Evolution and Prospect of Home Work Research of Compulsory Education Students in China under Double Reduction Policy

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Abstract. Now, our country has promulgated and implemented the double reduction policy for the excessive homework pressure of primary and secondary school students. This policy aims to reasonably and effectively solve the problem of extreme homework pressure on primary and middle school students to a certain extent. In the implementation process of the double reduction policy, in reducing the burden of students, they focus on how to reduce the burden of homework for primary and middle school students. Therefore, based on the double reduction policy, the school has significantly reformed this part of the students' homework. To design the assignment under the double reduction policy, we should design stratified tasks to enrich the form of reading and reflect the personalized differences of students. Compared with the traditional operation mode, the changes in the operation mode under the double reduction policy. Moreover, from the school, teachers, and parents three aspects of the current situation and solve the existing problems—some suggestions on reducing parents' stress when reducing children's homework burden.

Keywords: Double reduction policy, Homework, Situation, Problem and suggestion.

1. Introduction

With the promulgation and implementation of the double class reduction policy, it is worth discussing whether the approach reduces homework pressure for primary and middle school students. Homework is a concern for both students, teachers, and parents. Homework is an essential supplement to the teaching of primary and secondary school teachers and students' learning. Homework is a practical extension of teachers 'classroom teaching and consolidates the deepening of students' classroom learning results. However, homework has become the source of heavy work for primary and middle school students. Compared with the traditional mechanized homework, excessive homework burden has been the main problem of education papers and anxiety. Such as homework arrangement around exams and grades, the public ignored individual homework differences, the derived extracurricular counseling, and students' mental health problems have become the focus of public attention. The essence of homework education is to consolidate the knowledge in class and avoid forgetting expertise and skills, but many teachers have some deviation in the homework assignment. How can we reduce the amount of homework and improve the quality of homework for primary and middle school students? How do we reduce the pressure on parents to help them with homework? How to ensure that students reduce homework while mastering the basic knowledge and overall development. The main content of this paper is to explore further. The traditional form of homework, the double reduction policy under the homework design, is how to change. Discusses the double reduction policy under the homework burden, more from the perspective of the quality education system and cultivating students' core quality. These two points optimize the homework form and content of primary and middle school students to be better conducive to the overall development of students and put forward the corresponding best solution. Fundamentally change the status quo of operation design and implementation. Huang Wei's scholars put forward relevant views on reducing student homework under the double reduction policy. However, there is not a systematic and intuitive review of how to effectively mitigate the homework pressure of primary and secondary

school students. Therefore, this article will elaborate on how to reduce the stress on students' homework from different aspects.

2. Problems existing in operation design under the double reduction policy

2.1 Assignments are Organized Around Exams and Grades

As is known that the main purpose of homework assignments is to consolidate the knowledge learned in the classroom, and avoid knowledge forgetting and proficient skills, but many teachers have a deviation in concept when assigning homework, thinking that homework is mainly arranged around exams and grades. In order to enable students to master certain knowledge points, students are assigned a lot of copying or examination-oriented homework, which makes students physically and mentally exhausted and deprives students of other time. The homework is not challenging, and the effect of the homework is general. It may not be a few days before the same mistakes will occur again, so that students cannot achieve new experience and understanding, Other teachers assign homework according to their children's grades. For example, excellent students need to get more than 98 points, medium-sized students need to get more than 95 points, and backward students need to get more than 80 points. Otherwise, they need to do three more questions in their homework every day. However, we don't know whether such "extra" homework can really make students understand knowledge points and skillfully use what they have learned [1].

2.2 Ignore Individual Differences in Homework

When teachers assign homework, the problem is that the proportion of written homework is significant. In contrast, the balance of hands-on or practical homework is small, ignoring the individual differences in homework [2]. In the eyes of many teachers, completing homework is "homework," which must be called formal homework through written homework. Otherwise, it cannot become homework. At the same time, there is a "one size fits all" phenomenon when assigning homework. Regardless of the level of learning and the quality of education, students in a class face the "same" homework; The resulting problem is that the amount of writing of students' homework remains high, and the homework burden is heavy. There has been news that pupils' homework has not been completed at 10 p.m. before. Regardless of learning methods and habits, this amount of homework is fantastic. It is conceivable that homework's learning interest and motivation will gradually decline.

2.3 How to Improve the Homework Design of Primary and Secondary School Students

2.3.1. The Amount of Homework Should be Optimized to Relieve Students' Pressure

Teachers should let students have a solid memory of the knowledge learned in class and consolidate their learning effect so that students can lay a good foundation. Suppose teachers apply the concept of a sea of questionable tactics to assign homework. In that case, it will not only make students bear tremendous homework pressure but also make students have incredible boredom. Instead, they will not complete the homework, which will not achieve the original intention of teaching, but also easily play the opposite role. In the context of the double reduction policy, teachers should reduce the homework pressure on primary school students. That requires teachers to change the concept of assigning homework from the past. It optimizes the amount of homework but also grasps the skill of designing homework and optimizing the structure of an assignment. It can significantly improve students' enthusiasm to complete their homework and help primary school students better master the knowledge they have learned [3].

