

Problems and Improvement Strategies of Chinese Rural Elementary School Students' Extracurricular Practice

Suqin Zheng,¹ Suojun Yuan,¹ Longjun Zhou²

1. School of Educational Science, Jiangsu Second Normal University, Nanjing 211200, Jiangsu, China

2. Jiangsu Second Normal University, Nanjing 211200, Jiangsu, China; and Engineering Research Center of Digital Learning Support Technology, Ministry of Education, Changchun 130000, Jilin, China

Correspondence to: Dr. Longjun Zhou, Ph.D., Email: 294437034@qq.com

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Extracurricular practice is an activity that promotes the overall development of students and continues the content of classroom teaching. How to realize the effective development of extracurricular practice is a complex educational problem. When students face a boring and single classroom form, extracurricular practice will play a vital role in realizing the comprehensive development of students' morality, intelligence, physical education, and art. According to observation and literature analysis, it is found that rural elementary school students participate in less extracurricular practice and are closely related to students, parents, and schools. Teachers' and parents' excessive demands on academic performance have become the main reason for less extracurricular practice. Further analysis of the reasons, including the low salary of teachers, limited teaching and training opportunities; the effect of extracurricular practice is not proportional to the investment; the practice results are difficult to unify the standard; the rural extracurricular practice lacks sufficient financial support. Based on this, we suggest trying to put forward some suggestions to promote the development of extracurricular practice from the aspects of understanding of extracurricular practice, course structure, homework form, feedback results, urban and rural resources, etc.

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Introduction

EXTRACURRICULAR practice is an activity of educational value organized and guided in a planned and purposeful manner in schools or other educational institutions outside the regular curriculum. With the development of society, the pursuit of classroom education and teaching is to cultivate talents on a large scale, but there is no way to teach students according to their aptitude, which is not conducive to

students' personalities (1, 2). Extracurricular practical activities can effectively expand the classroom teaching space, cultivate students' inquiry ability, and promote the overall development of students. However, there have been problems in the implementation process, such as poor awareness of students' extracurricular practice, teachers' insufficient attention to extracurricular practice, too few extracurricular practice activities, and single content and form. To achieve educational tasks and goals, bal-

ance students' overall and individual development, indirect and direct experience should be unified, and attention should be paid to the connection between teaching content and life. It can add content commonly used in life, increase the number of experimental activities, improve the quality of activities, and establish students' willingness to practice and diligence in practice. Recognize and develop good learning habits, and enhance the ability to apply theories (3).

The Value Significance of Application of Extracurricular Practice in Elementary School Curriculum

Extracurricular practice refers to an educational activity organized and guided by the school or an off-campus educational institution in a purposeful and planned manner outside of the formal curriculum to supplement classroom teaching and realize the educational policy. It is based on the needs of the educated with one's efforts and the requirements of education and teaching, under the direct or indirect guidance of educators, an activity to achieve the purpose of education (4). The vigorous advocacy and implementation of extracurricular practice have enabled the effective development of student autonomy, and the ability to explore new knowledge is gradually being formed (5). In the elementary school curriculum, extracurricular practice also plays an irreplaceable role. And its value lies in the ability to develop the quality of students better and realize the national quality education guidelines and policies (6).

Expand Classroom Teaching Space

Given the limited teaching time in a class, teachers are unable to organize students to do extracurricular practice effectively because they are concerned about its potential effect on knowledge teaching. Therefore, teachers should pay attention to the orderly and regular development of extracurricular practice when carrying out everyday teaching work to ensure that students carry out activities smoothly (7). Pupils are relatively young, and their thinking and cognition have not been fully developed. This puts forward new requirements on whether teachers can grasp practical difficulty in designing valuable programs. Extracurricular practice is also one of the fundamental ways to exercise students' ability to start operation. In practical activities, teachers can selectively use easy and straightforward teaching tools to allow students to connect with the reality of life (8).

