

Exploring the Path of Delayed Service Education after Physical Education under the Background of “Double Reduction” Policy

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Abstract: The “double reduction” policy leads the new development pattern of education, enhances the subject status of school physical education, and provides an important opportunity to promote the high-quality development of school physical education. As a part of school physical education, the delayed service after physical education can promote the comprehensive development of students and the growth of Jinkang. The development and implementation of delayed service after physical education class bring about the change of the ecological environment of education, and seek opportunities in the change, and then promote the high-quality development of delayed service after physical education class. This article sorts out the value implications of delayed sports after-school services under the background of the “double reduction” policy through literature review and logical analysis, and conducts in-depth analysis of the ecological transformation of sports after-school services. In the comparison of the transformation of delayed service after physical education classes, problems were found and difficulties were found: 1. Clear policy guidance and concept, but implementation was not “practical”; 2. Clear positioning of the education subject, but incomplete ability; 3. Clear thinking of the education model, but not “new” in form; 4. Clear goals of the education system, but incomplete guarantee. In response to the dilemma of delayed service after physical education classes, a collaborative implementation path of government, family, school, and society has been proposed.

Keywords: “Double Reduction” Policy, Delayed Service After PE Class, Multiple Collaboration, Education Ecology, Transform

1. Introduction

The proposal of the “double reduction” policy further emphasizes the role of the main position of school education, requires all disciplines to reduce the burden, and effectively increases the opportunities for students to participate in physical exercise. The promulgation of the “double reduction” policy has brought a lot of development to the school generation, but also added a lot of pressure. By summarizing and sorting out the value of the “double reduction” policy and the current situation changes, we can find opportunities in the changes and explore the real and feasible body.

2. The Value Implication of Delayed Service after Physical Education Class under the Background of the “Double Reduction” Policy

2.1 The Connotation of Delayed Service after Physical Education Classes

Delayed after-school services, as a special form of service function, are present in the field of education today. The so-called after-school extension services are also known as “after-school expansion services”, “after-school trusteeship services”, and “after-school care services”, mainly serving students in the compulsory education stage [1]. Through the participation of the government, families, schools, and society, we are jointly committed to solving the problem of “students leaving school unattended early”. With the continuous improvement of education quality, in order to meet the development needs of students, after-school delay services have also been continuously improved in quality and efficiency, presenting diverse service forms. As a subordinate concept of after-school

delay service, sports after-school delay service mainly provides a form of service for sports related sports events. In the process of providing delayed services after physical education classes, while ensuring the safety of students, selectively carry out diversified sports projects. Its purpose is to help students strengthen their physique, hone their willpower, stimulate their interest in sports, and ultimately form a lifelong awareness of sports [2].

2.2 The Value of Delayed Service after Physical Education Classes

2.2.1 Student level

Beneficial for enhancing physical fitness and meeting diverse needs

In July 2021, the Opinions on Further Reducing the Homework and Off campus Training Burden of Students in Compulsory Education were issued. Deeply understanding the educational orientation of the "double reduction" policy aims to enable schools to fully play the role of the main education front, reduce the burden of homework and off campus training, and truly "reduce the burden" for students. Delayed after-school services effectively solve the problem of students leaving school unattended early in the compulsory education stage. With the development of society, simple after-school delay services for student care and homework guidance cannot meet the development needs of students. Therefore, diversified after-school delay services have been derived based on the development of students' needs. In the after-school delay service, sports after-school delay service can enhance students' physical fitness and improve their sports skills, so it is highly favored by students and parents. After the implementation of the "double reduction" policy, the extension of physical education after-school services has become more standardized and diversified, with not only professional teachers guiding training, but also more sports projects providing students with diverse choices. Throughout the history of physical education in China, there has always been a shortage of educational resources and a shortage of professional talents. To further address this current issue, school led physical education after-school extension services allow social sports organizations to participate in the team of after-school extension services, while meeting

certain qualifications, to jointly meet the individual development and diverse needs of students [3].

2.2.2 At the family level

It is beneficial to enhance physical education awareness and solve the problem of "difficult care".