When students are assigned homework, if students can feel the close relationship between the knowledge learned and real life, it will promote the development of students' physical and mental health and improve their ability of students to solve simple, practical problems. Students should have enough time to do their homework, so the teacher should try to keep the necessary homework time in

each class, and students should complete homework in class as much as possible. Homework should be completed in class as much as possible Students in grades one and two do not assign written homework but can arrange consolidation exercises in school. The average homework writing time in grades 3 through 6 should not exceed 60 minutes. In addition, the difficulty should be moderate, and teachers should consider different students' knowledge and ability levels. If the questions are too complex, the students with a slightly lower foundation will lose confidence and interest in learning Chinese. If the topic is too complex, students with a slightly poor foundation will lose confidence and interest in learning Chinese. We can also carry out variant and reverse thinking training on exercises from different aspects, improving students' learning quality and adaptability. Students can also participate in compiling questions and assigning homework. Teachers should carefully check, sort out and guide the homework completed by students. Only by praising excellent homework and establishing good models can students improve their interest in learning and realize that Chinese is around them, to enhance their ability to solve problems. Therefore, homework design should be related to the reality of children's lives and make children happy [4].

2.3.2. Stratified Homework is Designed to Reflect Individual Differences and Better Meet the Needs of Students

Each student's learning situation is different. When teachers assign homework, if the content of the homework meets the needs of students with average academic performance, it will delay the growth of students with better academic performance. On the other hand, if the assigned homework can meet the students with excellent academic performance, it will also make students with average academic performance more significant homework pressure. Moreover, it is easy to attack the self-confidence of this group of students. In order to better meet the learning needs of students, teachers can design hierarchical homework based on the actual situation of students. Moreover, let students have a choice to do homework. This way, students' enthusiasm for doing homework can be effectively improved. As a result, it promotes students' overall development, and teachers' homework pressure on primary school students due to hierarchical errors can be effectively avoided [5].

In the context of a "double reduction policy, "if you want to liberate students, homework design is the most critical. Teachers need to solve this problem: Designing well with homework time. It is not that the longer the operation time, the better. It should be within a specific range. Beyond this inflection point, the longer the operation time, the worse the effect. For example, a student can only do homework for two hours a night. He will be sleepy after 10 o'clock. If he continues to do it, it will be noon. The child's learning consciousness will worsen, and his efficiency and physical strength will not keep up, affecting the next day's class. Second, teachers should have all students in their hearts. When teachers assign homework, the time design is often higher than the actual completion time of students. The teacher thinks these assignments may take half an hour to complete, most children take an hour to complete, and some students take an hour and a half to complete. When teachers assign homework, they often follow the best students. Therefore, when assigning homework, teachers should consider it from the perspective of the whole classroom, not just from their perspective [6]. Extra time for students' daily accumulation, preview, review, sorting, error problems, etc., is significant for students. Third, each student's primary and receptive ability differs from the effect of homework. Teachers should design hierarchical homework. Teachers should guide students in their learning methods.

2.3.3. Enrich the Forms of Homework to Encourage Students to Actively Complete

When designing homework, teachers should enrich the content of homework, not only letting students have a solid grasp of theoretical knowledge but also letting students genuinely understand the profound meaning behind the text to promote the development of primary school students better. At the same time, students can deeply interpret the text and strengthen their mastery of knowledge based on understanding. The homework of "writing" can also be the homework for painting. For example, in "berthing Guazhou," several place names allow students to draw a map and the understanding of poetry achieved in the painting process; It can also be performance homework. For

example, in "straw boat borrows an arrow," students can play roles. Their enthusiasm for participation will become higher, and playing roles can exercise their ability to understand and comprehensively analyze characters; It can also be the homework of investigation. For example, in new glass, students can investigate the glass products at home by themselves and design the glass by themselves to improve students' practical ability and innovation ability. It can also be a collection of homework, such as the most beautiful passage of the task in water margin. Students can collect their excellent vocabulary and sentences, enrich knowledge and improve language ability. Students form a good atmosphere of completing homework independently and cultivate innovative and practical abilities. Teachers must assign homework on this basis, and carry out equal discussion and cooperation with classmates, to promote the healthy development of students' bodies and minds. After class, teachers can guide students to use their spare time to do as much housework as possible, start appropriate physical exercise, and carry out reading and literary activities. Students who cannot complete written homework can also go to bed on time.

3. The change of homework evaluation under the double reduction policy

3.1 Disadvantages of Traditional Homework Evaluation Methods

Traditional homework has some disadvantages in evaluation. First of all, no matter how good the quality of homework is, teachers will think that students are good students only when they complete homework [7]. Many students do not consider the actual effect of homework. The dense homework books will give students a lot of psychological comforts and even a sense of achievement. Homework randomly assigned by teachers will be regarded as an "imperial edict" by most parents, and few parents and students question the scientific rationality of homework. Second, the subject of homework evaluation is single, and only the "good" homework considered by teachers is good homework. Finally, the form of evaluation is single, with only "good" and "bad." Moreover, the homework of different students is a horizontal comparison rather than a vertical comparison of a single student.