Cultivate Students' Inquiry Ability

In general, extracurricular practice based on classroom teaching can achieve ideal results. This can guide students to understand the theoretical knowledge more fully on the original basis, exercise their labor skills, cultivate independent, innovative ideas, and flexibly use the knowledge learned (9). Teachers should make full and effective use of practical inquiry activities, break the traditional education model composed of teacher teaching and student learning, and let students gain knowledge and the joy of success through their hands-on operation. At the same time, the curiosity of students is also fully protected, so teachers should make good use of the extracurricular practice to cultivate the inquiry ability of elementary school students to learn to actively and cooperatively explore (10).

Promote Comprehensive Development of Students

In the daily teaching process, extracurricular practice plays a vital role in the physical and mental health and interest cultivation of elementary school students, especially in rural areas where the economy is backward. The teaching facilities are not perfect, and the ideological and cultural level is not ideal low. Extracurricular practice can mobilize students' learning initiative and develop students' learning and inquiry ability from many aspects (11). Elementary school students are generally young, their comprehension ability and cognitive level are relatively low, and they have not yet received a systematic education. They are challenging to understand what teachers teach in class. If they have been at this stage, elementary school students' enthusiasm and initiative are challenging to promote. Extracurricular practice can effectively prevent this situation from happening (12). Furthermore, students blindly immerse themselves in the learning of knowledge, inevitably ignore the truth and meaning contained therein, and are out of touch with social life. In the extracurricular practice, students can gradually realize the importance of connecting theoretical knowledge with social life, opening up the vision of elementary school students, and cultivating the new era of talents needed to develop today's society (13).

In sum, extracurricular practice is of great value to the development of elementary school students, but it has not reached the ideal result, and the situation is not optimistic.

Problems Existing in Extracurricular Practice of Rural Elementary School Students

China's new curriculum standards point out that elementary school students also should have a certain amount of time for extracurricular practice in addition to their routine daily study break (3). However, according to Chuanfeng Chen's survey of elementary and middle school student's participation in extracurricular activities, the extracurricular activities of Chinese elementary and middle school students are still ignored. The time for students to participate in extracurricular activities is far below the standard. Only about 10% of students often participate in extracurricular activities. Even 36% of students have no time to participate in extracurricular practice. Among the students who participated in extracurricular training, less than 5% of the students participated more than four hours, and most students participated less than one hour (14). This data showed that even if students participate in extracurricular practical activities, they could not achieve the expected results. He further pointed out some problems in extracurricular practice.

Students Have a Weak Sense of Extracurricular Practice

China's basic education reform emphasizes the need to pay attention to every aspect of the development of every student (15). As the main body of education, strengthening students' sense of extracurricular practice can promote their overall development. We should not be limited to academic performance but should pay more attention to the overall development of moral education, academic education, physical education, aesthetic education, and labor education (16). The traditional education model

is challenging to achieve, requiring extracurricular practice to play a role, allowing students to transit from passively accepting theoretical knowledge to actively exploring new knowledge. Suppose there is a lack of extracurricular practice. In that case, classroom teaching cannot enrich students' connotations and cultivate their sentiments. Their innovative consciousness and ability will not be fully developed, affecting the quality of education in the long run (17).

Lack of Teachers and the Awareness of Quality Education

With the expansion of China's population, there are more and more students, but the number of teachers has not increased significantly. This has led to many teachers playing multiple roles, taking various classes or even multiple courses simultaneously, which makes teaching to a certain extent reduced considerably, which is not conducive to students' overall and healthy development. And it also includes some teachers who have not received special training and learning (18). They have two difficulties in homework assignment; on the one hand, it is influenced by the traditional test-oriented education thinking, spending too much energy to pay attention to students' academic performance, lack of awareness of optimizing homework design when assigning homework, too much theory, ignoring the importance of practice and the development of students' comprehensive ability. On the other hand, the difficulty is the control of the difficulty of the homework. Due to the limitations of many factors, it is difficult for teachers to assign assignments of the corresponding difficulty to students of different levels. Usually, students complete assignments with the same level of difficulty, showing a "one size fits all" phenomenon (18). This is contrary to the teaching principle of "teach students following their aptitude." Some students find the same homework straightforward and difficult to obtain a successful experience. In contrast, some students find it difficult to concentrate highly when completing the task, which is easy to get bored. It is not conducive to students' learning in the long run (19).