Delayed after-school physical education services are not compulsory education, but rather education that students voluntarily participate in [4]. The project funding for delayed after-school physical education services is jointly borne by the government and parents. After on-site visits and investigations, it has been found that even in the compulsory education stage, most students and parents are still very willing to allow students to "pay for" delayed services after physical education classes. From this, it can be seen that the implementation of sports after-school delay services has received a certain degree of recognition and support from parents and students. The implementation of delayed after-school physical education services has fundamentally solved the problem of parents having "no time to watch" and having a single form of care for their children. The implementation of delayed services after physical education classes, tailored to the school's own situation, innovatively carries out sports projects. Therefore, when schools carry out delayed services after physical education classes, in order to attract students to actively participate and stimulate their interest, they will choose some local folk sports projects with strong operability and unique characteristics, such as dragon boat racing, dragon and lion dance, martial arts, archery, etc. Students' participation in diversified physical education after-school extension services in schools not only promotes their own development, but also through communication and exchange between students and parents, enable parents to have a richer understanding of sports. Students' participation in delayed services after physical education classes enables parents to pay more attention to their physical exercise situation and support their participation in diverse sports projects. Students' participation in sports projects is fully recognized by parents, and in the long run, it will form a positive closed-loop.

2.2.3 School level

Conducive to improving the level of physical education teaching in schools and achieving

high-quality development of physical education teaching

The development of things is guided by actual needs, and if the needs continue to escalate, it will force all educational subjects to make continuous progress, and thus achieve better development. Currently, there is a real contradiction between learning and training in China, and the training channels for sports talents are relatively single [5]. Taking the "double reduction" policy as an opportunity, students in the compulsory education stage have more opportunities to participate in physical exercise and provide them with more choices. During the process of participating in delayed services after physical education classes, students can better understand which sports they are good at, and teachers can also better identify sports talents for key training during this process. A single physical education after-school service project cannot meet the diverse needs of students. Therefore, it is necessary for physical education teachers and social sports forces to continuously learn and improve physical skills, while also carrying out delayed physical education after-school services, so that students can better experience the fun of sports. By providing delayed services after physical education classes, we can identify problems in the service process, conduct professional physical education teacher training, and quickly create a group of teachers with excellent teaching abilities, thereby achieving high-quality development of school physical education [6].

2.2.4 At the social level

It is conducive to achieving the sharing of physical education resources and strongly maintaining educational fairness

Under the implementation of the "double reduction" policy, schools have fully played the role of the main education front to meet the diverse needs of students. The extension of after-school physical education services in primary and secondary schools in China has shifted from the initial stage of "popularization and promotion" to the current stage of "improving quality and efficiency". Spending high tuition fees to participate in extracurricular tutoring and training has deterred students with poorer financial conditions. Nowadays, on campus, professional teachers can enjoy after-school physical education extension services by sharing the cost of after-school extension services with the government and

families. Due to differences in economic levels between regions and schools, there are also significant disparities in the quality of educational resources. The implementation of delayed services after physical education classes has maximized the utilization of educational resources, achieved the sharing of physical education resources, and provided more learning opportunities for students and teachers. Guided by national policies and guided by the sharing of educational resources, we actively promote the participation of professional sports forces in sports after-school extension services, so that every student can enjoy fair education and have equal opportunities for growth [7].

3. The Educational Ecological Transformation of Post-school Delayed Services in Physical Education under the Background of the "Double Reduction" Policy

The "double reduction" policy strongly emphasizes the improvement of the quality of education, and effectively organizes and provides good classes within the school, allowing students to learn well and truly "reduce their burden". Secondly, the policy clearly states that collaborative education through multiple parties is the key to improving the level of after-school services and meeting the diverse needs of students.