3.2 New Characteristics of Operation Evaluation Under Double Reduction Policy

Under the "double reduction" policy, the homework design and arrangement with the goal of "reducing the burden and increasing the efficiency" are constantly enriched and optimized. Teachers weaken the evaluation and competition of homework feedback when assigning homework and instead use encouraging words and interesting symbols to achieve the same frequency resonance with students' hearts and emotions. At the same time, the addition of practical, exploratory, and practical homework can also encourage teachers to change the traditional concept of homework feedback, focusing on cultivating students' scientific thinking methods and positive learning attitudes.

3.3 Future Outlook of Homework Evaluation

3.3.1. Return to the Original Intention of Education

Homework implies teaching orientation, and teachers' understanding and thinking of primary education is the key to solving problems. Teachers must realize that they are mainly responsible for the workload problem and should design, implement, reflect diligently, subtract unnecessary redundancy and waste, and become the primary person responsible for "reducing workload" [8].

3.3.2. Clarify the Relationship Between Homework and Classroom Teaching

Homework and classroom teaching have both inertia and continuity. Homework is the continuation of classroom teaching content. Completing homework can also better serve classroom teaching. First, the teacher can use the students' homework as a reference for the following classroom teaching, whether to increase the proportion of review, focus on new knowledge, conduct collaborative teaching, or provide individual guidance for students' problems. At the same time, homework can also provide feedback on Teachers' teaching situations and better design classroom teaching. Based on the last class content, does this class need to deepen knowledge understanding or

add new content? In the assignment, is it based on the content of this class, or should we give students space for personalized exploration and extended learning. Teachers should carefully consider what can be homework in combination with the actual situation of students. They can neither turn the tasks that should be completed in the classroom into homework nor transfer extracurricular tasks to the school.

4. Homework burden under the double burden reduction policy

4.1 Is There Any Change in Students' Homework Pressure?

Before the "double reduction" policy was issued, the heavy homework burden of students was related to not only mechanized and repetitive homework but also a practical problem in that students had little spare time. The homework burden of students came not only from the campus but also from the after-school tutoring institutions. After promulgating the "double reduction" policy, higher requirements have been put forward for families, schools, and teachers. In order to effectively reduce students' homework pressure, schools have launched after-school services to effectively solve the problems of students' homework time and homework guidance so that students have more rights of independent choice and effectively reduce students' homework pressure [9].

4.2 Has the Pressure on Parents to Help Their Children with Homework Changed

Family education is the foundation of all education. After the promulgation of the "double reduction" policy, not only will students be saved from the burden of schoolwork, but also parents will get more "breathing" opportunities. It seems to liberate parents from homework supervision, but it puts higher requirements for parents' emotional companionship. Parents encourage and reward children and actively interact with them; effective communication with teachers and other expressive activities are more conducive to children's academic performance. In the context of homework "reducing the burden and increasing efficiency," it is more necessary to play a positive role in family education. How parents effectively participate in their children's learning and find their role orientation is the key to reducing the burden and increasing efficiency[10].

4.3 Suggestions on How to Reduce Parental Counseling Pressure

Family education is the basis of all education. In the context of homework "reducing the burden and increasing efficiency," it is more necessary to play a positive role in family education. Parents' emotional participation may be more significant than cognitive and behavioral participation. How parents effectively participate in their children's learning and find their role orientation is key to reducing the burden and increasing efficiency, providing material and environmental support, supervision, and inspection for their children's homework process. It is more important for parents to master cognitive strategies such as designing scaffolding activities and decomposing and refining homework tasks to help children understand the process of their children's homework co,mpletion. Parents encourage and reward their children and actively interact with them. Moreover, they can accompany their children in their free time on weekends, understand their inner needs, and enhance the parent-child relationship. Vigorous activities such as effective communication and exchange with teachers are more conducive to their children's academic performance.

5. Conclusion

To sum up, although homework is a lever for the "double reduction" policy on the surface, the influence behind it presents a complex mechanism. That highlighted the complete stimulation of students 'drive, teachers' effective classroom feedback and interaction based on homework, and parents' high-quality emotional participation and support. After the "double reduction," the "double increase" in parent tutoring and teachers 'teaching inevitably appears to "double increase." The following aspects reflect ways to improve the operation quality and efficiency. For example, optimize

the amount of homework and encourage students to actively complete homework. Design hierarchical homework to reflect individual differences and better meet the needs of students. Enrich the forms of homework and reduce the pressure on students' homework. Policy, of course, although the double burden of students' and parents' homework burden has changed, put forward higher requirements. Parents in addition to providing material and environmental support and supervision and inspection. However, the more important thing is that parents should master their children's homework completion process by designing scaffolding activities and decomposition detailed homework tasks to help children understand cognitive strategies. This article is based on the homework design of primary and secondary school students and provides some references. In the future, we can apply the theory to practice and make some relevant questionnaires to see the real homework of real primary and middle school students.

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