

The Dilemma and Path of High-Quality Development of After-School Sports Service in Zhengzhou City under the “Double Reduction” Plan

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Abstract: The Zhengzhou version of “double reduction” program aims to meet the personalized needs of students and comprehensive quality development needs, and promote the healthy growth of students' body and mind. This paper conducts research on after-school physical education services in primary schools in Zhengzhou City, Henan Province, and proposes ways to broaden funding channels for after-school physical education services, introduce teacher resources, enrich the after-school physical education curriculum system, and improve institutional design, in order to promote the high-quality and efficient development of after-school physical education services in China. Research has shown that there are problems in China's after-school sports services, such as insufficient funding, limited teaching staff, homogenization of after-school sports service courses, and the need to improve management mechanisms. This paper proposes ways to broaden the funding channels for after-school physical education services, introduce teacher resources, enrich the after-school physical education curriculum system, and improve institutional design, in order to promote the high-quality development of after-school physical education services in primary and secondary schools in China.

Keywords: “Double Reduction”; Primary School; School Sports; After-School Sports Service; High-quality Development

1. Introduction

On August 11, 2021, China's education supervision and administration department issued a specific announcement, planning to release information on the implementation

progress of the “double reduction” plan to each province twice a month (i. e., the 15th and 30th of each month). Starting from August 30, 2021, each province should regularly report the progress of its implementation of the “double reduction” program as required. Education supervision institutions will after collection and analysis of these data, issued a targeted report, the report includes everywhere for students homework length meet the requirements of the regulations, extracurricular tutoring time meet standards, all kinds of classes of the number of information, in violation of the provisions of remedial course propaganda banned news and public complaints clues to the investigation results and so on.

With the implementation of the “double reduction” plan, the “double reduction” plan has been formulated throughout the country; Zhengzhou version of the “double reduction” plan, focusing on the development of students in all aspects, physical and mental health growth, focus on after-school services, after-school training institutions supervision and other aspects, to achieve the people's satisfaction with education^[1]. It can be seen that the “double reduction” plan brings new opportunities for the development of school sports. The challenges may lie in the increasing demand for teachers, the higher requirements for after-school PE, and the further optimization of school management, content and form. According to relevant data, “double reduction” mainly points to the education field of primary and middle school students. On this basis, this study discusses the implementation status, challenges and solutions of after-school sports services in primary and middle schools in Zhengzhou. Our goal is to reduce the academic load of students, reduce the demand for additional tutoring,

build a fair, open and high-quality education environment, ensure the stable progress of education, and then help the all-round development and healthy growth of all children, and provide theoretical support and practical reference^[2].

In July 2021, China issued the Opinions on Reducing the Homework Burden of Students and After-school Training for Students in Compulsory Education, which clearly proposed to continuously improve after-school services and implement “after-school delayed services” in all compulsory education schools. This service refers to that after the end of normal teaching activities, the school uses the existing sports venues and resources to provide students with personalized needs and comprehensive quality development of support, in order to promote students' physical and mental health growth^[3]. As a routine demand of the majority of primary and middle school students and their parents, this service can improve the difficulties of primary and middle school students and the neglect of promoting the healthy development of primary and middle school students.

2. After-School Sports Service Status in Primary and Secondary Schools in Zhengzhou After the Implementation of the “Double Reduction” Plan

To implement the spiritual needs of the educational conference of the “double reduction” programme, And effectively alleviate the problems of parents' inability to take care of their children, While reducing the additional academic stress on students, The Zhengzhou municipal government quickly responded to the call, “Notice of The General Office of Zhengzhou Municipal People's Government on Further Improving Logistics Services for Primary and Secondary schools”, The Ministry of Education issued a document called “Notice on strengthening primary school tutoring,”, Finally, a letter from the Municipal Education Bureau- “Forward the work guide for strengthening the teaching support after the middle school period” put forward the following suggestions; By using the administrative power of the school to deal with this problem — that is, to carry out the evening care service project within the school as the main content, And combined with various rich campus cultural life elements to

deepen its influence — in this way to gradually promote the city's middle school students to participate in this activity, Thus to reduce their additional operational tasks and carry out an all-round development and training of Zhengzhou according to the requirements of the pilot city, According to their own reality, Adhere to a high starting point, high standards, high efficiency to achieve full coverage, High-quality services to meet students' diverse needs for after-school services, Form the after-school service “Zhengzhou mode”, Its status quo is mainly as follows:

After the implementation of the “double reduction” policy, the Education Bureau issued a document titled “Notice on Further Improving After-school Services in Compulsory Education Schools” in the fall of 2021. The notice aims to address public concerns and formulate new strategies based on the actual situation in the region. Specifically, the new strategy includes two aspects: first, extending the service to five working days a week (Monday to Friday), expanding the scope of the service from public schools to private schools and small rural campuses; moreover, raising the height of work and integrating after-school service into the “double reduction” plan; finally, we need to ensure higher quality service, increase after-school activities and increase funding to ensure adequate budget support. Up to now, Zhengzhou has successfully achieved the “three full coverage” (the “5 + 2” mode is fully popularized, all schools participate, and all students who meet the needs of students can participate). This way has been highly praised by the Ministry of Education and has become a shining signboard of education in Zhengzhou.