3.1 The Reform of the Educational Concept of Delayed Service after Physical Education Class

To implement the "double reduction" policy, in order to do a good job in sports after-school delay services, it is necessary to identify changes in the ideological roots, clarify work ideas, and better commit to the development of sports after-school delay services [8]. There are three aspects to the transformation of its philosophy: firstly, there is a shift from "focusing on whether students learn well" to "focusing on whether students can better stimulate their interest in sports". In the past, when designing sports projects with delayed service after physical education classes, teachers often considered whether students could accept the difficulty and operability of the projects themselves. Nowadays, when designing sports after-school delay services, teachers are more concerned about whether the project itself can stimulate students' interest in sports. If a project is difficult,

teachers will transform their thinking and ultimately achieve the goal of stimulating students' interest in sports by exchanging sports tools. For example, Wuhan Economic and Technological Development Zone Primary School offers a dragon dance project course. Under the guidance of teachers, they use silk and satin to make their own dragon dance props and perform dragon dances, greatly stimulating students' interest in sports. The second is to shift from focusing on whether students have learned to pay attention to their physical and mental health. In the past, teachers paid more attention to the results and considered whether students could truly learn and apply the sports items taught in the delayed service after physical education classes. Nowadays, teachers are paying more attention to students' participation in the delayed service process after physical education classes. For example, can we integrate well into the collective? Are you willing to accept challenges when facing difficult tasks? Is there a correct understanding of the psychological changes brought about by winning or losing. Thirdly, there is a shift from "focusing on whether students are proficient in learning" to "focusing on whether students' social adaptability has improved"[9]. In the past, teachers often required students to practice and refine a certain sports skill. Single training method, boring movements repeated many times, it is true that most students achieve the purpose of "one skill" through such training, but these students often know little about other sports. Nowadays, in the process of carrying out after-school sports delay service, physical education teachers pay more attention to making students exposed to diversified sports items, so as to improve students' social adaptability.

3.2 Transformation of the Main Body of delayed Service after Physical Education Classes the Responsibility Reform of the Delayed Service Subject after PE Education Class

3.2.1 The responsibility transformation of the main body of delayed service after physical education classes1.

Education is an extremely complex social labor, and the success or failure of education depends on the collaborative cooperation of multiple educational subjects. In the past, physical education after-school services were mainly led by schools, with school physical education

teachers as the teaching objects [10]. The delayed service after physical education class is an extension of the physical education classroom, which focuses more on free activities while ensuring student safety. In short, in the past, the school took on the main responsibility of educating students for the delayed service after physical education classes., Therefore, the extension of physical education after-school services is gradually shifting from "school led" to "government, family, school, and society jointly bearing the responsibility of educating people" (as shown in Figure 1). Collaborating with multiple stakeholders to improve the quality and satisfaction of physical education after-school delay services, create a correct educational environment, and build a good educational ecosystem

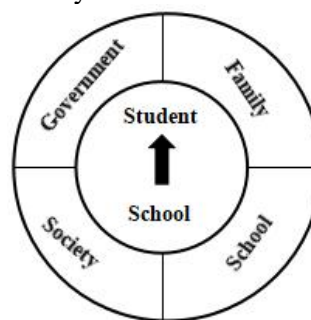


Figure 1. Responsibility Chart of the Main Body for Delayed Service after Physical Education Class

3.2.2 Transformation of the relationship between the subject of delayed service after physical education class

Under the policy guidance of "double reduction", the delayed service after physical education classes has been vigorously promoted by the government. At the same time as the change in subject responsibility, the relationship between multiple educational subjects has also changed due to the joint responsibility of multiple subjects for educating people. Nowadays, the delayed service after physical education classes is bound to become a key link in adolescent physical education. The government has done a good job in top-level design and introduced more favorable policies to tilt towards delayed services after physical education classes. Under the guidance of government policies, the three educational entities of family, school, and society gradually clarify their educational responsibilities and jointly shoulder the responsibility of providing delayed services after physical education classes. The implementation

of sports after-school extension services has made the connections between families, schools, and society closer, and the three educational entities are interconnected, jointly promoting the development of sports after-school extension services. Although the three parties share equal educational responsibilities in the delayed service after physical education classes, their roles are different. As an important organizer of after-school sports extension services, schools play a crucial role in the screening process of sports events. As supporters of sports after-school extension services, families provide financial support. The government has introduced policies to allow social sports forces to enter the campus, thereby addressing the shortage of sports teachers. Therefore, the emergence of society as an auxiliary in the specific practice of delayed service after physical education classes has played a good supplementary role. (As shown in Figure 2)

