and ability, knowledge and ability to open high-quality after-school services, and innovative literacy teaching ability to cultivate students' essential character and key abilities. Coupled with the weak ability of their own personalized homework design, hierarchical teaching, and after-school delayed service, the burden of students is often reduced, and the burden of teachers is increased, and teachers are easy to get bored with the new requirements put forward in the implementation process, and even forcibly push after-school homework and inspection tasks to parents to reduce their own teaching pressure.

### **3.4 The participation and cooperation of students and parents in the implementation process is low**

Students and parents do not have a specific understanding of the "double reduction" policy and the learning connotation, specific content and related requirements under this policy, due to the particularity of the age composition of primary and secondary school students, they do not have a concrete future plan, lack of learning autonomy, and it is easy to "follow the clouds", many students will "reduce the burden" and "laissez-faire" equated, thinking that "burden reduction" is less homework or even no homework, the past class time is used for free activities, for parents' inquiries are just prevarication, and school boredom breeds problems such as not completing homework seriously and poor study habits emerge one after another.

The "double reduction" requires the construction of an effective home-school collaborative education mechanism, and the cooperation and participation of parents determine the effectiveness of the implementation of the "double reduction" to a certain extent. Due to the immaturity and perfection of the home-school coordination mechanism by the higher departments and schools, there is no regular publicity and interpretation of the "double reduction" at the

parent level in the form of parents' meetings and publicity weeks, and the parents' understanding of the connotation and significance of the "double reduction" policy is not deep enough, coupled with the differences in the cultural level of parents, it is difficult to form a good cooperation with schools and teachers, and the impact of the "Achievement Hero Wheel" on the parent group makes it difficult for parents to accept a series of "burden reduction" behaviors in the school, but they do not know how to guide students at home. Instead, they choose to take advantage of students' rest time to enroll in various extracurricular training courses, forming a vicious circle.

### **3.5 The negative impact of the social environment and historical legacy is large**

In the external environment of the implementation of the "double reduction", the profit-seeking behavior of training institutions, the concept of bad talents and social public opinion hindered its implementation, although the off-campus training institutions have been cut, rectified and curbed from the national and social levels, but due to the influx of capital driven by interests and other reasons, coupled with the influence of traditional learning and excellence, the influence of comparison culture, advocating competition, hard learning and other bad public opinion and other historical problems, various training institutions have changed their appearance, and have used various words to surge the anxiety of students and parents about higher education and examinations. In various forms, we have "fought guerrillas" with relevant regulatory departments, and intensified our efforts to provide after-school tutoring for students in advance and beyond the curriculum.

## **4. "Double reduction" implementation and improvement strategy**

### **4.1 Enhance the role of administrative departments in leading, implementing and supervising**

In the process of implementing the "double reduction" policy, the administrative departments should consolidate the relevant responsibilities of policy implementers at all levels, and form a "double reduction" implementation pattern of performing their duties, linking up and down, and coordinating to promote co-governance and sharing. By optimizing the top-level design, formulating relevant policies and bills

and supporting supervision mechanisms, consolidating the responsibilities of the corresponding departments and doing a good job in docking, collaboration and communication between various departments, at the same time, the lower-level education authorities should effectively implement the work deployment of the higher-level departments, and consciously study the content of the "double reduction" policy on the basis of following the basic principles of the state and promoting the local traditions and characteristic culture in combination with the characteristics of regional economic development. Reshape the local education evaluation system, implement the classified supervision under the principle of public welfare, improve the system support thinking, improve the support and safeguard measures, improve the diversified financing system and other forms to reconstruct the education equity mechanism, organize all primary and secondary schools to use community information meetings and parents' meetings to publicize and interpret the "double reduction" policy, improve social tolerance and parents' cooperation, and at the same time can conduct targeted research on the "double reduction" in the form of subject research, hiring experts, and opening pilot schools, and continuously reflect and improve in the process. At the same time, a dynamic supervision and evaluation system is established to put the research theory into the actual teaching activities of each school, so as to truly implement, learn from and innovate.

### **4.2 Give play to the role of school education as the main front**

School leaders should conscientiously study the "double reduction" document while having a certain educational judgment and decision-making ability, update the teaching management system according to the school's existing software and hardware configuration, teachers, parents' demands, and student characteristics, and make overall improvements and improvements to the quality of homework, after-school service quality, and teaching quality, implement relevant guarantee mechanisms, and effectively improve the ability and literacy of teacher education and teaching. At the same time, the social status and due rights and interests of teachers should be protected, such as the training of professional skills teachers, the development of after-school service teaching and research groups with the school as the



core, the formulation of teachers' leave plans, and the inclusion of after-school extended service in workload accounting and year-end assessment bonus points, etc., to arouse teachers' correct understanding, value recognition and enthusiasm for participation in the "double reduction" with expert lectures, competitions, observation classes or homework design, after-school service competitions, etc.; Cooperate with the higher departments to communicate with students and parents, work together to improve the level of after-school services, attract students to participate with more interesting and effective content, eradicate students' thinking of equating "burden reduction" with "laissez-faire freedom", improve students' learning quality, cooperation ability and action, stimulate learning motivation, and finally form a virtuous circle of autonomous, conscious and voluntary participation in after-school activities and thereby improving the level and quality of after-school activities and homework.

#### **4.3 Reshape the ecology of "home-school-community" co-education with the participation of multiple subjects**

To enhance the participation of parents in the implementation of the "double reduction", the first thing is to strengthen parents' awareness of the connotation of "double reduction", clarify and strengthen the collaborative education mechanism of "home-school-community", and organize it regularly by the competent department, and the school cooperates with the community information meeting, parent committee, parent forum and other forms to strengthen home-school communication to gradually guide parents to form a cognition and sense of identity of the "double reduction" policy and specific development content, and can gradually change the traditional test-taking thinking of parents focusing on grades in the process. Form a scientific concept of educating people, enhance

the professionalism and coordination of families, schools, and society in reducing the burden on students, so that all parties can perform their own duties, and use all resources to improve the effect of reducing students' burden.

#### **4.4 Transformation and supervision of off-campus training institutions**

Establish and improve oversight mechanisms for extracurricular training, strictly investigate extracurricular training establishments' false publicity, arbitrary fees, fake skins, and other such conduct, increase oversight of extracurricular interest classes, guide parents to choose interest classes that are in line with students' hobbies, and regularly conduct spot checks on training establishments' qualifications, software and hardware facilities, and teacher qualifications, and when necessary, may establish anonymous reporting mechanisms to prevent excessive capital influx. At the same time, actively guide the transformation of off-campus training institutions, effectively use their venues, resources, teachers and other existing conditions to provide standardized and high-quality educational service support for schools with imperfect software and hardware configurations, and employ professional and technical talents in institutions to carry out innovative practice courses.

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