

Research on the Influence of the Policy of "Double Reduction" on the Communication between Primary and Middle School Scholars and Schools

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Abstract: Since the implementation of the "double reduction" policy, primary and secondary schools have gradually strengthened the construction of the home-school collaborative education mechanism, but there are still problems such as too few communication channels between teachers and parents, single content, parents' distrust of the concept of collaborative education, and lack of planning in home-school communication. In the process of communication, most teachers communicate with their parents with students' grades as the center, and the lack of two-way communication makes teachers fail to fully consider the demands of individual students and their parents. As the most important measure of the Party in the field of education at present, it is necessary to further highlight the guiding role and exemplary vanguard role of the Party organization, enhance the orientation of the Party organization, strengthen learning, form a consensus and highlight key points. At the same time, the increase of teachers' professional titles can indirectly reflect the country's dependence on the education industry and its love and respect for teachers. The policy of "double reduction" is conducive to promoting the rise of a good atmosphere of "respecting teachers and attaching importance to teaching" in the whole society and has an important role in promoting the improvement of the overall national quality.

Keywords: "Double reduction" policy, Primary and secondary schools, Home-school communication, Impact.

1. Introduction

Home-school communication means that parents and teachers transmit or exchange the contents of education plans and development plans of students through various forms. It is not only a direct way for parents to participate in the school, but also an important link of home-school collaborative education. From the actual situation, home-school cooperation lacks the guidance of policy documents and institutional guarantee, the level of home-school cooperation carried out by schools is uneven, there is a lack of mutual cooperation at all levels of grades and classes, and there is a lack of overall plan for cooperation activities, which is difficult to form continuity in time and strengthen in effect. Since the implementation of the "double reduction" policy, primary and secondary schools have gradually strengthened the construction of home-school collaborative education mechanism. There are still problems such as too few communication channels between teachers and parents, single content, parents' distrust of the concept of collaborative education, and lack of planning in home-school communication [1]. The "double reduction" policy is a major decision and deployment made by the Party Central Committee. It is a core part of the people's livelihood project. To some extent, it can provide talent security for China's economic and social development, and has extremely important guiding significance for the development of China's education industry [2]. Reducing students' homework burden and training pressure does not mean that the teaching quality will be reduced. Strengthening the implementation of the "five management" policy, namely, mobile phone management, sleep management, reading management, operation management, and physical management, are all indispensable key links to ensure the quality of double reduction.

In the home-school cooperation activities, some teachers are limited to simply convey the requirements of the school, and the two-way communication with students' parents is not sufficient. In the process of communication, teachers mostly communicate with parents based on students' achievements. The lack of two-way communication makes teachers fail to fully consider the demands of students and their parents. As the most important measure of the Party in the field of education at present, it is necessary to further highlight the guiding role and exemplary and pioneering role of the Party organization, improve the positioning of the Party organization, strengthen learning, form consensus, and highlight the key points [3-4]. Teachers should not be tempted by petty profits, let students "be willing" to subscribe or purchase extra-curricular reading materials, and should not imply students to purchase teaching aids in designated bookstores, and should not force or force students to subscribe or use various special education books and exercise books in disguised form. Improving the effect of home-school communication to promote home-school co-education has become a key issue in the current education reform practice [5]. This paper analyzes the current situation and problems of the communication between primary and secondary schools after the implementation of "double reduction" from the perspectives of teachers' communication skills, parents' identity, family socio-economic status, and home-school trust, and deeply explores its influencing factors.

2. Problems Existing in The Practice of Home-school Cooperation

2.1. Lack of parents' subjectivity

The communication between schools, families and communities is the consensus of all countries in the world. In the last century, American scholar Orson proposed that

schools should not be a single educational organization independent of families and communities. It should actively build various bridges with families and communities, and devote itself to solving community problems. Some parents are not fully aware that they are playing an irreplaceable role in their children's growth education, and their participation is low, so it is difficult to reflect their subjectivity. Some parents unilaterally believe that the school shoulders the main task of cultivating talents. After children enter the school, they ignore the education of their children ideologically. Parents and teachers are the guides for the healthy growth of their children and shoulder the heavy responsibility of educating their children [6].

Students are educated by teachers at school and parents at home. However, the cooperation between home and school needs communication between school and parents, and communication is the foundation. Home-school communication refers to the behavior that families and schools understand each other and cooperate with each other in order to achieve the common educational goal, and exchange information and ideas through various media such as language. With the change of time, people pay more attention to education, and every parent wants teachers to pay more attention to their children and care about their little changes [7]. But the reality is that there are dozens of students in each class, and people's energy is limited. It is impossible for our teachers to do everything for everyone. Paying more attention to children's academic achievements, ignoring their moral education, is not conducive to the cultivation of students' comprehensive quality. The above factors lead to the absence of some parents in the process of their children's growth, the educational role of parents is not obvious in the cooperation between home and school, and the cooperation between home and school is not sufficient.

