



Research on the Path Development of Preschool Education under the Double Reduction Policy

Han Zhou

Faculty of Liberal Arts and Social Sciences, The Education University of Hong Kong, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

18217627710@163.com

Abstract. Preschool education plays a vital role in the development of young children, and the enactment of the double reduction policy will impact the field of preschool education in the Chinese context. The preschool field lacks guidance on the development of pathways following the impact of the double reduction policy, and this paper offers some advice. This research uses qualitative and documentary analysis to analyze preschool education's history and current situation in China. Moreover, an analysis of the content of the double reduction policy. Based on China's preschool education benchmarks, the research proposes a development path to prevent the tendency of "primary schooling" in the form and content of teaching, to raise the importance of family education, align the educational outlook of teachers and parents, to strengthen kindergarten management and teacher training, and to ensure the construction of children's individual development.

Keywords: Pre-school education, Double reduction policy, Family education, Physical and mental development, Educational attitudes

1 Introduction

In recent years, the gap in socio-economic development has increased, making the gap between the rich and the poor in education increasingly visible again. And the gap in education makes itself apparent to children at the preschool level. This is particularly reflected in the competitive nature of school places and the anxious marketing of out-of-school training. Parents' desire to attend good schools is very strong, leading to overburdening of primary and secondary school students and a tendency for education to become utilitarian. Gradually, this goes down to the detriment of the child's physical and mental health and the child's inability to develop holistically and individually. In the end, parents are overburdened financially and energetically, which can seriously undermine the original purpose and development goals of the education reform, and the quality of education cannot be guaranteed. The Ministry of Education has therefore proposed a "double reduction policy", known as "opinions on further reducing students' homework burden and off-campus training burden".

In this case, the development of preschool education is bound to be affected. And the development of preschool education in China is still in the construction stage, and the implementation of the double reduction policy is relatively new. There are not many relevant studies based on the analysis of these two factors. Therefore, this paper will explore the new path of preschool education development in China's national conditions based on the background of the release of the double reduction policy and fill the gap in the field.

This paper adopts a qualitative research method, uses literature analysis tools, refers to relevant preschool education research literature and theories, and makes suggestions for the development of preschool education pathways under the double reduction policy, considering the national context. This paper has some practical guidance for the management of the government and the transformation of various preschools under the double reduction policy.

2 Double reduction policy

2.1 Overview of test-based education

Education is primarily influenced by traditional Chinese attitudes and increased competition for jobs in society, and social and economic pressures. Examination-based education has become a relatively proper channel of competition for resources among different classes. The social phenomenon of "certificates" and "diploma supremacy" has pushed the competition for education in a more chaotic direction and away from the fundamental purpose of education [1]. As a result of the baton of the college entrance examination, getting into a good university has become the goal of every student carrying the burden of examination-based education. The magic spell of "sea of questions" and "judging heroes by their scores" has become a method that students, parents, and schools blindly pursue. Primary and secondary school students and schools were burdened with the pressure of further education, and parents were forced to participate in and create a frenzy of extra-curricular tuition. Extra-curricular courses have emerged. But the following drawbacks are that they ignore the student's overall development, go against the laws of the child's physical and mental development, neglect the cultivation of their psychological qualities, frustrate creativity and motivation, and affect the improvement of their overall quality [2].

2.2 Analysis of the double reduction policy

The details of the double reduction policy are that schools should reduce the total amount and length of homework for compulsory education. Schools should reduce the excessive homework burden, teachers should improve the level of after-school services in schools, and homework should meet the diversified needs of students. For out-of-school training, it is stipulated that existing subject-based training institutions for students in compulsory education are uniformly registered as non-profit institutions. And online subject-based institutions are changed to an approval system, and no subject-

based training institutions are allowed to go public for financing. In addition, capitalization is strictly prohibited, and no subject-based training is to be organized on national holidays, rest days, and during the summer and winter holidays [3].

And specifically, the double reduction policy has brought a new environment to China's general social and educational background after its implementation. For students, the reduction of the existing study load gives them more time to develop other quality skills. The emergence of a new educational time means forming a new educational space. Thus, a new academic task, namely to reduce the burden while striving to improve the quality of education and teaching to ensure the overall development of children [4].

