

Dilemma and Reconciliation Strategy of Delayed Sports Service Supply after Class Due to Double Reduction Policy

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Abstract: The double reduction policy is a regulation of the macro-social economy. As an important social project, after-school services have important guiding significance for promoting social progress, educational equity, healthy growth of teenagers, and the formation of core literacy. As one of the main courses in physical education schools, it is the proper meaning of after-school delayed service questions. This paper uses the methods of literature review, historical research, logical analysis, etc. to explore the supply dilemma and reconciliation strategy of delayed sports services after class after the double reduction policy.

Keywords: Double Reduction; Policy After-School Delayed Sports Services; Physical Activity.

1. Introduction

In July 2021, the State Council promulgated the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in Compulsory Education, which clearly defined continuously standardizing off-campus training, effectively reducing the excessive homework burden and off-campus training burden of students in compulsory education, and improving the school After-school service level, Meeting the diverse needs of students and other contents (hereinafter referred to as double reduction). The double reduction policy balances family economic differences, avoids high off-campus training expenditures, ensures the fairness of educational results in compulsory education, and alleviates the early school leaving and difficult pick-up and drop-off of primary school students. Practical difficulties, The phenomenon of reducing the burden inside the school and increasing the burden outside the school has been resolved [1]. Carrying out after-school services has become an important

measure to implement the double reduction policy, and at the same time, it has won space for the development of after-school delayed sports services. According to the latest data from the Ministry of Education, the effect of subject teaching in compulsory education in China is constantly developing, and students' academic performance has improved significantly. However, the hidden dangers immediately brought are that the excellent and good rate of students' physical health is 23.8% [2], the sleep failure rate is 67% [3], the detection rate of depression in primary school students is about 10%, the detection rate of depression in junior high schools is about 30% [4], and the myopia rate is 53.6% [5]. After-school delayed sports service provides a guarantee to alleviate the decline of students' physical fitness, provides a platform for the cultivation of students' comprehensive ability, and is also a strengthening measure to promote the healthy development of students' physical fitness

2. Practical Dilemma of Delayed Sports Service after School

2.1 The Information of Supply and Demand of After-School Delayed Sports Service is Asymmetric, and it Does Not Reach the Greatest Common Denominator of Students' Sports Preference

Since the beginning of school in autumn, in response to the Opinions on Further Reducing the Burden of Students' Homework and Off-campus Training in Compulsory Education, the school has carried out after-school delayed sports services. The service contents are mainly track and field, football, basketball, volleyball and unified sports examination for junior high school graduation. The author investigates the demand of after-school delayed sports service expressed by students in a junior middle school in Xi'an. The survey data shows that there is a dislocation between the content of after-school

delayed sports service provided by the school and the students' sports demand. There are two reasons for this phenomenon. First, in the long-term learning process, students seem to have become accustomed to the previous "spoon-feeding" teaching mode, and their ideological understanding stays in a state of "passive acceptance", because only 31% of the students in the whole school have taken the initiative to express their demand for delayed sports services after class to their teachers, and more than half of the students have said that they have not taken the initiative to express their favorite sports to their teachers. They all choose what they are willing to go to among the sports clubs set up by the school. However, the after-school delayed sports service is still in the stage of "crossing the river by feeling the stones", and the after-school delayed sports service covering all students and with a sound system has not been established, resulting in most students' lack of understanding of the supply content and process of after-school delayed sports service. Second, the school level is still guided by the enrollment rate, only paying attention to the physical examination items of the senior high school entrance examination, lacking the investigation of students' after-school delayed sports service needs, and "making decisions for students" without thinking according to the physical examination items of the senior high school entrance examination and the existing venues and equipment of the school.

2.2 The Lack of Motivation of Collaborative Work Among Various Departments Leads to the Lack of Social Connection of After-School Delayed Sports Services

With the diversification of students' demand for delayed sports services after class, coupled with the restrictions of various conditions, schools are stretched in the supply of sports services, which shows that the delayed sports services after class can't be accurately supplied and effectively met students' needs by schools alone. If we want to achieve high efficiency of delayed sports service supply after school and meet students' diverse sports needs, we need social forces to establish a social connection with mutual trust and complementary advantages [6]. Limited means of support will inevitably hinder the social connection between the supporting subjects and the participants,

and the single means of support for the delayed sports service after school will inevitably lead to a decrease in the willingness of sports service objects to participate. The practice of delayed after-school sports services from the beginning of the autumn semester to the present shows that during the implementation of the "double reduction" policy, schools, parents and social training institutions frequently have the phenomenon of "having policies at the top and countermeasures at the bottom". The performance is as follows: In terms of schools, driven by the goal of improving the "enrollment rate", some schools still insist on requiring students to concentrate in the classroom in the after-school delay service, and give them "main subject" course counseling represented by English, mathematics and foreign languages. Since all students are concentrated in the classroom for main subject counseling, Then after-school sports services are "logically squeezed out". As for students' parents, parents' attitudes towards the delayed sports service after school are mixed. According to the investigation, a small number of parents ask for leave for their students during the after-school delayed service time, so that their children can leave school during the after-school delayed service time to find private teachers outside the school for relevant counseling in cultural classes, and don't give their children the opportunity to participate in after-school sports services. For-profit social training institutions try to organize training activities for various cultural courses underground. Due to the implementation of the double reduction policy, primary and secondary school students leave school later than before, so these training institutions use holidays to conduct training. In this way, the probability of students going to sports training institutions for training during holidays is reduced.

