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Research on the Strategies of Efficient Classroom Teaching in Primary and Secondary Schools under the Background of "Double Reduction"

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Abstract

The implementation of the "Double Reduction" policy has set new requirements for primary and secondary education. The core lies in reducing students' excessive homework burden and simultaneously improving classroom teaching efficiency and quality, achieving a balance between burden reduction and quality enhancement. Based on the current situation of classroom teaching in primary and secondary schools, this paper analyzes the core requirements of the "Double Reduction" policy for classroom teaching, explores effective strategies for building efficient classrooms, and provides a reference for educational reform in primary and secondary schools.

Keywords

Double Reduction Policy; Primary and Secondary Schools; Efficient Classroom; Teaching Strategies

1. Introduction

With the comprehensive implementation of the "Double Reduction" policy, primary and secondary education has moved away from the previous teaching model overly reliant on after-school tutoring and mechanical test-taking, returning to the essence of education and focusing on the classroom as the main battleground. The classroom, being the core place where students acquire knowledge, enhance abilities, and cultivate competencies, has its teaching efficiency directly determining the quality of education and teaching, as well as students' comprehensive and healthy growth. Under the background of the "Double Reduction" policy, how to optimize classroom teaching processes, innovate teaching methods, revitalize teaching resources, and create efficient, streamlined, and engaging classrooms has become an important issue demanding urgent resolution for educators.

2. Core Requirements for Classroom Teaching under the "Double Reduction" Policy

On one hand, classroom teaching must achieve streamlining of teaching content, discarding redundant and repetitive knowledge explanations, closely following curriculum standards and syllabi, highlighting core knowledge points and key difficulties, allowing students to accurately grasp knowledge within the limited class time and avoiding ineffective learning consumption. On the other hand, it must promote the diversification of teaching methods, breaking the limitations of the traditional "cramming" teaching approach, respecting students' dominant position, stimulating their initiative and participation, and shifting the classroom from "teacher teaching" to "student learning." At the same time, classroom teaching needs to achieve the comprehensive goal of educating people, focusing on cultivating students' study habits, thinking abilities, and overall competencies while imparting knowledge, thus fulfilling the fundamental task of fostering virtue through education.

3. Strategies for Building Efficient Classrooms in Primary and Secondary Schools

(1) Precise Lesson Preparation and Optimized Teaching Content

The prerequisite for an efficient classroom is precise lesson preparation. Teachers need to thoroughly study curriculum standards, accurately grasp the textbook knowledge system and students' cognitive levels, clarify teaching objectives, key points, and difficulties for each lesson, and eliminate cumbersome teaching links and redundant knowledge. At the same time, considering students' learning differences, teachers should design tiered teaching content, focusing on basic knowledge consolidation for students with weaker foundations and on thinking expansion and improvement for those with advanced abilities, so that the teaching content better suits different students' learning needs, achieving targeted and effective classroom teaching.

(2) Innovative Teaching Methods to Activate Classroom Atmosphere

Change the traditional single lecture-style teaching, flexibly applying various methods such as situational teaching, group cooperative inquiry, problem-oriented teaching, and multimedia-assisted teaching. By creating life-related teaching situations, abstract knowledge is combined with students' real-life experiences, reducing the difficulty of understanding. Through group cooperative learning, students are guided to actively communicate and help each other in inquiry, cultivating their cooperation and autonomous learning abilities. Using engaging questions and classroom interactive games stimulates students' learning enthusiasm, makes the classroom atmosphere more dynamic, and increases student participation.

(3) Streamlined Homework to Strengthen In-Class Consolidation

Implement the homework management requirements of the "Double Reduction" policy, reducing mechanical, repetitive after-school homework and shifting the focus

of knowledge consolidation to the classroom. Design reasonable in-class exercises and tests, with question types closely related to the lesson's key points, ensuring they are few but precise and targeted, promptly checking students' learning outcomes. Provide on-the-spot explanations and immediate correction for existing problems, achieving "integration of learning and practice, consolidation within the class," thereby reducing students' after-school learning pressure and improving knowledge mastery efficiency.

(4) Focus on Learning Conditions to Optimize Teacher-Student Interaction

Teachers must constantly monitor students' learning status and feedback during classroom teaching, abandoning the teaching model that emphasizes "teaching progress over student comprehension." Through eye contact, classroom questioning, random checks, and other methods, teachers can promptly understand students' knowledge mastery and adjust teaching pace and methods accordingly. Establish an equal and harmonious teacher-student relationship, encourage students to ask questions boldly and voice doubts actively, respect their different opinions, allowing them to learn actively in a relaxed atmosphere and improve classroom learning efficiency.

4. Conclusion

Under the "Double Reduction" policy, building efficient classrooms in primary and secondary schools is an inevitable trend in educational reform and the core path to reducing student burden and improving educational quality. This requires teachers to change their teaching concepts, based on students' growth needs, optimize classroom teaching from multiple aspects including lesson preparation, instruction, practice, and interaction, allowing the classroom to return to its essence of efficiency, quality, and engagement. Only by fully leveraging the role of the classroom as the main battleground can we truly achieve the parallel goals of burden reduction and quality enhancement, promote students' comprehensive, healthy, and sustainable development, and advance the high-quality development of primary and secondary education.

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