For primary and secondary school students, the policy has shifted the school's focus on learning and overall development. Schools must strive to improve the quality of education and after-school tutorial services to enhance learning efficiency and meet individual development needs. In addition, the policy reduces the gap in educational inequity due to economic disparities. It facilitates the care of relatively disadvantaged families in an in-school environment, providing academic support to students from relatively underprivileged classes with low academic achievement. In this context, it also allows parents to choose the type of out-of-school training rationally and enhances communication between teachers and parents to jointly choose out-of-school tutorial training in an objective and rational manner [5].

3 Pre-school education in China

3.1 Definition of the concept of pre-school education

The concepts of preschool and early childhood education are relatively close, and there is currently a broad debate about the definition of the two terms in the field. In terms of the concept of preschool education, in the general sense, "all education given to children after birth before they enter school is preschool education." In a narrower sense, preschool education is the formal kindergarten or formal preschool that a child receives after birth and before entering primary school.

In 1989, China published Huang Ren Song's edition of Pre-school Education, which delineates age as the boundary. It states: "Preschool education is the education of children from birth until six. The education of children begins at birth. "The stage from birth to the age of three is infant education, and the stage from three to the age of six is early childhood education." [6]. Huang Rensong has included the concept of "preschool education" in the idea of "early childhood education," and "early childhood education" has become one of the stages of "preschool education." The concept of "early childhood education" became one of the stages of "preschool education." It is also the mainstream view in recent academic circles. This paper adopts a broad concept of 'pre-primary education,' i.e., all forms of education provided to children before birth and up to six.

3.2 History and characteristics of the development of preschool education in China

The formal establishment of the kindergarten system in China came after the founding of New China in 1949. The first national education work conference was held at the end of 1949, at which time the meeting confirmed the general policy of national education work, for the education of the new China was to further democratic education, and the main task was to raise the cultural level of the people [7]. From 1953 to 1965, early childhood education in China went through stages of development, from gradual development (1953-1957) to blind development (1955-1960) to consolidation and improvement (1961-1965) [8]. The second Five-Year Plan began, and preschool education in China went through a process of "adjustment, consolidation, enrichment, and improvement"; in the third Five-Year Plan, preschool education in China developed steadily, and the number of kindergartens established nationwide was eliminated and consolidated. By the 1960s, China's preschool education received strong policy support, and various types of institutions emerged in flexible and diverse forms, enriching the flourishing development of preschool education in China. At the same time, however, due to a lack of solid professional guidance, academic foundations, and a lack of understanding of the laws of early childhood development, the natural conditions for growth were insufficient, and the preschool education business began to show limitations.

In the early days, preschool education in China was strongly limited in its development by economic, social, and cultural constraints due to the lack of a nurturing and breeding ground. In the late 1950s and early 1960s, preschool education in China was copying educational ideas from around the world. It did not develop its ideology of preschool education that was integrated with national conditions. "During the Cultural Revolution," the revolution almost submerged preschool education's development. Enrollment, teacher training, and research were interrupted. It was not until 1980 that the Ministry of Education issued the first teaching plan for early childhood teacher training schools after the Cultural Revolution. However, as this was still in the construction stage, there was a lack of experience and leadership in the construction of preschool education. Hence, the corresponding primary educational objectives and programs lacked guidance and science. The structure of preschool education, according to the region, school characteristics, and advantages of different specialties, gives all kinds of universities and colleges a certain amount of research and development autonomy [9].

The extent of preschool education is closely linked to regional economic development. Taking Zhejiang Province of China as an example, Xia Li (2018) divides the development stage of preschool education before 2018 into four stages, namely the stage of restoration and development (1978-1989), standardized development (1989-1998), consolidated development (1998-2008) and perfected development (2008-2018). It is also pointed out that during the development of preschool education in Zhejiang for more than forty years, it presents the characteristics of rapid development, large scale of development, teacher strength and innovation of school mode, but at the

same time, it also exposes the problems of insufficient investment in preschool education, the introduction of education policies is relatively lagging behind, and the scale of teacher quality needs to be mentioned.

In summary, preschool education in China, from its birth to its developmental stage, lacks scientific and systematic guidance and is often subjected to discouragement and stagnation. Based on their resources, the research and development of preschool education in various regions and schools lack a certain amount of experience on the ground and scientific experimentation due to the constraints of the objective environment. Therefore, it is limited to empirical descriptions and qualitative analyses and lacks a systematic and scientific study of the fundamental theories of the subject, which is also related to the lack of relevant teacher personnel.