3. The Practical Dilemma of High-Quality Development of After-School Sports Service in Zhengzhou City Under the “Double Reduction” Plan

3.1 Insufficient Funds for After-School Sports Services Shall Limit the Development of High-Quality After-School Sports Services

As the main responsible party for after-school service funds, the government provides financial assistance for after-school sports activities. Still, each school has limited

funding for after-school services^[4]. Funding guarantee is still an important factor to mobilize the work enthusiasm of physical education teachers. After-school physical education service is carried out outside of the teaching tasks stipulated by the school, and belongs to the work outside of the daily work content. The school should pay reasonable remuneration to the physical education teachers. Education funds are an important guarantee for after-school services. After school delay sports service needs certain cost, including the government investment funds after class delay sports service funds in the main part, but the government funding is limited in the process of research, many schools are pointed out that the shortage of funds is the main factor hindering after-school service sports good progress. According to the survey, after-school sports services in Zhengzhou currently adopt the way of government subsidies, and the subsidy standard is determined by the municipal level. At present, the funds needed for after-school services are fully allocated by the district-level finance, but in some districts and counties (cities), the funds cannot be delivered in time or cannot be fully distributed. If the funding guarantee is not in place and the hourly salary of after-school sports service is low, it is difficult to mobilize the enthusiasm of teachers and affect the implementation effect of after-school sports service.

3.2 With Limited Faculty Strength, It Is Difficult to Provide High-Quality After-School Tutoring and Expansion Activities

The key to affecting the quality of after-school service is teachers. High-quality after-school service needs the support of a high-level teacher team. According to the latest statistics, the number of physical education teachers has increased by nearly 93,000 over the past 50, with an average annual growth rate of 4.3 percent^[5]. With the support of the provincial training program and other training programs, the number of PE teachers has grown rapidly. However, with the implementation of the “double reduction” plan and the acceleration of physical education education into the high school entrance examination, the concept of “one hour of campus sports activities every day” is deeply rooted in people's hearts, and there is still a huge gap in the supply of

physical education teachers. According to the requirements of physical education curriculum reform, the ideal ratio of teachers and students is 1:100, but the ratio of teachers and students in Zhengzhou primary schools is only about two-thirds of the ideal ratio. As the after-school physical education service takes up a lot of teachers' time and energy, the income of physical education teachers is not proportional to the pay, which leads to the problem of insufficient teachers. Therefore, it is necessary to improve teachers' professional abilities in the implementation of comprehensive courses, activities, and guide the development of students' interests and specialties, and introduce high-level professional teachers outside the school as a supplement to meet the needs of after-school service courses.

3.3 After-School Physical Education Service Courses are Homogenized, and the Content and Form are Single

After-school service is the expansion part after the regular curriculum plan. Some schools have problems in curriculum design, teacher allocation, student management and quality monitoring that emphasizing arrangement over planning and form over content. It is found that many school education does not include after-school fitness courses, but uses this time to arrange family tasks or independent play or watching movies to arrange children's study and entertainment time; However, such practice does not fully meet the needs of children's needs for different preferences and life skills^[6]. There are also some local educational institutions that occupy most of the learning time and space with a large number of cram schools. In fact, this behavior actually increases the academic burden of children invisibly and is detrimental to their development and growth in all aspects. The “double reduction” program emphasizes improving the quality and service level of the classroom activities in order to increase their charm. Therefore, we need to pay attention to how to optimize the activity design of these outdoor exercises and the organization and implementation of the way can achieve the expected results. The boring problem of content and form are easy to make students tired, affect students' interest, and can not reach the effect of after-school sports service.

3.4 The Management Mechanism Needs to be Improved, Hindering the Improvement of After-School Sports Services

In the implementation process of the “double reduction” plan, we are actively exploring the system construction for the participation of social forces. Zhengzhou city has also issued a series of relevant guidelines, which to a large extent provides experience for social forces to participate in the post-physical education services in primary and secondary schools. At present, the extracurricular sports programs in Zhengzhou city primary schools are still in the primary stage of development. After studying the relevant plan documents, we noticed that the existing legal framework of after-school sports is not perfect, which makes the school's ability to understand and apply these courses limited, and does not form a clear series of relevant laws, regulations and regulations and systems of social resources involved in the specific implementation, supervision and evaluation. The national implementation of the “double reduction” plan is to curb the educational injustice caused by the excessive capitalization of after-school training, correct the chaos in the education and training market, squeeze the after-school training of students' extracurricular time, give play to the role of the main position of school education, and restore the balanced development of education ecology^[7]. The after-school sports service under the “double reduction” plan is not only a school behavior, but also a social behavior. Strengthening the management of after-school physical education service is not only the responsibility of the school, but also the society, which needs to be solved in an overall way.

