

Study on After-school Services in Primary Schools in the Context of "Double Reduction"

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Abstract: With the introduction of the "Double Reduction" policy by the Chinese Government and the State Council, after-school services have emerged and become more popular. Parents' basic working hours conflict with their children's after-school hours, making it impossible for them to pick up their children on time. In addition, due to the generally low literacy level of parents, there is a lack of professional leadership in their children's education and growth, and it is even more difficult to tutor their children's studies. In view of this, the author conducted an innovative research on after-school service and actively explored the practical measures of primary school after-school service in the mobile Internet environment. Investigated the current situation of after-school services in primary schools, analysed the prospects of implementing after-school services through the mobile Internet environment, explored measures such as carrying out thematic mini-lectures, developing special school-based courses, classifying and pushing fables and celebrity stories, developing mini-games and designing comprehensive mini-practices, etc., and pushed the implementation through the mobile Internet, which received good results and effectively made up for the shortcomings of parents' only needs and traditional after-school services.

Keywords: Double-decrease policy; After-school service; Analysis.

1. Introduction

This paper introduces the current situation of primary school after-school service under the "double-reduced" policy, the prospect of primary school after-school service based on mobile Internet environment under the "double-reduced" policy, and the prospects of "double-reduced" after-school service under the "double-reduced" policy. The practical measures of primary school after-school service based on mobile Internet environment under the "Double Reduction" policy. The results of this thesis are worth promoting, the writing material is from the research, the research found that after-school service not only can be on-site teaching can also be online teaching. Writing this thesis can provide experience for schools to carry out after-school services, but also for the national education sector to implement the "double-decrease" policy to provide a basis for decision-making.

2. The Current Situation of After-school Services in Primary Schools Under The "Double-reducing" Policy

The "double-reducing" policy is an education policy jointly launched by the Central Office and the State Office of the People's Republic of China. The development of after-school services is now in the exploratory stage of implementation, mostly in the form of clubs, after school, teachers organise students to participate in different clubs according to their different interests. In some schools, some teachers hold on-site question-and-answer sessions to answer questions about the content of the day's study. This kind of after-school service is basically offline, and it mainly aims at cultivating students' interests and specialities and answering students' questions about their learning. Although this kind of after-school service meets certain requirements of parents, there are still some problems. For example, time and space constraints, students do not have proficiency in the school after-school

service time, such as operating skills back home, after leaving the teacher's guidance can not be well practiced; weekend time can not enjoy the required after-school services; for children's self-confidence in the cultivation of good habits, the cultivation of bad habits to correct the education of the family and the country, such as counselling is still missing.

There are also some schools, which have not yet started after-school services. This is mainly due to the costs and safety responsibilities of the service providers. The children are so naive and active that safety accidents can easily occur if they are not careful, and parents are also very aware of their rights, which has caused some teachers to prefer not to be paid than to provide after-school services, but of course it is not because of the lack of the spirit of risk on the part of the teachers, but mainly because of the inability to guarantee the safety of the teachers, and the teachers are worried about it.

3. Prospect of After-school Service of Primary School Based on Mobile Internet Environment Under the Policy of "Double Reduction".

The "Double Reduction" policy is mainly to reduce the excessive burden of schoolwork and out-of-school training for young students. Mobile Internet has made the world more connected, communication more convenient, work more efficient, and costs lower. Mobile Internet has led to the rapid development of science and technology, economy, and also the rapid development of education. The after-school service based on the mobile Internet environment belongs to the online after-school service, which effectively avoids the limitation of time and space, and can be studied at home in school, and is not limited by time and frequency, which not only meets the needs of students during the school period, but also meets the needs of students to study on weekends. It makes learning more convenient and less costly, and the development of a course can be repeated by countless students. Some inspirational mini-lectures, stories with

educational significance, games and practical activities can be recorded and pushed to students, who watch and learn on mobile terminals. This can make the after-school service richer in content, better meet the different growth needs of students, and more comprehensively promote the healthy growth of children.

Considering the children's eye health and playing with mobile phones in the name of learning, it is required that the teacher who develops the course pays attention to the content capacity of the course, and the length of the micro-lesson should be about 10 minutes when recording. Parents are also asked to supervise their children when they use mobile phones and other mobile terminals for learning. Whether children can consciously learn correctly in the mobile Internet environment and whether parents can effectively fulfil their supervisory obligations are the key and difficult points in implementing after-school services in the mobile Internet environment.

Safety is the top priority in all school work. Traditionally, after-school services are carried out in schools, and schools are responsible for any accidents that happen to students in schools. Carrying out after-school services in schools invariably adds some safety responsibilities to schools and teachers, which is an important issue that schools and teachers have to consider when carrying out traditional offline after-school services. Mobile Internet-based after-school services, on the other hand, greatly reduce the safety hazards and responsibilities when providing after-school services. This kind of online after-school service is mainly carried out by students at home under the supervision of their guardians, but the safety precautions should be prompted in place.