3.3 Current development of preschool education in China

By 2020, there will be 291,700 kindergartens nationwide, an increase of 10,500 or 3.75% over the previous year. Of these, 234,100 kindergartens are inclusive, a rise of 31,200 or 15.40% from a year earlier, accounting for 80.24% of kindergartens nationwide [10]. It can be seen that the proportion of public kindergartens is increasing, and the ability to compete with private kindergartens is increasing, which can also indicate that the government's ability to manage and govern kindergartens is rising. In addition to preschools sponsored by the education administration, informal institutions such as children's welfare homes and youth palaces now exist in China to meet the demand for preschool education in China.

According to the latest data from Guangming Daily in April 2022, "the national financial funding for preschool education will be 253.2 billion yuan in 2020, up five times from 41.6 billion yuan in 2011, and the proportion of financial education funding will increase from 2.2% in 2011 to 5.9% in 2020. The central government has invested over 170 billion yuan in special funds to support the development of preschool education over the past ten years, which has effectively boosted the rapid growth of local financial investment and provided a strong guarantee for the development of preschool education". The government is determined to promote preschool education in China and has provided financial protection for public kindergartens, guaranteeing universal early childhood education for most children on a preschool basis.

However, public and private kindergartens have developed alongside the reform and opening. With the rise in people's economic level and the country's diverse needs for talent, private kindergartens have to some extent, complemented the childcare needs of specific families. Mainly, some private kindergartens with the strength and quality of education have grown and developed into high-quality kindergartens through expansion, mergers, and restructuring. This has led to market-based competition for kindergartens. However, the varying levels of government funding for public and private kindergartens in China it has also brought about a high cost of preschool education consumption, making parents bear an excessive burden of childcare. This is one of the problems with preschool education in China. And with the rapid development of preschool education in China over the past decade, it is still in the construction stage There

is still an apparent educational inequity regarding equal opportunities and optimization of preschool education resources.

4 How has preschool education in China been affected by the double reduction policy?

The double reduction in education has produced three new standards for the preschool sector.

Firstly, no online training for preschool children aged 3 to 6 years is allowed. This indicates that the channel of online distance training has been cut off under the influence of the general environment. The original and most efficient channels of promotion and training are cut off, and the institutions concerned are forced to either face a transition or develop new channels.

Secondly, offline subject-based (including foreign language) training for preschool children is not allowed in the name of preschools, bridging classes for young children, and thinking training classes. As can be seen, the government has begun to impose controls on private early childhood education and training. It has suspended all types of early childhood training activities related to it. This is to protect children's physical and mental development before they start school, reduce unnecessary childcare costs for families, and reduce public opinion and anxiety in society.

Thirdly, no new out-of-school training institutions for pre-school children will be approved. The government's attitude towards the future strength of control over out-of-school training institutions is apparent. Respecting the laws of physical and mental development of young children and no longer allowing any out-of-school training institutions other than public kindergartens that interfere with the personalized and comprehensive story of young children.

Specifically, this is reflected in the following directions for improvement.

The first point is to prevent the tendency of "primary schooling" in the form and content of teaching. It is strictly forbidden to teach primary school content in advance and to strengthen knowledge and skills training in violation of the laws of physical and mental development and cognitive characteristics of young children. They should pay attention to young children's age characteristics as well as their physical and psychological development, use life scenes as a backdrop, and insist on play as the primary activity. Make full use of local life and natural resources to select, develop and design several play activities suitable for young children, enrich play resources and meet the basic needs of young children to carry out play activities. It is possible to learn from the German form of education, where most games do not need to be organized by the teacher, and children are free to play with their peers and enjoy the fun.

The second point is to raise the importance of family education and to align teachers' and parents' views on education. Under the influence of this policy, preschool education will demand higher quality from teachers and closer cooperation between home and school. In the most intimate relationship with children in the preschool years, parents need to learn or seek guidance from qualified teachers to better communicate with their children to understand the development of their child's senses and bits of intelligence

and to facilitate all aspects of development. For example, parents are involved in the various activities organized by the nursery and are transformed from spectators to creators.

