

Research on the Impact of China's "Double Reduction" Policy on the Self-discipline of Primary School Students' Extracurricular Learning

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Abstract. With the intensification of social development and educational competition, the extracurricular learning pressure on Chinese primary school students continues to increase, and excessive after-school homework and extracurricular tutoring classes make the learning burden of students increasingly heavy. To improve this situation, the Chinese government has introduced a "double reduction" policy, which aims to reduce the burden of homework and extracurricular training for primary school students, so that they can have more time and energy to participate in other activities that are beneficial to physical and mental development. The introduction of this policy has undoubtedly brought new possibilities for the extracurricular learning methods of Chinese primary school students and also posed new challenges to their learning self-discipline. Therefore, it is of great theoretical and practical significance to study the impact of the "double reduction" policy on the self-discipline of primary school students' extracurricular learning. Based on the background of the double reduction policy, this article analyzes the impact it has on the self-discipline of extracurricular learning of primary school students, to achieve the ultimate goal of this study. Through in-depth interviews with parents and teachers, this study understands their cognition and feelings about the "double reduction" policy and explores the impact of the policy on their daily study and life. In general, through an in-depth discussion of the impact of the "double reduction" policy on the self-discipline of primary school students' extracurricular learning, this study hopes to provide valuable references and suggestions for the management and guidance of primary school students' extracurricular learning.

Keywords: "Double reduction" policy; primary school students; self-discipline.

1. Introduction

China, as the most populous country in the world, has naturally attracted widespread attention to its education. Educational pressure is a long-standing and hotly-discussed problem in Chinese society. Especially in the 21st century, the trend of globalization and informatization has intensified the competition in education, and Chinese parents have higher and higher expectations for their children's education. To meet the competitive pressure of society and the expectations of parents, the learning burden of primary school students is becoming heavier and heavier. Specifically, the extracurricular learning pressure of Chinese primary school students is mainly manifested in two aspects. The first is a lot of heavy after-school homework, and the second is the extensive extracurricular tutoring and training courses. In this regard, the Chinese government put forward a "double reduction" policy in 2021, trying to improve student's study and living conditions by reducing students' homework and extracurricular training time. The introduction of this policy has triggered a lot of discussions on education reform, the learning burden, and students' self-discipline in extracurricular learning. At present, there is still a lack of in-depth and systematic research on the actual impact of the "double reduction" policy on the self-discipline of primary school students' extracurricular learning.

The implementation of the "double reduction" policy has had multiple impacts on the extracurricular learning self-discipline of primary school students. It includes both positive effects, such as students reducing learning pressure, having more time and opportunities to participate in activities they are interested in, and improving their self-exploration and self-learning ability; it also includes some possible negative effects, such as some students, after reducing the monitoring of

parents and teachers, may There is a decrease in learning enthusiasm and a decrease in extracurricular learning time and efficiency.

Min Yan proposed in her article that under the background of the central government's "double reduction" policy, it emphasizes reducing the burden on students and reducing the amount of children's homework, so the amount of reading should be increased, especially extracurricular reading [1]. Moreover, in the latest Compulsory Education Chinese Curriculum Standards released in 2022, there are clear requirements for the total amount of extracurricular reading for primary school students: no less than 50,000 words in grades 1-2; no less than 400,000 words in grades 3-4; and no less than 1 million words in grades 5-6 [2]. It can be seen that the national education policy attaches great importance to and high requirements for students' extracurricular reading. Educators should stand at the height of cultivating new people in the era of national rejuvenation, understand the significance of reading and educating people, and do a good job in the "five readings" of reading work in primary and secondary schools in response to various problems in reading: through "reading with books", "reading good books", "good reading" and "reading books", and finally achieve " The goal of reading education is to fully explore the innovative value and unique role of reading to empower the reform and development of education.

In addition, Wu Yanmin showed in his article that factors such as family environment, parents' education methods, and individual differences among students have also greatly affected the effect of the "double reduction" policy on students' self-discipline in extracurricular learning [3]. Therefore, to fully understand and evaluate the implementation effect of the "double reduction" policy, it is necessary to comprehensively consider a variety of factors. At the same time, it also requires the joint efforts of families, schools, and society to improve the self-discipline ability of primary school students, so that they can maintain good learning habits and Self-discipline.

The goal of this study is to understand the double reduction policy in detail and reveal the impact of the "double reduction" policy on the self-discipline of primary school students' extracurricular learning.

2. Methods

2.1. Design

This study interviewed third-grade teachers and parents of students in a primary school in Shenzhen to understand their views on the impact of the "double reduction" policy on the self-discipline of primary school students' extracurricular learning. Then summarize the relevant results and analyze them to promote the teaching basis of this project research, and then make the results of this project more effective and instructive.