2.3 Insufficient Venue Equipment Restricts the Participation of After-School Delayed Sports Service Objects

After-school delayed sports services are mostly provided to students in the form of dynamic sports, among which a few physical education teachers arrange theoretical study on sports nutrition, sports physiology, etc., but more than 90% of students' activities on the playground account for more than 90%. Venue equipment

is the material basis for outdoor sports activities, and the quantity and quality of venue equipment are the guarantee and condition for effective development of primary and secondary school sports work, which will directly affect the degree and level of after-school delayed sports service in primary and secondary schools. This paper makes statistics on the ownership of small sports equipment in a junior middle school in Xi'an, selects 13 kinds of small sports equipment most commonly used in middle school students' sports activities as reference standards, and the statistical results show that there are not many kinds of small sports equipment in this school. In terms of large and medium-sized sports equipment, the school spent financial resources to purchase large-scale sports equipment in the early stage, but the frequency of equipment updating was slow. Some equipment, such as basketball stands and gymnastics mats, have become routine equipment in the school, and it is difficult for students to be interested in these activity equipment. However, large and medium-sized sports equipment is inconvenient to collect because of its large size, and it is often placed outdoors as fixed equipment. After long-term exposure to the wind and sun, the equipment ages, the screws on it are loose, and the parts are damaged or even broken. There are great potential safety hazards, and the ownership situation is unbalanced, which can't meet the requirements of students' all-round development of sports ability. In terms of venue, the track and field of this junior high school is 200 meters. Although there is a gymnasium, it is only open to special students. The school does not have modern large-scale sports facilities such as tennis courts and swimming pools. The shortage of venues and equipment will affect the enthusiasm of students to participate in after-school delayed sports service.

2.4 Insufficient Performance Guarantee affects the Enthusiasm of Schools to Implement After-School Delayed Services

The key problem of after-school delayed sports service in school is that the performance guarantee of after-school service has not been implemented, mainly including school funding guarantee, teacher performance guarantee, student safety guarantee and other issues. These factors affect the enthusiasm of schools

to carry out after-school delayed sports service. According to the online survey data of education, most students and parents accept to participate in after-school delayed sports services, but the actual effect is not optimistic. In the content arrangement of after-school services, 41% of parents want to arrange teachers to help students with homework, and 21% of parents want their children to participate in physical exercise. The proportion of sports is not high, and schools and parents still focus on the study of cultural classes. At present, the after-school delayed sports service is only a trial, and the guarantee mechanism of all aspects of schools has not been implemented, most schools are still in the exploratory stage. However, with the extension of working hours, teachers are generally negative and lazy. Affected by class capacity and potential safety hazards, some schools only carry out after-school delayed sports service once a week, which caters to national policies. It deviates from the original intention of the "double reduction" policy. In view of the school fund guarantee, the after-school delayed sports service has not been implemented in the specific service cost and service fund arrangement stage, and it is still in the budget stage. As the state explicitly prohibits schools from charging fees arbitrarily, some schools dare not cross the management red line and set the detailed fees privately, which leads to certain limitations in the management service funds of after-school delayed service, making it more difficult to carry out after-school delayed service, and the implementation effect is correspondingly poor.

3. Reconciliation Strategy of Delayed Sports Service after School

3.1 Strengthen Demand Traction and Realize the Accurate Supply of After-School Delayed Sports Service Content

Schools are "tailored" for students when providing after-school delayed sports services. Different students have different needs and preferences, and the service contents provided by schools according to the existing venue conditions and teachers' conditions cannot fully meet the actual needs of the majority of students. A junior high school in Xi'an actively responded to the double reduction policy. At the beginning of school, it set up clubs of

different sports categories (football, basketball, volleyball, three jumping), and the students of these clubs were lost every day. According to the reactions of the lost students, at that time, the school only set up four types of sports clubs, but the students' favorite cheerleading, swimming, badminton, and table tennis did not set up corresponding clubs. They lost because they were not interested in the current clubs. Therefore, the school level should strengthen the investigation of students' preferences when providing after-school delayed sports services, find out the strengths and shortcomings of teachers who provide after-school delayed sports services, and find out, identify, integrate and classify the needs of students at multiple levels, so as to form a "list of students' sports needs". With this list, schools can make accurate decisions, provide corresponding sports services according to the existing teacher level, and also cooperate with third-party organizations. Attract social forces to participate in after-school delayed sports services in the form of school purchasing labor force [7]; At the same time, students' favorite swimming and other events can be connected with sports training institutions, gymnasiums, swimming pools, etc. near the school, so that the content of delayed sports services after class basically meets the students' sports needs and realizes the accuracy of the supply content.