The third point is to strengthen kindergarten management and teacher training. Under the impact of the double reduction, there will be a large amount of capital moving out of private kindergartens. With the ban on out-of-school activities, many private kindergartens will be transformed into public kindergartens and brought under government management. The government should strengthen its monitoring and governance of kindergartens and ensure that children's physical and mental development is safeguarded, and that "primary schooling" and out-of-school training is rigorously enforced. At the same time, there will be problems with the management of teachers. Today's preschool teachers are not well managed; some are not qualified and lack essential moral qualities. The government or various universities need to conduct more teacher training on preschool education and provide appropriate courses to train caring, ethical and creative preschool teachers. Only those who understand and care about the child's field will be better skilled in creating and programming preschool play programs adapted for the child.

The fourth point is to ensure that children's personalized development is built. Nowadays, Chinese preschool education is divided into five major areas: health, language, social, science, and art, emphasizing the overall development of "moral, intellectual, physical, aesthetic and labor," but in essence, it lacks a certain degree of creativity and growth. It is not very different from the objectives of the compulsory education curriculum. Under the influence of the double reduction policy, the invention and development of the kindergarten curriculum have become very important and will directly affect the physical, mental, and cognitive development of young children.

5 Conclusion

In summary, this paper finds that the lack of social and economic soil in which preschool education is nourished in China has resulted in a discontinuous and stagnant, and uneven development of preschool education. Nowadays, with the implementation of double reduction education, the out-of-school fervor for preschool education has been greatly reduced, kindergarten enrolment has been secured and the reduction of progressive learning behaviors in preschool education is a priority for return to school. There is a higher demand for children's independent learning skills, a higher orientation of family education, a return to the role of parents, a focus on the "first responsibility" of educating their children, and a focus on raising self-imposed requirements to nurture well-rounded children. Finally, kindergarten education is required to be of higher quality, with a greater focus on early childhood development, and the curriculum needs to be more developed and gradually adapted.

Specific measures can be divided into the following four points: preventing the tendency of "primary schooling" in the form and content of teaching, raising the importance of family education and aligning teachers' and parents' views on education. Also, strengthening kindergarten management and teacher training, and ensuring the

construction of children with individual development. This paper has some practical implications for the government and various preschools under the double reduction policy. However, this paper also suffers from a lack of empirical data, such as numerical research.

References

1. JIANG Feng, & LIN Ling. (1999). On the Competition of Education and Test-oriented Education. *Journal of Nanjing Normal University: Social Science Edition*, (3), 72-78.
2. (1998). Several Opinions on Actively Promoting the Implementation of Quality Education in Primary and Secondary Schools. *People's Education*(01). doi:CNKI:SUN:RMJY.0.1998-01-004.
3. Xue, H., & Shi, H. (2022). Starting line competition: an analysis of the first time for primary and secondary school students to participate in extracurricular tutoring——an empirical study supporting the implementation of the “double reduction” policy. *Journal of East China Normal University (Educational Sciences)*, 40(2), 71.
4. Jia Yin & Wang Ligang. (2021).“ Research on Countermeasures for Improving the Quality of School Education after the Policy of Double Reduction. *Teacher Education Forum* (10), 17-20. doi:CNKI:SUN:GHXZ.0.2021-10-005.
5. Xue Haiping & Shi Huanhuan. (2022). Competition at the starting line: Analysis of the time for primary and secondary school students in my country to participate in extracurricular tutoring for the first time - an empirical study to support the implementation of the "double reduction" policy. *Journal of East China Normal University (Educational Science Edition)* (02), 71-89. doi: 10.16382/j.cnki.1000-5560.2022.02.006.
6. Huang Rensong. *Preschool Education*. Beijing: People's Education Press.
7. Ma Xulun. (1949-1981). Minister Ma Xulun's opening speech at the first national education work conference. Zhang Jian, editor-in-chief (eds.) *China Education Yearbook*. China Encyclopedia Publishing House, 683-684.
8. He Guangquan. (2010). 1949-1981 China Education Criticism Research (PhD dissertation, Southwest University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CDFD0911&filename=2010095164.nh>
9. Qu Manxin. (2021). *Rebuilding in Recovery: A Probe into the Evolution of China's Pre-school Education Discipline Since the Reform and Opening Up (1978-1994)* (Master's Thesis, Central China Normal University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1021157746.nh>
10. 2020 National Statistical Bulletin on Education Development

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