2.2. Research Object

The research object of this project is primary school students, but because the students in this age group are young and cannot cooperate well to complete the research. Teachers are the implementers of the "double reduction" policy, and parents are the people who know the extracurricular learning situation of primary school students best, so they choose to interview the teachers and parents of students in that age group.

2.3. Samples

In this interview, a total of two third-grade teachers and two parents of third-grade students were selected. Teacher A is a Chinese teacher, and the Chinese score of the class she teaches is the first in the third-grade group. Teacher B is also a Chinese teacher. The Chinese score of the class she participated in is the last in the third-grade group. Parent A is a woman. He and she believe that the "double reduction policy" has taught primary school students how to manage their time. Parent B is a male, and he believes that the "double reduction policy" is not conducive to the self-discipline of primary school students.

2.4. Research Process

This study first asks questions about all the teachers (32 in total) and some parents of some students (30 in total) in the third grade of the school. The question is, do you think that students' self-discipline has improved after the double reduction? According to the answer to the question, select 2 teachers and 2 parents for further interviews. The interview is a semi-open interview, with a total of three sections; the first section is about the understanding and implementation of the "double reduction" policy, the second section is about the extracurricular learning self-discipline of primary school students, and the third section is about the specific impact of the "double reduction" policy on the extracurricular learning self-discipline of primary school students. Finally, summarize the interview results and analyze them.

3. Results

3.1. Teachers' Perspective

Teachers usually believe that the "double reduction" policy helps to reduce students' learning pressure, but it also puts forward higher requirements for students' self-discipline. Teacher A said that she observed that some students' self-discipline has improved. They know how to arrange their time reasonably, formulate and implement learning plans, and how to self-regulate learning emotions and behaviors. However, some students have problems with their self-discipline ability. They have encountered difficulties in learning time management, learning plan formulation and implementation, and self-regulation of learning emotions and behaviors. This shows that the implementation of the "double reduction" policy may lead to a trend of differentiation in students' self-discipline in extracurricular learning.

Teacher A said that due to the double reduction, the learning burden of primary school students is reduced, and they no longer need to concentrate on after-school homework and extracurricular tutoring. Parents are required to participate in supervision and guidance, which can actively consolidate classroom knowledge, carry out extracurricular reading, and participate in extracurricular practice and other strategies. For example, after learning unit teaching, students will have more energy to consolidate classroom knowledge, learn classroom knowledge with half the effort, and facilitate memory and understanding [4]. Carrying out an extracurricular designated bibliographic reading plan is conducive to thinking and linking classroom knowledge, to achieve the purpose of integrating in-class knowledge. Students participate in extracurricular subject practice activities, have more energy to practice and think about the relationship between theory and practice, and ensure that theoretical knowledge can be better practiced. By reducing the learning burden of students and paying attention to learning methods, it is more conducive to improving students' self-discipline in extracurricular learning. Teacher B said: "After the implementation of the 'double reduction' policy, students have more extracurricular time, and parents can participate in supervision and guidance. Students can actively consolidate classroom knowledge, carry out extracurricular reading and participate in extracurricular practice. For example, after learning unit teaching, students can use extracurricular time to consolidate classroom knowledge. Students can also carry out extracurricular designated bibliographic reading plans to strengthen subject knowledge and expand classroom knowledge. Students participate in extracurricular discipline practice activities, combine theory with practice, and learn to apply what they have learned, which is conducive to improving examination results. Students can also learn by using extracurricular time. Good learning methods are more conducive to students' self-discipline in extracurricular learning."

3.2. Parents' Perspective

Parents' feedback is relatively complicated. On the one hand, they recognize that the "double reduction" policy provides children with more rest and entertainment time, which helps to improve children's quality of life. On the other hand, they are also worried that children may not be able to

effectively manage their learning time and learning behavior without external supervision. Parent A said that the "double reduction" policy is very conducive to children's learning. She said: "Before the 'double subtraction', most of the child's time at home is spent on homework, and I have to spend a lot of time and experience checking the completion of the child's homework. But after the 'double reduction', the child's homework was guided by the teacher, and it was completed in school, so I don't have to worry about it at all". The child also told her that she wanted to learn dance, so I signed up for the weekend dance interest class. The child's academic performance has improved, and she has learned the dance she wants to learn. "Parent B said that she understood that the "double reduction" policy was established to reduce the burden on children, but after the reduction of homework, his children spent most of their time after school on entertainment. If there is no persuasion and discipline, there will be no extracurricular study at all.

