

Suggestions for normal university students to participate in after-school service under UGS model

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Abstract: *In order to solve the problem of excessive schoolwork burden in primary and secondary schools during the compulsory education period, the policy of double reduction requires the continuous upgrading of after-school services, and relevant educational subjects should clarify the objects of "reduction" and "increase" and update their teaching concepts. In order to solve the supply and demand structure and related implementation problems of after-school services in primary and secondary schools, this paper draws the conclusion through literature analysis: With UGS model, the local government makes the connection between normal colleges and local primary and secondary schools: normal colleges make clear the after-school service objectives and promote the accurate connection of after-school services; The three parties cooperated to improve the after-school service system and ensure the after-school service effect; The tripartite joint supervision should be strengthened and after-school service quality should be improved; Normal colleges will integrate and sort out feedback information and optimize after-school service plans thus to establish a long-term deep cooperation mechanism between primary and secondary schools and normal colleges to improve after-school service quality.*

Keywords: *Double reduction policy, UGS, After-school service*

1. Introduction

Looking back on history, the after-school service in Chinese primary and secondary school can be divided into three periods: the sprouting and initial development of after-school service in primary and secondary school can be traced back to the 1990s, at that time, the country issued a series of "burden reduction" documents; The 21st century ushered in a period of exploration and development of after-school services in primary and secondary schools, and the state issued a series of policy documents to standardize; In February 2017, the Ministry of Education issued the Guiding Opinions on After-school Services for Primary and Secondary School Students, which for the first time regulated the main role and development principles of after-school services for primary and secondary schools from the institutional level, marking that after-school services have entered a period of deepening and expanding. At this point, the problem of the study burden of the students in the compulsory education stage has been concerned by the society from all walks of life. Our education administration department at all levels introduced corresponding policy documents at different times to try to solve this problem. For example, in August 2018, the General Office of the State Council issued the Opinions on Standardizing the Development of after-school Training Institutions, requiring all localities to strengthen the main role of primary and secondary schools in providing after-school services in dealing with the "After School" problem. In September 2018, the Beijing Municipal Commission of Education established a home-school coordination mechanism of common construction, governance and share based on the basic principles of "consultation and co-governance, voluntarism, benefiting the people and adapting to local conditions", and organized after-school services based on the actual situation of the region, school resources and service capacity. In February 2019, the Hunan Provincial Department of Education proposed three measures for the organization of after-school services: using school resources, uniting with public welfare organizations and introducing social organizations, and insisting on cost compensation and non-profit principles for service charges; However, the problem of the academic burden of primary and secondary school students in the compulsory education stage has not been significantly solved, with the continuous emergence of out-of-school training institutions and the aggravation of the phenomenon of internal education, leading to the growing anxiety of many parents. On July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in the Compulsory Education Period, marking that the "double reduction" policy has risen to the height of the national

strategy. Therefore, the related activities and projects of after-school service are an important work that must be made unremitting efforts in the field of compulsory education in China in the future.

With the introduction of the double reduction policy, primary and secondary schools across the country have carried out related activities, which have achieved certain results, but there are still some problems in the implementation process. The theorists mainly carried out the following related studies: Xu Yongqi and other scholars analyzed Weibo and found that the problems in the implementation of the double-reduction policy resulted from the unclear rights and responsibilities of relevant subjects, the inadequate effect of after-school service education, the weak constraints of the supervision and evaluation system, and the insufficient power of the guarantee mechanism. [1] Wu Libao and other scholars believe that the existing after-school service resources in primary and secondary schools are generally insufficient and unevenly distributed, and the service teachers are limited and the knowledge structure is relatively simple, which fails to meet the new needs of after-school service work. [2] Gao Wei and other scholars believe that after-school service is to build a curriculum system with comprehensive practice and education as the purpose, and to build an after-school service teacher team with collaborative participation of family, school and community as the core, so as to improve the quality of after-school service in primary and secondary schools. [3] Hou Xinshu believes that there are some problems in after-school service practice, such as lack of activity venues, single activity content and fragmentation of activity programs, and teachers are the primary factors. [4] In a word, the problems of after-school services are as follows: the supply and demand of after-school services are unbalanced, followed by insufficient awareness of after-school services and unclear objectives of after-school services. The after-school service system is not complete; After-school service evaluation mechanism is to be optimized; After-school service support is not enough, and the rights and responsibilities of service subjects are difficult to implement. These problems trouble the after-school service process and need to be solved jointly by multiple parties.