3.2 Take the Double Reduction Policy as an Opportunity to Promote the Resonance of all Forces at the Same Frequency and Jointly Ensure the Effectiveness of After-School Delayed Sports Services

When carrying out after-school delayed sports service, it is difficult to achieve the desired effect by the school alone. It needs the cooperation of multiple subjects such as the government, schools, social forces and families. The government should give timely command in the process of delayed sports service after school, and provide corresponding guidance to schools; Social forces can give full play to their own advantages to assist the state in implementing social support for vulnerable groups; At present, many after-school delayed sports services in primary and secondary schools have some problems, such as insufficient teachers and single service content. Realizing multi-subject support will provide a way out to solve this difficulty. Focusing on

optimizing after-school delayed sports services at the school level, physical education teachers should fulfill their duties well and give full play to their responsibilities and missions in the process of cultivating qualified socialist builders and reliable successors. In view of the realistic dilemma of the shortage of teachers in schools, local education departments can lower the entry threshold, attract some college graduates majoring in physical education to "take up their posts first and then do research", and also use benefits such as "establishment" to increase the number of physical education teachers. Schools should also properly provide opportunities for college students majoring in physical education to practice in schools, and encourage them to practice in the post of physical education teachers. The training of physical education teachers in the future is the fastest way to enrich reserve sports talents. From the perspective of academic qualifications, the state should offer double-degree courses for students majoring in medicine and physical education, guide students to learn compound knowledge, and cultivate comprehensive talents who not only know sports injuries, sports nutrition and other knowledge, but also possess sports-related knowledge and skills. In the educational practice stage, let such students enter primary and secondary schools for practice, try their best to supplement the gap of physical education teachers, and ensure the effect of delayed physical education service after class.

3.3 All Parties Work Together to Improve the Phenomenon of Insufficient Equipment and Routine

For the phenomenon that the quantity and types of small-scale sports equipment in schools are insufficient and the large-scale sports equipment is slow to update, the state should moderately increase the investment in public primary and secondary schools, so that schools can fill sports equipment in a timely manner. Encourage and attract some social forces to join in the construction of school sports, guide social forces to raise funds from schools, and part of the prepared funds can be invested in the construction of school sports venues. For the sake of funds, schools can invest in the purchase of semi-finished materials for teachers to assemble, and at the same time, teachers can reasonably modify waste

equipment. On the one hand, this can improve the current situation of insufficient school equipment, and on the other hand, teachers can have a deeper understanding of teaching through self-made equipment. The relationship between learning and learning, It can better guide students to exercise [8]. Teachers and students' joint excavation and integration of existing equipment resources is not only to add diversity to daily sports activities, but also to exercise their hand-eye coordination ability, improve the interest of sports activities, and effectively stimulate students' creative enthusiasm.

3.4 Improve the Performance Guarantee Evaluation Mechanism and Explore New Measures to Improve the Efficiency and Quality of After-School Services

First of all, according to the actual situation of schools, government departments should establish a way of government purchase, enterprise sponsorship and parents' appropriate fees to ensure the long-term and stable development of after-school services in schools. Service funds can learn from the "firewall" mode of Beijing's fund supervision, and adopt the third-party bank depository mode to supervise after-school service funds, so as to avoid the management confusion of "empty money and money" and "running away with money" in after-school services. Government departments regularly audit and inspect, clearly publicize the project funds of after-school delayed sports services in schools, ensure the stable revenue and expenditure of funds, clarify the subsidy standards of service teachers and related personnel, improve teachers' participation enthusiasm, and ensure the quality of after-school delayed services. In terms of the investment and use of special funds, we should also consider the budget of consumables such as learning materials, equipment and facilities. Secondly, government departments need to promulgate corresponding policies and legal guarantees. The government should strictly stipulate that the rights and interests of physical education teachers in schools to participate in after-school services are protected by law, legally enjoy the labor allowance of after-school services, incorporate the performance appraisal of after-school delayed physical education services into the category of teachers' professional title evaluation, and

establish corresponding incentive policies, so as to promote the optimization and upgrading of after-school service system. Furthermore, establish a perfect supervision and evaluation mechanism. Incorporate schools, teachers, parents, students and social organizations into the evaluation system of after-school services, promote multiple subjects to participate in supervision and evaluation, regularly evaluate and inspect the development of after-school services, actual benefits, student satisfaction, parent satisfaction, teacher performance subsidies and actual achievements brought by social organizations, and test the effect of after-school services through evaluation, test and observation. Third-party service organizations with excellent performance are given star rating, and labor services are settled according to stars, so as to encourage off-campus teachers to continuously optimize their service quality.

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