2.2. The cooperation method is not scientific enough

From the previous home school cooperation activities, the activities only stayed at the level of compiling official account articles to promote home school interaction, or simply showed the school's achievements to parents to deepen their understanding of the school. Home-school communication is one of the means to realize its function. It makes the school, family and social systems form a synergy effect. School education plays a leading role in the system to guide family education, coordinate social education, and make the education system continue to develop towards a balanced,

harmonious and orderly state [8]. From the actual situation, although schools realize that home-school cooperation is indispensable and conducive to the formation of complementary educational content, and the sense of cooperation between home and school is becoming stronger and stronger, schools and teachers play a leading role in home-school cooperation activities. The effectiveness of home-school cooperative education depends to a large extent on the cooperation mode selected and adopted by the school, which directly affects the parents' understanding of the school's relevant situation and the mastery of relevant information [9].

On the one hand, the society bears the responsibility for parents' education. On the other hand, teachers have the responsibility to provide targeted guidance on education methods to different parents of students and reach an agreement with parents on education of students. The head teacher briefly introduces the overall situation of the class, focusing on the students' learning and achievements. Few teachers will make a simple summary of their teaching content. Parents have the idea of "separation of responsibilities" between family and school education, leaving the task of educating and cultivating children to the school [10]. Some parents cannot devote too much energy to their children's education due to work or other reasons.

3. Research on the Influence of the Policy of "Double Reduction" on the Communication between Primary and Middle School Scholars and Schools

3.1. Parenthood

The policy of "double reduction" effectively reduces students' heavy academic burden and off-campus training burden, but does not reduce the responsibilities and obligations of teachers and parents. In the development of contemporary education, there are more and more overlapping functions between home and school, and they should pursue "harmony without difference" on the basis of determining their respective functions. Parenthood is also called family membership, and there are significant differences in teachers' trust among different parents, which are caused by different communication frequency, communication initiative and parents' satisfaction with communication. The sample structure description is shown in Table 1.

Table 1. Description of sample structure

Sample characteristics	Characteristic distribution	Number of samples	Proportion
Parenthood	Father	100	20.14%
	Mother	100	68.57%
Family monthly income	Less than 3000 yuan	100	8.3%
	3000-6000 yuan	100	27.86%
	More than 6000 yuan	100	41.28%
Parental occupation	Short-term employment	100	28.25%
	Unemployed personnel	100	3.12%
	Agricultural labourer	100	37.28%

In the process of promoting the smooth development of home-school cooperation, schools should provide parents with conditions to participate in school education management, and teachers should also accept parents'

opinions and suggestions on education and teaching with an open and open attitude. Although the father has a high degree of identification with home-school communication, the frequency of communication with teachers is relatively low,

while the mother is relatively high. And put forward education programs according to the situation of different students, and actively improve their professional level, core quality and ability.

3.2. Teacher communication skills

Communication skills are expressed in behavior, including four skills of changing self or flexible behavior, calmness, expression and interaction. Individuals with different identities show great differences in communication skills. Renewing teachers' concept of home-school cooperation is the premise for schools to carry out home-school cooperation, and clarifying rights and responsibilities is for more effective cooperation. Schools should strengthen their own construction, take the main responsibility of the "double reduction" work, and formulate teachers' professional development plans. The "double reduction" has raised the overall requirements for teachers. Therefore, it is worth thinking about how to protect teachers' rights and interests through the "double reduction" policy and how to affirm teachers' contributions.

At present, teachers and parents generally have the desire to communicate in home-school communication, but there is a lack of effective communication skills. Schools should actively expand the relevant channels between home-school cooperation, provide opportunities for parents to participate in activities on campus, and improve the actual effect of home-school cooperation. At the same time, the increase in the indicators of teachers' professional titles can also indirectly reflect the country's reliance on the education industry, love and respect for teachers. The "double reduction" policy is conducive to the rise of a good atmosphere of "respecting teachers and valuing education" in the whole society, and has an important role in promoting the improvement of the overall national quality.

3.3. Home-school communication

Communication is a good way for parents and teachers to respect personality, get along equally, be frank with each other, eliminate barriers, reach consensus and enhance friendship. Specifically, schools should make full use of the channel of family committees and do a good job in publicizing the policy of "double reduction". After the implementation of the "double reduction" policy, after-school service has been carried out, and different schools have made many extensions and expansions for this service. Thirdly, strengthen the teaching effect. We can see that the promotion standards of professional titles are too diversified, the requirements for teachers are unrealistic, and they are not in line with the characteristics of basic education. In the work of the "double reduction" policy, we should actively record the problems, good practices, highlights, etc. Only in this way can we constantly find problems and sum up experience, and better play the role of pre-arranged and preventive measures. Middle-level managers should understand that many extracurricular "extra meals" are organized by in-service teachers in schools, and the director of the office and the director of the academic affairs office should give feedback to the school and resolutely put an end to extracurricular training from within the school.