In recent years, the Ministry of Education has continuously promulgated some policies such as the Opinions on Strengthening the Education Practice of Normal University Students to strengthen the construction of practical teaching system in colleges and universities. The policy requires strengthening the practical teaching system of normal university students, and the demands of the need for teacher require strengthening the practical teaching, and the reality of integrating the theory and practice of teacher education requires the establishment of a sound practice base for normal university students, which lays the foundation for the construction of the practical teaching system of teacher education. In October 2021, Tianjin formulated its own "supply list" and "demand list" through colleges and universities (departments), primary and secondary schools, and all districts coordinated the content of the list, striving to rationalize and optimize resource sharing. [5] The practice base of the "UGS" trinity training model for normal university students is the mutual cooperation mechanism established by local governments, normal colleges and primary and secondary schools. With the help of UGS, local governments can encourage relevant normal colleges and students of relevant normal majors to actively participate in the after-school service work of primary and secondary schools.

The research found that the UGS model started late in our country, and has great development space. Based on the UGS model and learning from foreign experience, the French government has also actively raised funds recently to guide college students to participate in after-school tutoring for middle school students, which is a new exploration to expand after-school service personnel. [6] More specific measures should be taken to promote normal college students to join after-school service programs in primary and secondary schools. After school service involves multiple subjects. In view of the above problems, it is proposed to promote the practice path of national normal colleges' involvement in primary and secondary school after school service through local pilot under the UGS model: to clarify the target of after-school service and promote the accurate communication of after-school service; Improve after-school service system to ensure after-school service effect; Strengthen multi-party supervision and improve after-school service quality; Integrate and sort out feedback information, optimize after-school service plan.

2. Feasible method

The UGS Model (University-Government-School Model) is a new model of teacher and education based on the cooperation between normal universities, local governments and primary and secondary schools. [7] Through the UGS model, the new teacher education model, which promotes the trinity of collaborative education between colleges and universities, local governments and primary and secondary schools, can deepen the reform of excellent teacher training, strengthen the practice and training of normal university students, cultivate school outstanding talents, improve the teacher skills of normal

university students, and lay a foundation for basic education and ethnic education research.

Under the guidance of local governments, universities and primary and secondary schools have actively communicated with each other to clarify their needs, and the two sides have implemented precise docking. By selecting relevant outstanding normal college students and actively participating in after-school service activities, it provides a practical solution for the effective implementation of after-school service in primary and secondary schools. On this basis, the after-school service team of college students meets the needs of primary schools to improve themselves. In addition, the universities and the primary and secondary schools they serve have formed an honor certification mechanism to effectively incorporate normal college students' participation in after-school services into the scope of social practice and practice assessment, so as to mobilize the enthusiasm of outstanding normal college students. A monitoring mechanism should be formed through government guidance to ensure the long-term and effective participation of normal college students in after-school services in primary and secondary schools.

2.1 Target-oriented: Normal colleges make clear the after-school service objectives and promote the accurate docking of after-school services

The purpose of practice is the premise of practice activities and the basis of practical tools.^[8] For the connection of after-school service practice between normal colleges and local primary and secondary schools, service objectives should first be determined, that is, "what is the purpose", "what to do" and "what is the goal" of after-school service, so as to promote normal colleges, normal majors, local governments and local primary and secondary schools to construct relevant objectives and carry out practice. In order to meet the differentiated service needs of different students, colleges and universities should select college students to form after-school service teams according to the service needs. The teams should visit the primary and secondary schools for several times, fully understand the situation of the students in the primary and secondary schools combined with appropriate service plans according to the guidance of the teachers in the primary and secondary schools. On this basis, colleges and universities also build after-school service development clusters, and set up a regional demonstration after-school service team for college students, playing a leading and exemplary role.

At the same time, in order to prevent the uniformity of after-school service content, colleges and universities can select students from different departments and majors based on their own educational characteristics to enrich the content, and give local primary and secondary school students more adequate choices based on their interests and physical and mental development rules.

