

How to Strengthen the Connection between Universities and Middle Schools in the Context of “Double Reduction”

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Abstract: *This paper introduces the current situation of the "Double Reduction" policy, and points out that the key to education lies in internal drive. "Double Reduction" is not only a matter for primary and secondary schools in the stage of compulsory education, but also a social change involving the whole education system and affecting family behavior and industry development. Universities should play a more important role in educational reform. From several aspects, this paper discusses how to strengthen the connection between universities and middle schools, and how to make full use of university resources in the "Double Reduction" reform.*

Keywords: *Double Reduction, University, Middle school, Reform in education*

1. Introduction to the "Double Reduction" policy

The "Double Reduction" policy is to reduce the homework burden and after-school training burden of students in the stage of compulsory education, aiming to be student-centered and promote the healthy growth of students. Homework is an important part of school education and teaching management and a necessary supplement to classroom teaching activities. In order to better master knowledge, it is natural for students to do homework. However, the problem is that some school assignments are too many, of low quality, and of dissimilated functions, which can not achieve the effect of reviewing the old and learning the new, but also occupy students' normal exercise, rest, and entertainment time. For a long time, compulsory education schools have reduced the burden on students, but unexpectedly, the burden inside and outside the school has increased, and the increased burden outside the school is out of control and out of control. Reducing students' homework burden and off campus training burden (hereinafter referred to as "Double Reduction") is a major measure for the education front to implement the new national development concept, build a new development pattern, promote high-quality development, and promote the healthy growth of students.[1]

On October 23, 2021, the 31st meeting of the Standing Committee of the 13th National People's Congress voted to pass the family education promotion law. The law stipulates that the parents or other guardians of minors are responsible for carrying out family education. The state and society provide guidance, support and services for family education. In response to the "Double Reduction" requirement of reducing students' homework burden and after-school training burden in the stage of compulsory education, the law stipulates that local people's governments at or above the county level should strengthen supervision and management, reduce students' homework burden and after-school training burden in the stage of compulsory education, unblock school and family communication channels, and promote the mutual cooperation between school education and family education. The parents or other guardians of minors shall reasonably arrange the time for minors to study, rest, entertainment and physical exercise, so as to avoid increasing the learning burden of minors and prevent minors from indulging in the Internet.

The pressure of after-school homework and after-school training stems from the pursuit of higher education by primary and secondary school students and their families. "Double Reduction" has not extinguished this pursuit enthusiasm. Having higher education opportunities means that a person has opened a window of upward social mobility, and can enjoy more employment opportunities, higher wages and more respected social status. The value of higher education makes every family have to pay attention to the acquisition of higher education, and they have to try their best to accumulate their academic capital for their children to obtain higher education opportunities through all possible

educational means. The "Double Reduction" policy reduces the pressure for students in the compulsory education stage, which will inevitably bring a series of changes in the basic education stage, and will inevitably affect the supporting development of higher education stage.

Reducing burden is not "Stocking". Learning is a process of competition and struggle. Reasonable pressure can promote students' growth instead. What we oppose is the behavior of ignoring the growth law of children and infringing on the interests of the masses under the banner of education. Therefore, we should not only severely punish the bad training institutions that sell educational anxiety, but also protect the legitimate rights and interests of formal training institutions, so as to truly return education to its original intention.

2. Implementation status of "Double Reduction" policy

"Double Reduction" directly limits the scale of discipline off campus training institutions and reduces the length of their after-school training, which has a huge impact on off campus training institutions. However, it is easy to treat educational training institutions, but difficult to treat educational anxiety. As many parents worry, if students do not enjoy high-quality education in school and do not change the current imbalance of educational resources, the "theater effect" in the field of education will not disappear, and the demand for training is likely to be met by other means.

In terms of the current implementation of the policy, the number of education and training institutions for nine-year compulsory education has been greatly reduced, and the pressure on students' extracurricular homework at the stage of compulsory education has been greatly reduced. However, the current "Double Reduction" policy focuses more on "blocking", such as restricting the operation of extracurricular counseling institutions in primary and secondary schools, restricting the excessive arrangement of homework, and restricting the tutoring of professional classes on weekends and holidays. Inevitably, there are some prominent problems, such as some parents still trying to make up for their children's classes, and some extracurricular training institutions "playing the edge" and "operating in the dark". In order to ensure the better implementation of the "double reduction" policy, our country must do a good job in "Dredging" guidance, commit to dredging and drainage, and promote the "Double Reduction" education to turn pressure into advantage and realize long-term development.

3. The key to education is internal drive

To better implement the "double reduction" policy, we must first understand the key to education. The key to education is not the problem of learning time or learning method, but the internal motivation. [2]A child who studies passively, even if he studies all day long, it is difficult to be effective. Making up classes or attending training classes is just the psychological comfort of parents' wishful thinking. A child who takes the initiative to learn is efficient. He not only has good learning effect, but also has time to play. Therefore, the key to education lies in how to stimulate children's learning motivation. Don't press children to study for quick success and instant benefit, which may have a little effect at present, but in the long run, it is drinking poison to quench thirst. The problem we need to think about is how to stimulate children's learning motivation. Double reduction, what is reduced is inefficient learning time, not laissez faire.

The key to self-discipline, self-study and self-supporting personality lies in the word "self", that is, the internal driving force of learning. The best family education is to inspire and cultivate children's ability to learn independently.

