

Research on the Strategies to Alleviate Parents' Educational Anxiety under the Background of the "Double Reduction" Policy

Shengyu Zhao

Wenzhou Polytechnic, Wenzhou 325035, China

Abstract: As an endogenous problem in the development of modern education system, parents' educational anxiety continues to heat up with the pressure of students' entrance examination. In 2021, the "double reduction" policy was introduced, and the orientation of quality education made parents' educational anxiety more complex. In essence, the insufficient supply of educational resources and structural imbalance, the lack of family capital, and the concept of instrumental education limit parents to anxiety about "backward education", "heavy burden of education", and "useless education". Therefore, the country, schools, families and society should pool their efforts to build a foundation for quality education in health education ecology, realize the fundamental transformation from "dividing" education to "educating people", make quality education an effective way to alleviate parents' educational anxiety, and return the education ecology to its original healthy state.

Keywords: Double subtraction; Education anxiety; Competence Education.

1. Introduction

The social competition in China is becoming more and more fierce. The students' academic burden is becoming heavier and heavier. The overloaded academic burden hinders the healthy development of students' physical and mental health. The educational anxiety of capital trafficking is also spreading rapidly in the society like a ripple spread, leading to educational ecological chaos. Faced with such a dilemma, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Further Reducing the Students' Work Burden and Off campus Training Burden in the Compulsory Education Period (hereinafter referred to as "Double Reduction") in 2021, which clearly proposed to effectively reduce the students' excessive work burden and off campus training burden in the compulsory education period. However, under the "double reduction", the off-campus discipline training market is shrinking rapidly, while the quality education market is becoming "industrialized and luxurious", and families cannot escape the shackles of educational anxiety due to the dilemma of "congenital deficiency and acquired deficiency". Therefore, the orientation of quality education contained in "double reduction" should be endowed with a new era mission with the changes of the times. During the "Fourteenth Five Year Plan" period, with the rapid development of science and technology and the accelerated arrival of knowledge economy, China will continue to make efforts to build a learning society under the wide spread of the concept of lifelong education. Quality education should fully implement the Party's educational policy, reach the core of quality under the grand background of high-quality development, make educational activities return to life itself, make students become spiritual individuals with full vitality, make parents break away from the shackles of educational anxiety, and make educational ecology return to its original healthy state.

2. Parents' "Complicated" Educational Anxiety under "Double Reduction"

Education anxiety is the embodiment of anxiety at the educational level, which refers to the complex emotional state such as tension, anxiety, worry, and worry generated by parents in the face of the uncertainty brought about by their children's education process and results. The "double reduction" policy is intended to liberate students and parents from the shackles of burden and anxiety, enrich students' spiritual world, and alleviate parents' educational anxiety. However, in the actual process, the educational anxiety of working-class parents who are relatively low in education and mainly engaged in repetitive and single manual labor tends to become more complex. It is embodied in the fear of "backward education", the pressure of "heavy burden of education", and the fear of "useless education".

2.1. Panic of "backward education"

Under the background of "double reduction", the quality education with the core of "building morality and cultivating people" ushered in a period of policy dividend, and built a good growth platform for students to return to life ontology education. However, the "involution" of education has gradually spread from students' "achievements" to quality education training. Based on the traditional examination-oriented thinking, social competitive pressure and the psychology of comparison, the vicious pursuit of quality education resources has become an inevitable trend. However, due to parents' "congenital deficiency and acquired inadequacy", they cannot possess diversified quality education resources, and the public nature of quality education cannot be highlighted. High quality education resources have become the "luxury" of the families of the superior class, and the importance of family capital has become increasingly prominent. Faced with the absence of multiple quality education resources, parents' fear of "backward education" has been spreading in their hearts, resulting in the continuous spread of "learning by following

the trend", the vicious circle of "comparable education", and the "theater effect".

2.2. The pressure of "education burden"

Under the pattern of "double reduction", parents, based on the fear of "backward education", regardless of the laws of children's physical and mental development, constantly put more weight on children, making quality education lose its original meaning. In the long run, the development of children's interests, emotions and many other non-intellectual factors has been gradually overdrawn and consumed in the "overload" education. Alienated educational behavior leads to children being overwhelmed, neglecting their subjective spirit construction, and wasting the value of quality education. At the same time, the high investment cost of quality education causes the imbalance of family consumption structure, and finally leads to the heavy burden of family economy. As a profound interpretation of the "double reduction" policy, quality education has actually become an educational resource more easily monopolized by people with rich family capital. In order to provide better educational resources for their children, parents make irrational choices beyond class conditions by investing in their children's education through self-deprivation, which makes them more vulnerable to the market, resulting in their inability to break away from the shackles of the "heavy burden of education".