In view of this, college students develop distinctive and different after-school service programs based on their own advantages, connect with the existing teaching environment and teaching equipment of the school, and realize accurate service considering the reality of the school. At the same time, the form and content of course services should be flexibly adjusted in accordance with the post-normal epidemic prevention and control mechanism. College students' schools should cooperate deeply with primary and secondary schools for research according to the curriculum arrangement and schedule.

By accurately connecting with the after-school service needs of primary and secondary schools, normal colleges can alleviate the dilemma of inadequate quality resources and actual conditions in primary and secondary schools. First of all, normal colleges and the related normal majors, as quality resource providers, provide local primary and secondary schools with excellent college student service teams and after-school service content and other resources. Through research, colleges and universities can set up unique local after-school or texted-based after-school service content according to local characteristics and school-running characteristics. Secondly, in the process of building the after-school service system, colleges and universities should build and develop the chain of mutual assistance resources, fully mobilize local high-quality resources, and promote the effective integration and maximum utilization of resources.

2.2 Activity standard: The three parties shall cooperate to improve the after-school service system and ensure the after-school service effect

The practice of the practice subject follows certain practice norms.^[9] After-school service practice activities need to follow certain activity norms, according to which it is clear that normal college students participate in after-school service "what to do" and "how to do". In the process of implementation, the sum of the behavior rules, value standards and activity procedures that must be followed by the students of normal colleges and relevant normal majors, local governments and local primary and secondary

schools in order to achieve their expected goals thus to promote the orderly conduct of after-school service practice activities in primary and secondary schools.

First of all, normal colleges and relevant normal professional departments should promote the co-supervision and co-management of all departments of the school or college, and promote the extensive participation of normal students in the after-school service mechanism. Relevant departments of colleges and universities should further refine the security system, focus on promoting the practical implementation of after-school service activities, and provide logistics support for relevant normal students to participate in after-school services: provide relevant internship certificates, social practice certificates, fare reimbursement and catering subsidies, etc., to ensure the effective participation of students and real cooperation. At the same time, in terms of supervision, relevant reward and punishment measures can be taken to strengthen the sense of responsibility of college students who participate in after-school service. Through quantitative assessment, the after-school service achievements can be linked with the evaluation of awards and excellence. Through the reward and punishment measures, the after-school service effect is linked with the student practice assessment and social practice assessment.

Local primary and secondary schools, normal colleges and relevant normal professional colleges have signed contracts to jointly improve the quality of after-school services. First of all, under the guidance of the government, relevant universities and local primary and secondary schools should actively contact each other and jointly promote two-way selection with primary and secondary schools. Primary and secondary schools, based on the current difficulties in after-school service, combine their own school characteristics, student characteristics and other factors, and match the superior resources and professional characteristics of colleges and universities. Through the signing system, both parties are clearly responsible, and the implementation plan of after-school service meets the requirements of the new curriculum standards and the actual conditions of both parties. Normal colleges and universities should lead the selected normal college students to conduct in-depth research in primary and secondary schools, combine their own advantageous resources, identify and find the breakthrough point of cooperation, and further give play to their own unique advantages.

2.3 Implementation supervision: Strengthen the joint supervision of the three parties to improve after-school service quality

Effective supervision is an important guarantee for the smooth implementation of the policy..^[10]The after-school service system under the joint supervision of multiple parties is a measure to monitor the "how much" the purpose of practical activities is "achieved" "implemented" "followed" . Due to the relative local interests, the responsible teachers of normal colleges and their student service teams, the relevant subjects of local governments and local primary and secondary schools may not be able to consciously implement the relevant norms in after-school service practice activities. Therefore, it is necessary to dynamically supervise all links in practice activities to ensure the accurate, timely and efficient implementation of practice activities.

In order to ensure the effective and long-term implementation of the after-school service team, the government should unite with social forces to establish a multi-party supervision and phased evaluation system, connect relevant normal colleges and local primary and secondary schools, and form a joint supervision and management system to ensure a virtuous cycle in the whole process. First of all, relevant colleges and universities should constantly improve the after-school service feedback system. Secondly, local primary and secondary schools can contact the relevant teachers' college construction stage evaluation mechanism. Secondly, under the interaction of service feedback system and evaluation mechanism, the government should also take an active part in formulating a unified reward and punishment system, linking the after-school service effect with student practice assessment and social practice service assessment, and encouraging all parties to continuously improve after-school service by perfecting various evaluation and award evaluation mechanisms, so as to form a high-quality after-school service system with multiple concerted efforts.