4. “Double Reduction” Plan Under Zhengzhou Primary School After-School Sports Service High Quality Development Path

4.1 Expand the Funding Channels of After-School Sports Services and Enhance the Basic Guarantee of After-School Sports Services

After-school sports service is regarded as a project for the benefit of the country and the people. Under the premise of government funding, the government will regularly pay the corresponding fees according to the established

regulations and frequency. However, after-school tutoring funds for each school is limited, which leads to the emergence of problems such as allocation delays^[8]. Therefore, in order to solve these problems, the government needs to put after-school tutoring in the budget, and set up special funds to ensure the school tutoring money, but also to pay teachers to participate in the work deserved, to ensure that after-school sports activities financial subsidies on time and enough to distribute to each school. In addition, schools can also try to obtain resources from outside, such as inviting commercial companies or alumni to donate, so as to increase the source of funds for after-school sports activities, so as to expand their source scope, and can be raised through government procurement services, financial subsidies and social donations. Reasonably broaden the after-school physical education service funds, fully mobilize the enthusiasm of teachers' work, and then improve the implementation effect and quality of after-school physical education service.

4.2 Introduce Teacher Resources and Expand the Teaching Staff

When the team of teachers is limited, the effective use of external high-quality educational resources can significantly improve the service quality of after-school tutoring. Build a new way to fill the after-school tutoring education teacher vacancy, including hiring experienced old teachers, recruiting university teachers or sports professional students to participate in practical learning, invite specialized in this field of professionals or volunteers to give professional advice and guidance, to pay for advanced courses from social organizations, and so on a variety of ways, to expand the number of our after-school tutors^[9]. In addition to introducing college students to participate in educational practice activities, we can also employ those with relevant skills, such as some professional athletes, they can bring higher exercise effect to the children in after-school sports activities, but also give these college students a chance to show their talents. In addition, If you find not enough PE teachers in school, If their professionalism is not high, We can consider hiring some retired athletes with senior qualifications, For example, the Tianfu New Area in Chengdu, Sichuan Province, took the

lead in establishing a country's first physical education teacher sharing service center, This center is mainly responsible for the recruitment, training, arrangement and service of PE-sharing teachers, It uses the “advanced stationed, then training, finally take office” method, In this way, To ensure that every child can enjoy excellent physical education, Can also meet the needs of various schools, And can let more people benefit from this excellent educational resources.

4.3 Innovate the Content of After-School Physical Education Activities and Enrich the After-school Physical Education Curriculum System

For example, “Reminder of further reduction in compulsory education” specifies the extracurricular activities of primary and junior high schools: including 22 courses — such as playing football, rebounding, playing tennis, etc.; also advocate to provide some additional options to enrich campus life and increase training opportunities for children; and if possible, try to open other novel projects for children to experience and learn new skills or challenge the areas they have not been touched! All forms of activities within or beyond the specified scope should give every child the opportunity to participate in a learning process that they are interested in and can benefit from! Secondly, we can also organize platform communication, professional skills training for PE teachers and other activities, so as to improve and enrich the skills and innovation consciousness of PE teachers, and enrich the courses of after-school sports activities.

4.4 Improve the System Design to Ensure the High-Quality Development of After-School Sports Services

First of all, the service mode of “on-school physical education + social force assistance” should be optimized, and standardized and detailed guidance should be actively formulated. A professional post-course service quality monitoring team composed of the government and various educational institutions has been set up to strictly control the entry threshold of teaching content, monitor the whole process and implement high-standard evaluation standards. Regularly check and rate projects, collect feedback information through various ways such as

questionnaires, personal visits and file review, encourage teachers, students, parents and volunteers to actively participate in after-school service evaluation, listen to their suggestions to accurately adjust the teaching plan, so as to improve the service quality^[10]. In addition, we have also strengthened the performance evaluation of employees' participation in after-school services in the school, to ensure that all relevant management documents are true and complete. According to the performance of employees' after-school service, formulate a reward and punishment system that reflects excellent results and salary incentive. In addition, an introduction evaluation mechanism can be established through the tripartite evaluation agency and the school evaluation team, and social forces can be regularly investigated according to the satisfaction of school students' service after physical education.

5 Conclusion

The purpose of the “double reduction” program is to reduce the schoolwork pressure of primary school students, so as to promote them to grow into character, wisdom, physical strength, and social responsibility. Among them, the after-school sports programs provided by the school are regarded as one of the key links of after-school tutoring. This study investigates the implementation of after-school extended sports program in Zhengzhou, discusses the shortcomings and the factors behind it, and puts forward improvement strategies to better promote high-quality after-school sports services. In the future, we should expand the funding channels, introduce a professional coaching team, optimize the curriculum setting, strengthen the design of rules and regulations, and encourage multiple participants to jointly manage after-school extended sports projects, so as to promote high-quality after-school delayed sports services.

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