2.3. Worries about "education is useless"

At present, the employment competition is becoming increasingly fierce, and the employment difficulties of college students are becoming increasingly prominent. Even "985" and "211" college graduates still face the dilemma of "unemployment upon graduation". After the "double reduction", the burden of discipline training inside and outside the school has been reduced, but a new track of quality education has been opened up, and quality education has gradually distorted into examination-oriented education for certain specialties beyond cultural achievements. Because parents regard education as a way to promote upward mobility of the class, and pay attention to whether the investment cost of education can bring the expected economic return, they try to "add bricks and tiles" for their children's education through quality education, and strive for the maximum benefit for their children's education under the "double reduction". However, in the current social context, the phenomenon of "education leads to poverty" has occurred repeatedly. In the face of the examination system with high interests and high diversion, parents' attempts at quality education on the score track cannot bring them exact economic benefits, which leads to the anxiety of "education is useless".

3. The Causes of Parents' "Complicated" Educational Anxiety

The quality education under the background of "double reduction" is the education of caring for human nature, the education that pays attention to the development of people and the vitality of individual life, and the sublation and positive transcendence of traditional education. However, in reality, in the face of the highly competitive society and the impact of the diversified education culture of the network media, the education model of the working group has gradually alienated - excessive intervention in children's

academic life, and constantly adding weight to children's after-school life. Lalu believes that the family education mode of the middle class is a "cooperative cultivation" mode, which is an education that can nourish life, while the general family education mode is a "achievement natural growth" mode. However, under the gradually alienated education mode of the working class, it constantly imitates the "cooperative training mode", but the ultimate goal is not to improve the overall quality of individuals, but to achieve upward mobility of the class through education. Therefore, the author believes that this is a "pseudo cooperative training mode". To investigate its root, parents are constrained by the insufficient supply and structural imbalance of high-quality educational resources, the lack of family capital, and the instrumental concept of education, which makes them ignore the significance of improving personality in quality education, continue to be kidnapped by educational anxiety, tear the educational connotation, and alienate educational behavior.

3.1. Inadequate supply of educational resources and structural imbalance

Education equity is the extension and embodiment of social equity in the field of education, and education resource equity is the starting point and foundation of education equity. However, under the pattern of "double reduction", the contradiction between quality education resources and education equity is increasingly prominent. The deep logic behind the reflection is based on the changes in the major social contradictions, while the current level of education development cannot meet the higher requirements and expectations for the supply of quality education resources. Therefore, the "luxury" of quality education resources has become an inevitable trend. Due to the insufficient supply of quality education resources, the imbalance of the educational structure between the east and the west, between urban and rural areas, and between schools, high-quality quality education resources show a trend of gathering to the families of the superior class, and the families of the disadvantaged class cannot break the barrier of the lack of resources, leading to the continuous expansion of education investment and the unabated anxiety of education. At the same time, the intervention of capital intensifies the marketization of quality education resource distribution, which makes quality education gradually industrialized. Education has become the "arena" for parents to pursue fame and fortune, and quality education has become the "booster" for further education. In the context of stratum comparison in which formal rationality dominates the mainstream and social competition market, working class parents are afraid of "education backwardness", constantly promoting alienated educational behavior, and ignoring the positive response of quality education to life ontology.

3.2. Lack of family capital

Pierre Bourdieu believes that there are economic capital, cultural capital and social capital in families. Economic capital refers to family wealth and income, which can be measured by currency; Cultural capital is usually defined as a cultural signal widely recognized by the mainstream; Social capital is defined as the collection of actual or potential resources that individuals can obtain through institutionalized social networks. From the perspective of family capital theory, economic capital should be the key factor restricting the acquisition of education, which can directly promote the

production and reproduction of cultural capital and the construction and accumulation of social capital. Due to the lack of economic capital, ordinary people cannot pursue differentiated high-quality education resources; The cultural capital, as a field of quality education, has become a tool for the superior class families to continuously create differences; Social capital further aggravates the unfairness of the initial endowment of families in obtaining educational resources. Because of the weak position of the general public in the social structure, their children have many levels and helplessness that are difficult to reach and care for in education.