Through quality monitoring, evaluation and improvement, construction effect and characteristic innovation, the evaluation and monitoring system can carry out supervision and evaluation and continuous improvement on the operation status of after-school service, after-school quality effect and the quality of college student service team, so as to optimize the construction process of practice base and achieve the expected results of practice activities.

Quality control -- The above departments and systems of after-school service practice management and quality control implement dynamic standard management and quality control of the whole process

of after-school service practice activities of normal university student service teams led by relevant universities. Quality evaluation and monitoring are carried out from the aspects of the college student service team's emphasis on after-school service content, preparation of after-school service, after-school service counseling mode, logistics support and the guidance attitude, ability, method, frequency and timeliness of the college student service team's responsible guidance teachers.

Evaluation and improvement -- Through multi-subject and mutual evaluation of the effect of normal university students' participation in after-school service practice activities, normal and scientific evaluation is carried out on the operation status and educational practice of "UGS" collaborative education mechanism, so as to dynamically adjust and optimize the educational practice according to the evaluation results, and continuously and efficiently improve the quality of after-school service.

Construction results -- From the aspect of ability, normal college students participate in after-class service, education and teaching practice ability can be improved, which lays the foundation for their future career; From the perspective of social benefits, local primary and secondary schools cooperate with normal colleges to carry out relevant after-school service practice activities, which provides a model for future after-school service and curriculum reform.

Characteristic innovation -- Normal colleges lead college students' after-school service teams to cooperate with local primary and secondary school practice bases to build unique characteristics and operate and manage innovative after-school service practice system. Primary and secondary school teachers' ability innovation, promote local primary and secondary school resources optimization, enhance the front-line teachers' scientific research ability; The enrichment and optimization of after-school service content, arouse the enthusiasm of primary and secondary school students, effectively promote the in-depth implementation of compulsory education; After-school service projects will be included in the scope of social practice and internship assessment of relevant normal university students. The university will implement the cultivation goal of cultivating virtues and cultivating talents, and exercise the practical application ability of relevant normal university students' professional knowledge to lay a foundation for their career.

In view of the status quo of after-school services, the analysis shows that with the support of all parties, college students can establish service teams through selection and training to participate in after-school service projects in primary and secondary schools, which can effectively alleviate the existing difficulties in the implementation of after-school services and provide accurate and regular services for local primary and secondary school after-school learning.

2.4 Information feedback: Normal colleges should integrate and sort out feedback information and optimize after-school service plans

Practice feedback information is not only the important basis of correct decision, but also the guarantee of the best benefit after the implementation of the decision.^[11] Establishing periodic dynamic information feedback system to gain experience of practical activities, optimize service content and specific measures. In the specific, contextualized and individualized after-school service practice activities, the information feedback mechanism can be established to timely respond to the change and mobilization of service team members, policy adjustment, emergencies and other situations.

A perfect after-school service system needs to build a dynamic multidimensional evaluation index system to obtain timely feedback to optimize the service content and mode. First of all, colleges and universities should take the overall development of students as the goal, focus on the construction of professional evaluation index.^[12] Establishing after-school service information feedback mechanism to integrate multiple information resources, and accurately locate practical problems in activities between primary and secondary schools and normal colleges according to feedback information. At the same time, the content and mode of cooperation are optimized according to the feedback information, and the dynamic adjustment is made according to the actual problems. All parties reflect on the practical problems and make use of the feedback information of after-school service practice.

In this regard, normal universities can select college students to form after-school service volunteer teams, guide students to participate in the optimization of the team, update after-school service concepts, and innovate after-school service methods. In combination with the needs of local primary and secondary schools, colleges and universities maximize their own advantages, deepen the participation of normal college students in after-school service practice activities in primary and secondary schools, and timely adjust the service methods and contents through the feedback mechanism.

3. Conclusions

To sum up, normal colleges and universities can clear the after-school service objectives, improve the after-school service content, strengthen the joint supervision of multiple parties, integrate and comb the feedback information, use the GUS system to promote the coordination of the three parties to jointly promote the effective participation of normal college students in after-school service projects.

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