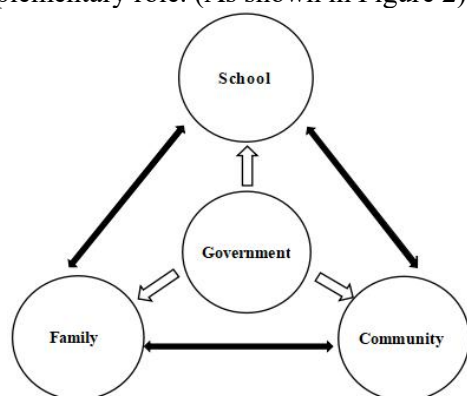


Figure 2. The Association Relationship of Service Subjects for Post-school Delay in Physical Education

3.3 The Reform of Post-school Delayed Service Mode in Physical Education

In order to fully utilize the essential functions of school physical education in the new era under the background of the "double reduction" policy, and achieve practical results in the daily implementation of sports after-school delay services, in July 2022, the government issued the "Notice on Improving the Level of School Physical Education after-school Services to Promote the Healthy Growth of Primary and Secondary School Students", which mentioned the creation of a good atmosphere for multiple educational entities to jointly support students' physical exercise. Therefore, exploring a multi-party collaborative development model for sports after-school delay services is a necessary

path. The delay service after physical education class is different from regular physical education courses. Firstly, the teaching subject is different. Physical education courses are universal education, and the teaching target is all students. However, the delay service after physical education class faces students who choose to participate personally; Secondly, the teaching content is different. Physical education courses cover a wide range of topics, such as basketball, football, volleyball, cheer leading, etc., while physical education after-school delay services only focus on teaching a single project; Thirdly, the teaching duration varies. The delay service after physical education classes mainly adopts a "5+2" mode (no less than two hours each time), while the regular physical education classes have a fixed weekly teaching duration (40 minutes each time) [8]. Although they are all physical education teaching, there are still significant differences in the nature of education and teaching modes. Regarding the "5+2" model of sports after-school delay services, we should address the future development of sports after-school delay services based on the particularity of teaching duration, the singularity of teaching projects, and the differences in teaching objects.

3.4 Reform of the Delayed Service System after Physical Education Class

3.4.1 At the teacher level

In order to further improve the level of physical education and teaching, and better carry out the delayed service work after physical education classes, the institutional changes are mainly reflected in the following three aspects. Firstly, the salary system aims to effectively help parents solve the practical difficulties of conflicts between the afternoon off work time and the pick-up time, and provide better educational services for students in the compulsory education stage. Teachers provide paid physical education after-school extension services. In order to further encourage physical education teachers to actively provide after-school extension services, the government has allocated sufficient funds for after-school extension services according to subsidy standards, and actively implemented incentive mechanisms such as "more for more work" and "better for better work". Secondly, regarding the training system, the government actively takes the lead in organizing professional training on

sports after-school extension services, clarifies ideas, implements actions, and focuses on carrying out good sports after-school extension services. The school takes the lead in communication and learning, conducts on-site inspections, sets up typical examples, forms a typical driving effect, draws on experience, exchanges experiences, and ultimately creates a set of characteristic sports after-school delayed service curriculum system suitable for the development of the school. Schools should also innovate in service content and form, and actively create demonstration schools for after-school physical education services. Thirdly, the assessment system aims to strengthen the supervision of delayed services after physical education classes. Incorporate the delayed service after physical education classes into the evaluation of teachers' educational responsibilities as a part of performance evaluation. By recording the attendance during class hours and the completion of teaching tasks in stages and nodes, the assessment is oriented towards educational results, while paying more attention to procedural assessment and evaluation.