Selecting two dimensions of communication channels and communication contents, this paper measures parents' perception of teachers' home-school communication status, with a total of 20 items. The higher the score, the better the

home-school communication effect. Teachers can communicate with parents according to the learning situation of different students; Parents can also be invited to the school to carry out parent-child activities in combination with the school characteristics under the "double reduction" policy, and a harmonious and friendly teacher-student relationship and an active and effective home-school cooperation relationship can be established through the interaction between teachers, parents and students. This paper explores the differences in the influence of various factors on the three sub-dimensions of home-school communication as shown in Figure 1. Through data analysis, it can be found that the two sub-dimensions of "communication channel" and "communication content" have significant differences. T-test and variance analysis are used to show the influence of three factors, namely "parental status", "parental occupation" and "family monthly income", on home-school trust as shown in Figure 2.

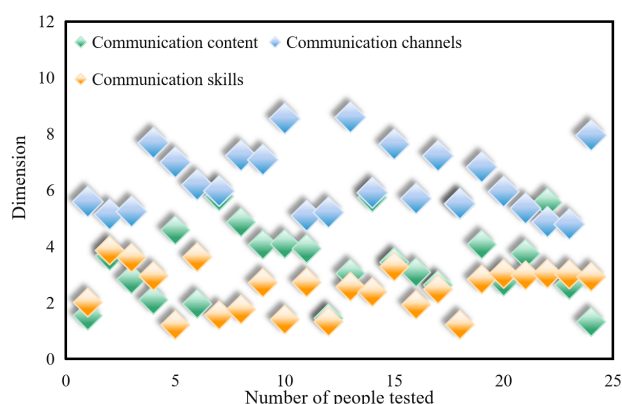


Figure 1. Analysis of factors affecting home-school communication

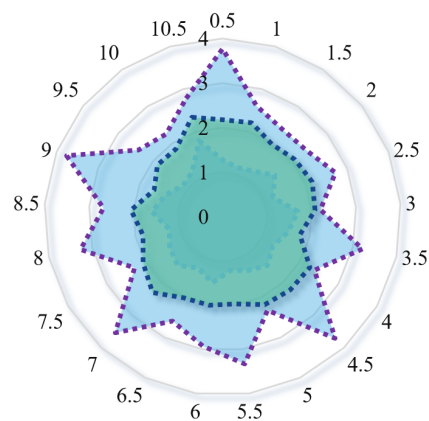


Figure 2. Description statistics of home-school trust

Figure 2 shows that only "parent occupation" and "parent identity" have a significant impact on home-school trust. There is no significant difference between the other two factors on the influence of home-school trust. From the above analysis, it can be seen that the three factors of "parent identity", "parent occupation" and "family monthly income" are also important factors affecting the level of home-school trust. Good teaching experience can also be promoted if teachers are allowed to conduct in-depth classroom exchanges and exchange visits between teachers from different schools. Therefore, teachers' listening and

evaluation can be considered to improve the teaching effect.

4. Conclusions

Modern education needs close cooperation and mutual support among schools, families and society, and the success of education needs cooperation and co-education between families and schools. Under the background of "double reduction" policy, schools should strive to establish a scientific and standardized communication and guidance system between home and school, and improve the parent-teacher conference organization and the selection system of parents' representatives. After the implementation of the "double reduction" policy, the intensity of teachers' work has increased, and the pressure on teachers in teaching administrative posts has also increased. If the professional title evaluation procedure is not simplified, it will not play a good role in stimulating and promoting, but will make teachers daunting and have an escape from boredom. Make the communication between home and school institutionalized, improve the work level of parent education, strive to enhance the trust between home and school, create a good ecology of education, and form a joint force of home and school education. The professional title system of primary and secondary school teachers should be adjusted and changed in time according to this new policy. However, the formulation of a system is related to many factors, and it will go through a process from imperfect to relatively perfect. "Double reduction" must play the role of the main position of school education, and the reform must be based on improving the quality of school education and teaching in an all-round way, which is the fundamental policy to control students' academic burden and family economic burden. Therefore, schools should do a good job in preparation, try their best to provide quality and accurate guidance to the classroom, actively improve classroom teaching, improve the level of homework design, and help students improve their learning efficiency, which is also a key link in implementing the "double reduction" policy.

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