After the "double reduction", the disciplinary education resources may gradually tend to be fair, but the more hidden inequality of quality education resources continues to exist, and the working-class parents who cannot break the capital barrier will be forced to embrace the vicious circle of education anxiety.

3.3. Educational instrumentality

Max Weber divided rationality into value rationality and tool rationality. Value rationality pays full attention to whether the action conforms to the absolute value, and does not hesitate to the possible consequences of the action; Instrumental rationality is to consider and use all the most effective means to achieve a clear purpose. The value rationality in education pays attention to the nourishment of individual life, while the tool rationality pays attention to the final benefits of education. In China, the traditional instrumental education concept of "learning to become an official" has been growing in the minds of working-class parents, and in modern society, education has taken on the responsibility of improving living conditions, enhancing social status, and changing the fate of families. However, the current social competition is fierce, the space for social vertical mobility is narrowed, and the function of education to promote upward mobility is weakened. The huge investment cost it pays does not necessarily bring the expected investment return. Based on the instrumental education concept, parents can't bear the pain of expanding education investment without obtaining expected benefits, so the risk attempt on the quality education track makes them fall into the worry of "education is useless". Instrumental education concept arrogates value rationality, neglects the shaping and care of the soul, and alienates the true connotation of quality education, which ultimately leads to the dislocation of the goal of education.

As an effective way to rectify the development direction of education, quality education should break the barrier of the absence of high-quality educational resources, break away from the vicious circle of comparative competition, and get rid of the fetters of utilitarianism. Explore the practice path of the convergence of family, school and society, further clarify the education system, purify the education ecology, and find real education in the development and evolution.

4. Path choice to alleviate parents' educational anxiety

"Double reduction" hopes that education can return to its original source, actively respond to the true pursuit of life, alleviate parents' economic burden and educational anxiety, and return to a good educational ecology. Therefore, quality education should take "double reduction" as an opportunity to

expand from the education system to society and family, and improve the educational structure system with vertical connection, horizontal communication and flexible access. Guided by national policies, we will build a comprehensive education environment in which families, schools and communities work together to help students develop a "blank space" and parents' physical and mental health.

4.1. At the national level: reform the educational evaluation system and promote the "fairness" of educational opportunities

Quality education is the education of "becoming an adult and establishing a person". It is the education of perfecting personality, developing personality and creativity, and enriching a perfect life. In the new era, the quality education should adhere to the core of "establishing morality and cultivating people", and put an end to the tendency of taking exams to kill the value of the subject's life. Therefore, the reform of educational evaluation system should be carried out simultaneously with the development of quality education. Change the single educational evaluation system dominated by scores, establish a multiple evaluation system, integrate various elements of educational evaluation, and explore the participation of multiple subjects in educational evaluation. On October 15, 2020, the General Office of the CPC Central Committee The General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era, which proposed that "the learning of music, art, calligraphy and other art courses for primary and secondary students and their participation in the art practice activities organized by schools should be included in the academic requirements, and art related subjects should be included in the scope of the academic level examinations for junior and senior high schools, the pilot reform of the secondary school entrance examination, and the score based subjects for the admission of high school students." The multiple education evaluation system liberates the students from the utilitarian and short-sighted educational purpose collusion, and frees the parents from the "score oriented" educational anxiety. At the same time, we should further improve the top-level design of policies, balance the supply of quality education resources, promote the connotative development of education reform, build a high-quality and balanced basic public education service system, take care of the disadvantaged, avoid the control and erosion of quality education resources by external capital, reduce the unreasonable gap caused by comparative advantages of economic factors, comprehensively guarantee the balanced development of quality education, and effectively reduce regional, urban and rural areas The distance between schools.