3.4.2 At the student level

The purpose of the "double reduction" policy is to "reduce the burden" on students in the compulsory education stage at the root, while delayed after-school services are a practical solution to the "3:30" problem. The relationship between the two may seem contradictory, but in reality, it is not contradictory. Guided by the "double reduction" policy and with early school hours, the amount of homework has actually decreased. However, does adding an after-school delay service solely to solve the "3:30" problem increase the burden on students? Actually, it's not the case. Firstly, after-school delay services are not about studying cultural courses, but more about some educational activities that can expand students' thinking and broaden their horizons through after-school services. Secondly, students' participation in physical education after-school services strictly follows the principle of voluntary participation by parents and cannot be forced to participate in any form. In other words, whether students are willing to attend the delay service should fully respect the wishes of parents and students.

4. The Realistic Dilemma of Delayed Service after Physical Education Class under the

Background of the "Double Reduction" Policy

The "double reduction" policy is a strategic measure taken by the country in the context of the new era, and various sectors of society have also reached a consensus on "reducing burden" for students. Through consensus, we have effectively responded to social concerns about student growth education, effectively promoted the development of school physical education, and effectively changed the imbalanced development phenomenon of "valuing intellectual education over physical education". From this, it can be seen that it has brought new opportunities for the development of school physical education. In June 2017, the Ministry of Education issued the "Guiding Opinions of the General Office of the Ministry of Education on Doing a Good Job in after-school Services for Primary and Secondary School Students", which set corresponding requirements for the quality of after-school extended service time. However, at present, there are still the following difficulties in the delayed service after physical education classes.

4.1 Clear Policy Guidance and Concept, but Implementation is not "Practical"

In July 2022, the government issued a notice on improving the level of after-school physical education services in schools to promote the healthy growth of primary and secondary school students. The notice proposes requirements for innovating the content of after-school sports extension services in schools, introducing professional social forces to participate in after-school sports extension services, sharing sports resources, and strengthening organizational support. However, at present, although the policy concept is clear, there are still two issues in the process of carrying out delayed services after physical education classes. Firstly, it is the level of leadership decision-making support. Some of the leaders in charge of sports after-school delayed services in schools are not leaders who promote sports majors, and they are in an unknown state of how to carry out sports after-school services well. It can be imagined that the level of support for physical education after-school services is naturally in a routine state. Therefore, teachers who carry out delayed physical education after-school services may not receive support in carrying out activities, and their enthusiasm to

carry out good physical education after-school services will also be greatly reduced. Secondly, there is a lack of correct ideological understanding among the personnel who provide delayed service after physical education classes. The delayed service after physical education classes mainly consists of two parts: "on campus physical education teachers + social sports forces". When carrying out delayed services after physical education classes, the ideological concept has not changed, and the principle of "three no seven no" in physical education practice activities is still adhered to, with a misconception of protecting students' safety as the main focus, to avoid taking responsibility. In the long run, it is impossible to implement the delayed service after physical education classes.

4.2 Clear Positioning of Educational Subjects and Uneven Abilities

The concept of after-school delayed services can be traced back to the 1990s. With the acceleration of urbanization brought about by economic and social development, the conceptual positioning of after-school services has gradually become clear. Until 2015, the Ministry of Education issued the "Regulations on Prohibiting Paid Supplementary Courses for Primary and Secondary School Teachers and in-service Primary and Secondary School Teachers", which limited the phenomenon of extracurricular supplementary courses and gradually led to the emergence of paid supplementary courses on campus. In 2017, the Ministry of Education issued the "Guiding Opinions of the General Office of the Ministry of Education on Doing a Good Job in after-school Services for Primary and Secondary School Students". Subsequently, in July 2021, the "Opinions on Further Reducing the Homework Burden and Off campus Training Burden of Students in Compulsory Education" were released, which standardized the after-school delay service work and made the positioning of various educational entities clearer, with each responsible and fulfilling its own responsibilities. Firstly, when carrying out after-school physical education services, due to the significant differences in economic levels and teaching levels in different regions, educational resources for urban and rural students cannot be treated equally, thus the issue of educational fairness cannot be guaranteed. Secondly, the delayed service after physical

education classes allows for the participation of social sports forces, making it difficult to screen non school teachers. For example, some social sports clubs, under the guise of obtaining multiple certificates, pass through the school's layer by layer screening, but when it comes to actual physical education practice teaching, the professional level is worrying.