To sum up, after-school service is a need of the hour and an urgent task, and this kind of online after-school service based on the mobile Internet environment can not only effectively supplement the insufficiency of offline after-school service, but also has the advantages of low cost, convenient learning, rich content, and reducing the safety responsibilities of schools and teachers, and the prospect is still relatively bright.

4. Practical Measures to Carry Out After-school Service for Primary Schools Relying on Information Technology Under the Policy of "Double-decrease"

4.1. Carry out thematic mini-lectures

According to the survey, students generally have the problems of unclear learning purpose, low interest in learning, irregular writing, careless calculation, lack of attention in class, lack of initiative and poor self-consciousness in after-school learning, etc. By carrying out thematic mini-lectures, we can greatly improve students' learning ability. By conducting thematic mini-lectures, we can help students solve these problems to a large extent. After these lectures are recorded, they are pushed to students through WeChat group, Nail group, UMU applet and so on.

For example, the thematic mini-lecture on correcting carelessness in calculation, "How to Easily Say Goodbye to the Trouble of Carelessness in Calculation", which starts from the aspects of how carelessness in calculation is formed, the harm of carelessness in calculation, and the effective measures to prevent and change carelessness in calculation, etc. Especially, the harm of carelessness in calculation is

presented to the students in the form of a story by using the examples of ancient and modern cases of great losses caused by carelessness in calculation, and the students are deeply touched and willing to completely. The effect is very good. Therefore, the following effective measures to prevent and eliminate carelessness in calculation are what students are eager to learn about, and they will try to use these measures to prevent and eliminate the bad habit of carelessness in calculation. Students often do not see such "lessons" in the classroom. Very often, the teacher will just give them a few hints or emphasise them in the classroom. That is far less effective than listening to a few minutes of lecture on the topic.

4.2. Develop special school-based programmes

In view of the interests and needs of different children in different classes, different specialised courses can be developed, such as printmaking, gymnastics, gymnastics, ceramics, paper-cutting, calligraphy, dance, broadcasting, hosting, etc. These courses can be developed into school-based courses, and then recorded into micro-lesson videos to be pushed in the mobile Internet environment. These are practical courses that require teachers' guidance and demonstration. Time is often limited for such courses to be offered at the school site, and if students fail to master these skills and movement essentials, they will not be able to practise and consolidate them properly when they return home. If a video is filmed and pushed on the mobile Internet, children can learn freely on their own according to the video anytime, anywhere. What's more, students can play the video on an unlimited loop to learn.

Of course, the development of these special school-based programmes requires a team of teachers who have the ability and willingness to develop school-based programmes, and there are certain requirements for teachers.

4.3. Categorising and pushing fables and celebrity stories

Fables and celebrity stories are interesting and educational in themselves. If they are classified and edited, such as patriotic, hard-working, diligent and thrifty, respect for the elderly, love for the young, unity and friendship, etc., and then pushed to the students in the form of videos, the students will be very interested in them, and they will be able to understand the truth and right and wrong in the stories, which is very important for the healthy growth of students, and this is often very difficult for the parents to provide. This is something that only professional educators can do.

For example, I have found corresponding fables and celebrity stories for each of the 12 words of the socialist core values, recorded them into videos and pushed them to students, who learnt and felt the socialist core values in the stories. It is often helpful to cultivate students' outlook on life, worldview and values and to enhance their comprehensive literacy. It is also an innovative move to learn socialist core values.

4.4. Developing small games

Games have the function of exercising children's observation ability, coordination ability, thinking ability, teamwork ability and so on. Children are often very interested in games, thanks to the strong attraction of games to children, classified research and development of games that can exercise children's different single ability or comprehensive ability, record the games into microclasses, and then push the

games to children through the Internet. According to the micro-lesson video, children can do the game anytime and anywhere, so that some of their abilities can be effectively cultivated and improved in the game.

4.5. Designing integrated mini-practice

Design some integrated small practice activities according to children's interest needs, learning needs and good quality cultivation needs. For example, the practice of recycling waste materials can effectively cultivate and improve children's awareness of environmental protection and conservation; the community "woodpecker" action is conducive to cultivating children's habits of standardised writing and correct use of the national common script, and so on. While recording these micro-lesson videos, we should emphasise the precautions and operating procedures. Outdoor practical activities such as these should be carried out in the company of a guardian.

Through the mobile Internet environment to carry out online after-school services in practice, although a certain effect has been achieved, but there are also some small problems to be overcome and solved, such as the control of the length of time the child uses the mobile phone, the child in the name of learning mobile phone to do things unrelated to learning, these use of technical means can not be done at present to effectively control the parents still need to cooperate with the supervision. I believe that with the rapid development of technology, the small problems faced will soon be solved. The road of exploration is long, I will seek up and down to better serve parents and children, and dedication to society.

5. Conclusion

This study investigated the current situation of the development of after-school services in primary schools, analysed the prospects for the implementation of after-school services through the mobile Internet environment, explored measures such as carrying out thematic mini-lectures, developing special school-based courses, classifying and pushing fables and celebrity stories, developing mini-games and designing comprehensive mini-practices, and pushed their implementation through the mobile Internet, which have received good results and effectively made up for the parents' only need and the traditional after-school services' deficiencies.

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