4.2. School level: establish and improve after-school service system, and promote the "equalization" of quality education resources supply

As the main position of education, schools should provide every student with the environment and conditions for healthy growth. First of all, we should improve the school curriculum, change from a single discipline logic to a combination of individual, discipline and life logic, and actively develop school-based curriculum for quality education. Ethnic regions

can rely on local resources to build courses with their own characteristics and highlight national culture. Secondly, under the "double reduction" policy, schools should establish a scientific after-school service system - basic trusteeship + quality education services. Reasonably introduce social resources to participate in after-school services. Disciplinary institutions, as teaching assistants, participate in after-school trusteeship, teach students in accordance with their aptitude and answer questions interactively. Third party institutions are introduced to provide quality education services. They offer quality education courses in schools. Students make independent choices and pay training fees lower than the market price at the same time, so as to protect the rights and interests of working-class children to receive quality education. At the same time, Internet plus is used to build a home school interactive network platform, so that parents can not only see the great progress of students in school, but also help students and parents to give feedback on problems and promote home school communication. Finally, the school should cooperate with the public service facilities outside the school, such as libraries, museums, cultural centers, etc., use existing resources to organize multiple practical activities, guide students to actively participate in quality education activities inside and outside the school, establish the awareness of all-round development, and break the strange circle of score game.

Education is under the influence of capital, which leads to the difference between different social strata in possession of high-quality educational resources, which will certainly affect the fairness of education as a whole. Therefore, as the correction and reform of the education system, quality education should pay attention to the disadvantaged groups within students, strengthen the status of school education, promote the downward transmission of high-quality education resources, and alleviate parents' educational anxiety.

4.3. Community level: build a quality education network and promote the "inclusive" quality education

As the carrier of life survival and development, community education should work together with schools and families under the grand background of lifelong education to make it one of the important forces to help improve the level of quality education, so that quality education can effectively achieve the ultimate goal of awakening people's life consciousness, building people's spiritual world, improving people's life value, and promoting the harmonious development of individuals and society.

The community should rely on national and social resources, face the needs of all students for all-round development, and provide "inclusive" quality education for the public. To be specific, we can rely on the network education platform to create a social quality education alliance, create a quality education resource database, and make it possible to learn from time to time, from everywhere, and from everyone. At the same time, we should explore the organization of volunteer service groups, which can rely on the students in colleges and universities (art and normal universities) to organize quality education volunteer service groups to provide quality education services in the community, so as to realize the joint construction and sharing of quality education resources. In the community quality education exchanges of mixed ages, on the one hand, it can relatively narrow the comparative differences between the superior

classes, care for the vulnerable groups, and alleviate their education anxiety caused by the lack of family capital; On the other hand, it is also a kind of social practice for art students. It strengthens the combination of theory and practice, and at the same time strengthens the connection between universities and society, forming a mutual blend, beneficial and complementary educational community.

4.4. At the family level: update the educational concept and promote the "scientific" family education

At present, with the increasingly fierce social competition, students are trapped in the dilemma of "involution", and parents cannot break the barriers of educational anxiety. [10] As the first teacher of children, on the one hand, parents should improve their awareness of quality education and master scientific family education methods; On the other hand, we should clarify the important position of family education and shoulder the responsibility of education. The Law of the People's Republic of China on the Promotion of Family Education, issued on October 23, 2021, clearly states that "guardians should establish a correct concept of family education, consciously learn family education knowledge, pay attention to the physical, psychological and intellectual development of minors, help them establish a correct outlook on talent, and guide them to cultivate a wide range of interests." [11] As the real cell and origin of education, the family style and family education in the family have an important impact on the growth of children. Parents should always examine their own educational behavior and scientifically implement family education. At the same time, according to the Family Education Promotion Law, "the state and society should provide guidance, support and services for family education." The government should take the lead in establishing a special family education guidance service agency to guide parents to actively communicate with family educators and solve practical problems in family education; Publicize the scientific education concept with schools and the society as the auxiliary. Schools should form a common education concept with families through parent schools, parent meetings and other forms to condense the awareness of quality education; The society should actively carry out high-quality family education lectures to help parents correct their education anxiety, and lay a good family foundation for building a healthy and happy family and promoting the all-round development of students.

5. Conclusion

Quality education is an education that is based on human life itself, takes care of human quality pursuit, walks out of the origin of formalism, and gets rid of the fetters of utilitarianism. At the same time, it is also the fundamental way to reduce students' academic burden and alleviate parents' educational anxiety. Therefore, under the opportunity of "double reduction", we should return to the development path of "quality education", stay under the blueprint of high-quality development of education, take the national policy as the guidance, infiltrate humanistic quality care into multiple dimensions of schools, society and families, aim at ambitious educational goals, and explore specific actions of innovative quality education. It is expected to lay a solid foundation for improving the quality of the whole people, lay a good foundation for all students' lifelong learning and participation

in social life, and make unremitting efforts to alleviate parents' educational anxiety.

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