4.3 The Educational Model has Clear Ideas and Forms that are not "New"

The delayed service after physical education classes is mainly carried out in a "5+2" mode, which is significantly different from conventional physical education courses. Therefore, teachers should grasp this key point when carrying out delayed service after physical education classes. Nowadays, the government further encourages teachers to actively participate in the educational practice of sports after-school extension services, providing subsidies for class fees, and leading the organization of relevant training on sports after-school extension services. The school takes the lead in organizing communication and learning between schools, so as to absorb the excellent experiences of various schools, learn from each other's strengths and weaknesses, and ultimately form a unique set of after-school delayed service courses with local sports culture. The educational model approach is clear, and in the process of implementing delayed services after physical education classes, the design of physical education courses is dull and lacks interest [11]. The selection of sports projects lacks innovation, simply considering traditional sports such as feet, baskets, and volleyball. Physical education teachers did not delve into sports events that students usually do not see and have unique local sports customs. In short, overly traditional sports events and conventional boring training modes cannot truly stimulate students' interest in sports.

4.4 Clear Goals of the Education System and Incomplete Guarantees

The national education department has issued multiple policies on delayed after-school physical education services, in order to better carry out such services and promote the healthy growth of students. The key issue in the implementation of sports after-school extension services on campus is that the guarantee issue has not been fundamentally resolved, which

seriously affects the enthusiasm of sports after-school extension services. One issue is the issue of teacher performance guarantee. Due to the fact that the funding for delayed after-school services has not been implemented in the service cost and service funding arrangement stage, the state has explicitly prohibited schools from charging fees indiscriminately. Some schools dare not cross the line, which limits the exercise of the power of schools to protect teacher rights and interests. The second issue is the issue of student safety protection. In the process of sports practice, teachers are concerned about student safety issues, afraid that schools and parents will hold them accountable. From then on, they adhere to the seven principles of "no sweating", "no dirty clothes", "no panting", "no wrestling", "no rubbing", "no injury", and "no long-distance running" in sports practice activities. Student safety issues cannot be guaranteed, and teachers dare not allow students to engage in high-intensity sports activities. In the long run, the implementation effect of physical education after-school delay services cannot achieve the best. The third issue is the guarantee of the assessment and evaluation mechanism. Since the issuance of policy documents, various schools have implemented the delayed service work after physical education classes, but there is a lack of a complete set of assessment and evaluation mechanisms. In specific physical education teaching practices, teachers will appear to be "doing good or doing bad" and "doing more or less", which in the long run will affect the enthusiasm of teachers' work.

5. Multiple Collaborative Paths for Delayed Service after Physical Education Class under the Background of the "Double Reduction" Policy

5.1 Government

Although China has introduced a series of policies to support delayed after-school physical education services, there are still many obstacles in the actual operation process, so the government needs to do a good job in top-level design. Firstly, the government should enact laws and regulations on delayed services after physical education classes to address the issue of educational fairness from the source. Based on the national conditions of our country, further clarify legal provisions to ensure the legitimate rights and interests of teachers, so that teachers

can confidently carry out after-school physical education delayed services, and ensure the safety and security of students have laws to follow. Secondly, establish a sound supervision and management system, timely supervise and urge local schools to implement sports after-school extension services, implement a responsible person accountability system for schools that do not implement them properly, and solidly promote the "hard implementation" of sports after-school extension services. Finally, inclusive policies continue to be implemented, and policies and practices complement each other. In order to provide high-quality sports after-school extension services, it is necessary to be problem oriented, continuously identify problems, and provide inclusive policy assistance. Targeted assistance can be adopted for areas with poor economic levels. By implementing a series of policies by the government to provide support and protection for sports after-school delay services, and taking advantage of the "double reduction" policy, the level of sports after-school delay services can be greatly improved.