The most effective shortcut to autonomous learning is to find the fun of learning. No matter how much time people spend on things they are interested in, they are like enjoyment, like games, and they are easy to immerse themselves. When people voluntarily study, no matter how difficult the problem is, it will be an exciting challenge rather than a painful obstacle.

Good family education should let children understand that the purpose of learning is not to pass the exam, not to cope with parents and teachers, but to acquire knowledge and skills, exercise and cultivate ability. In the state of autonomous learning, learning is not external oppression or eager for quick success and instant benefits, but the impulse from internal needs, that is, the realization of self-worth and the drive of social responsibility.

The premise of improving the internal drive of learning is "trust". Every parent should believe that thinking and learning are human instincts. Everyone is born with a willingness to learn. Curiosity and

thirst for knowledge are always inherent in children. With this trust as the starting point, children can be guided to learn to study independently and achieve the most effective education.

4. Strengthen the cooperation between universities and middle schools

"Double Reduction" is not only a matter for primary and secondary schools in the stage of compulsory education, but also a social change involving the whole education system and affecting family behavior and industry development. The purpose of exam oriented education is actually to get into a good university. This alone shows that it is difficult for universities to stay out of it. In the educational reform, universities should play a very important role. Universities have hardware facilities that cannot be reached by middle schools, especially professional laboratories in various disciplines. The University also has a large number of professors and professionals. The size of a university is not only the size of a building, but also the size of a master. Next, from several aspects, talk about how to strengthen the connection between universities and middle schools, how to make full use of university resources, and how universities can play a greater role in the "double reduction" reform.[3]

4.1. Middle school students walk into university campuses and laboratories

Let more middle school students enter the university campus, feel the charm of the University, stimulate their learning enthusiasm, strengthen their learning confidence, believe that knowledge changes their destiny, and hope to be admitted to the ideal university in the future. In order to stimulate students' good quality of loving science, daring to explore and paying attention to practice, let middle school students enter the laboratory and feel the charm of science at a close distance. The laboratory should be the most effective and fruitful place for students to learn. To cultivate scientific quality, we should not only impart knowledge, but also develop students' intelligence. Experience is education, and experience is growth. The activities of middle school students entering the university campus can enable them to personally experience the great changes that science has brought to our lives, feel the charm of science, stimulate their desire to explore science, inspire their scientific thinking, cultivate their practical ability, guide them to understand the relationship between science, technology, society and environment, and further improve their scientific literacy.

4.2. Communication and interaction between middle school students and College Students

Exchange activities between middle school students and college students can be actively carried out. Middle school students can not only ask their elders for learning methods and experience, but also share their gains and losses in learning and life, and feel college life in advance. College students can also see the shadow of their struggle from middle school students, encouraging them not to waste their college time.

4.3. College professors enter middle school classrooms

Encourage university professors to actively enter middle school campuses and middle school classrooms. Spread the high-quality teaching system, bring new ideas and ideas to middle schools, and broaden their horizons. University professors entering middle school classrooms can introduce the development stage of contemporary science, scientific research paradigms, the progress of cutting-edge science and technology, more vividly introduce the latest progress of science and technology, and stimulate middle school students' love for science. The entry of university professors into middle school classrooms also brings a lot of inspiration to middle school teachers.

4.4. Further promote the "Talent Program"

In order to implement the relevant requirements of the outline of the national medium and long term education reform and development plan (2010-2020), effectively promote the development and opening up of high-quality scientific and technological education resources in Colleges and universities, and establish an effective way for colleges and middle schools to jointly discover and cultivate young scientific and technological innovative talents, the China Association for science and technology and the Ministry of education have jointly organized and implemented the training plan for middle school students' scientific and technological innovative reserve talents (hereinafter referred to as the "Talent Program") since 2013.

The "Talent Program" aims to select a group of middle school students who are excellent in both character and learning and have spare capacity to learn to enter the University, and participate in scientific research, academic discussion and scientific research practice under the guidance of famous scientists in the field of basic disciplines of natural science, so that middle school students can feel the charm of famous teachers, experience the scientific research process, stimulate scientific interest, improve innovation ability, establish scientific ambition, and then find a group of excellent middle school students with disciplinary expertise and innovation potential, It will provide reserve forces for the "Talent Program for top-notch students in basic disciplines", promote the connection between middle school education and university education, establish an effective model for colleges and middle schools to jointly discover and cultivate young scientific and technological innovative talents, and create a good social atmosphere for the continuous emergence and growth of young scientific and technological innovative talents.

4.5. Curriculum construction cooperation

Making full use of the theoretical and technological advantages of universities, universities and middle schools cooperate to build high-quality courses. In terms of content, it is easier for university professors to grasp the essence of theory, explain knowledge points more thoroughly, and introduce the latest scientific and technological progress. In form, the University assists middle schools to adopt the latest multimedia production technology and online teaching platform construction skills.

4.6. Try to learn the score system first

For middle school students who have spare capacity to learn, they can be encouraged to take university courses in advance, and the accumulated credits are recognized nationwide. This can not only weaken the pressure of exam oriented education, but also encourage young students' thirst for knowledge.

5. Summary

Giving full play to the resource advantages of universities in hardware and software, strengthening the exchange and cooperation between universities and middle schools, expanding the vision of middle school students, improving their interest in scientific knowledge, and enhancing their internal drive for learning can better implement the "double reduction" policy and promote quality education. The cooperation between universities and middle schools in the field of basic education, seeking scientific development, exploring educational reform and jointly building high-quality resources is not only conducive to the reform of basic education, but also conducive to the reform and development of universities.

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