The interview results show that parents have different evaluations of their children's self-discipline ability in extracurricular learning. Some students' internal learning motivation has improved after the implementation of the "double reduction" policy. This may be because the "double reduction" policy provides students with more opportunities to learn freely so that they can learn according to their interests and pace. However, some students' learning motivation has declined, which may be related to their lack of self-management ability and the lack of clear goals and plans for extracurricular learning. It shows that while implementing the "double reduction" policy, it is also necessary to pay attention to students' learning motivation, especially their internal learning motivation, because it may be an important factor affecting students' self-discipline in extracurricular learning.

4. Discussion

The content of this part will have an in-depth discussion of the results of the interview and try to reveal the deep mechanism of the "double reduction" policy on the self-discipline of extracurricular learning for primary school students.

4.1. Cultivating Students' Internal Learning Motivation Is More Conducive To Improving The Self-discipline Of Primary School Students.

The study found that most students' internal learning motivation improved after the implementation of the "double reduction" policy.

They are more willing to study, not just to cope with exams or meet the expectations of parents. They know how to arrange their time reasonably, make and implement learning plans, and how to self-regulate their learning emotions and behaviors. Their learning efficiency has been improved, they pay more attention to self-management, and less distracted behavior. This may be because the "double reduction" policy provides students with more opportunities to learn freely so that they can learn according to their interests and pace. However, we also found that some students' learning motivation has decreased, and they also have problems with extracurricular learning behaviors, such as procrastination, distraction, etc. This may be related to their self-discipline. This may be related to their self-discipline. This reminds us that while implementing the "double reduction" policy, we need to pay attention to students' learning motivation, especially their internal learning motivation, because it may be an important factor affecting students' self-discipline in extracurricular learning [5].

4.2. Home-school Cooperation Is More Conducive To Improving The Self-discipline Of Primary School Students

After the "double reduction" policy, the learning burden of primary school students has decreased, and they no longer need to focus on homework and extracurricular tutoring. Parents can supervise and guide students to actively consolidate classroom knowledge, carry out extracurricular reading, and participate in extracurricular practice and other strategies. For example, after learning unit teaching, students have more energy to consolidate classroom knowledge. At this point, the efficiency of students learning classroom knowledge is twice that of other periods. This facilitates students'

memory and understanding. The school carries out an extracurricular reading plan for designated books, which is beneficial for students to think and link classroom knowledge, and achieve the goal of integrating knowledge both inside and outside of class. Students participate in extracurricular subject practice activities and have more energy to practice and think about the relationship between theory and practice, ensuring that theoretical knowledge is better practiced. By reducing students' learning burden and emphasizing learning methods, it is more beneficial for students to enhance their self-discipline in extracurricular learning.

After the double reduction, primary school students need to cultivate core literacy to improve their comprehensive literacy. Parents are required to participate in supervision and guidance, and can actively consolidate classroom knowledge, carry out extracurricular reading, and participate in extracurricular practice and other strategies. Carry out the designated bibliographic reading plan after class; Carry out an extracurricular designated bibliographic reading plan to enable students to better contact the in-class and out-of-class content and improve the core literacy of the subject; Participate in extracurricular subject practice activities to promote students to have the subject practical ability, improve their ability to apply subject knowledge, and improve the core quality of the subject [6-8]. By cultivating the core quality of the subject and paying attention to learning methods, it is more conducive to improving students' self-discipline in extracurricular learning.

5. Conclusion

As mentioned in the review, the "double reduction" policy is mainly aimed at reducing students' learning burden, allowing them to have more independent learning time to better implement learning plans, and thus enabling them to have corresponding learning abilities and improve their comprehensive literacy. After "double reduction", students no longer need to deal with a lot of homework and extracurricular tutoring and have more independent time, so students can better improve their self-discipline in extracurricular learning. To better improve the self-discipline of primary school students' extracurricular learning, parents are required to participate in supervision and guidance. They can actively consolidate classroom knowledge, carry out extracurricular reading, participate in extracurricular practice and other strategies, to promote primary school students to reasonably use extracurricular time, reasonably invest in learning energy and reasonably learn core literacy. Actively committed to the implementation of extracurricular learning, effectively stimulating their interest in learning, cultivating their good learning habits and abilities, and then improving the self-discipline of primary school students' extracurricular reading [9]. Therefore, after the "double reduction", because students have more independent learning time, parents are required to participate in the supervision and guidance, and reasonably implement the extracurricular learning plan, to ensure that students can keep up with the learning progress and improve their learning ability after the "double reduction", and develop good learning habits [10]. After the "double reduction," the implementation of extracurricular learning is more self-disciplined.

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