5.2 Family

In the context of the "double reduction" policy, the educational responsibility of delayed after-school physical education services has become clearer. As the responsible party for delayed after-school physical education services, families should also take the initiative to take on the responsibility of educating people, and should do the following well. Firstly, parents should change their inherent ideological concepts [12]. Eliminate the misconception that delayed service after participating in physical education classes can affect cultural learning at the root. Delayed after-school physical education services not only allow students to exercise, but also allow tired bodies to relax. Therefore, participating in delayed services after physical education classes is beneficial for learning cultural courses. Secondly, parents should actively improve their cognitive level by participating in training lectures to actively learn sports knowledge, fully recognizing the importance of delayed services after physical education classes, and supporting and encouraging children to actively participate. Thirdly, parents should actively communicate with the school about students' participation in delayed physical education services after class.

Only through continuous communication and feedback between families and schools can teachers adjust the difficulty and progress of teaching in a timely manner. Enable students to have fun and truly achieve the goal of "reducing burden" through after-school delayed services.

5.3 School

The delayed service after physical education classes has promoted the strengthening and return of education, opening a new direction for physical education in the new era. Schools, as the main educational base for sports after-school extension services, should actively promote the high-quality development of sports after-school extension services. From the perspective of the school, the following points should be done well. One is to enhance the ability of physical education after-school service teachers [13]. Physical education teachers should maintain a lifelong learning mindset and actively learn educational and teaching knowledge and skills. Schools should also actively organize quality sports courses. The second is to enrich the content of delayed physical education services after class. On the basis of national curriculum standards, various schools meet the diverse development needs of students. Schools should continuously adhere to the principle of emphasizing both "bringing in" and "going out", actively communicate and learn, and create a unique cultural characteristic sports after-school delay service system. Thirdly, establish a comprehensive evaluation mechanism. The school takes the initiative to establish an evaluation mechanism based on an on campus and off campus model. The on campus evaluation mechanism anonymously allows students and parents to conduct satisfaction ratings as part of the on campus evaluation mechanism, while the other part is scored and evaluated by a school expert group on the teaching process of teachers [14]. The evaluation mechanism outside of school is based on a strict screening and elimination system as the principle. At the end of the semester, the extracurricular sports strength is evaluated by quantifying the number of class hours and grading the service course content. Establish a closed loop between the evaluation mechanism and the teaching staff, and steadily improve the level of delayed physical education services after class.

5.4 Society

In the development process of after-school physical education services, there is a real shortage of professional physical education teachers. Therefore, it is necessary to actively encourage social sports forces to actively participate. The mutual cooperation between social sports forces and school sports forces has effectively made up for the shortage of professional teachers for delayed after-school physical education services in schools. Firstly, when social sports forces enter schools, they should enhance their understanding of sports after-school services and understand the purpose, nature, and significance of sports after-school delayed services. Enable social sports forces to have a high recognition of the value of delayed physical education services after class, thereby better serving students. Secondly, regular professional training on delayed services after physical education classes should be conducted. We can take the lead through association organizations and invite professional teacher teams to train social sports forces such as sports clubs and youth palaces. Finally, build a social sports after-school delay service linkage platform, allowing all social forces participating in sports after-school delay services to register with their real names, which is also convenient for unified management. The role of the social sports after-school delay service linkage platform is to evaluate and classify the teaching strength of social forces. For social organizations participating in after-school physical education services, a point system is implemented as a standard for assessing social sports strength, ultimately achieving the goal of regulating their behavior.

6. Conclusions

Taking the "double reduction" policy as an opportunity, the development and implementation of delayed service after physical education class is full of opportunities and challenges. Conduct exploratory research on the ecological reform of after-school delayed service education to more clearly find the opportunity for the change of the current educational environment. Guided by the opportunity of education ecology, the optimal implementation path of "government + family + school + society" after physical education, and actively promotes the high-quality development of

delayed service after physical education in China.

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