Single Practice Form and Short Time

In traditional teaching, teachers and parents value students' test scores at school. Repeated exercises like "Excessive Assignment Tactics" can easily make students feel burnout. Most of the homework tends to be theoretical, and there is very little extracurricular practice homework. Even if there are such activities, the form and content are relatively simple, and elementary school students can't be active. Taking the initiative also limits divergent thinking and logical thinking in elementary school students (1). At the same time, the teacher's way of marking and evaluating homework is too one-sided, which will make students easy to lose interest in learning. According to Yu Bi's extracurricular practice data of Hunan, Changsha, 80% of those who can participate in extracurricular practice on weekends are students in the lower elementary school grades. Most of the upper grades of elementary school students go to special interest classes on weekends. Rarely will they have time to participate in extracurricular practice. The participation of students in the upper grades of elementary school will only increase slightly during the winter and summer vacations, and most of these practices are re-

quired by the school. The form is relatively straightforward (20).

The Results Lack Timely Feedback and Effective Evaluation

Among the homework assigned by the teacher, the most intuitive and quick way is to fully understand the elementary school students in the extracurricular practice homework. It allows the teacher to get timely and effective feedback and adopt a reasonable teaching method (21). But in fact, many teachers did not carry out severe evaluations of extracurricular practice assignments, and most of them just left nothing after they were assigned. If they missed the opportunity to understand the students, it is difficult to take appropriate measures to organize teaching if they cannot understand them. There is no way to teach based on the individual differences of each student. Consequently, the communication between teachers and students is hindered, and teaching activities cannot be carried out typically.

Rural Teaching Resources are Limited

The gap between urban and rural areas is also one of the factors that make extracurricular practice impossible. Compared with urban areas, rural areas are relatively backward, and there are not enough educational resources to support teaching work, such as computers, musical instruments, etc. This shortcoming is also not conducive to the cultivation of comprehensively developed elementary school students in rural areas (22). Moreover, the learning resources available to teachers in rural areas are also minimal. Without the help of a systematic knowledge system, it is difficult for teachers to design distinctive teaching programs that are suitable for students in the absence of resources.

Analysis of the Causes of Problems in the Extracurricular Practice of Rural Elementary School Students

Misunderstanding of Extracurricular Practice

In the current society, education also blindly pursues efficiency. This puts many students, parents, and teachers in a state of extreme anxiety. Parents hope that their children can acquire more knowledge and skills within a certain period. Therefore, practical activities are also with high expectations; I hope that students can learn more knowledge and skills that can be used immediately. This wrong understanding has brought tremendous work pressure to educators and raised more problems for the organization's staff. Parents blindly rely on the school, which is very unfavorable to the organization and development of practical activities (20). It is unrealistic to place all hopes on the school's teachers, and it also adds to the learning burden of elementary and middle school students.

Teachers' Work Pay Is Low, And Teaching and Training Opportunities are Limited

Teachers, as the leaders of education, should be a popular profession. However, some teachers have to take multiple classes or even courses simultaneously due to the limitation of the number. The main reason for this situation is still the meager income that is not proportional to high-intensity work. Although teachers' pay has gradually improved, the notion that the gain is not proportional to the return has been deeply rooted in the people's

minds, and this situation is difficult to change in a short time. Secondly, the resources for improving the teaching level are also relatively scarce, leading to little change in the teaching concepts of teachers, and it isn't easy to keep up with the times.

The Effect of Extracurricular Practice is not Proportional to the investment.

In today's prevalence of examination-oriented education, the proposal of extracurricular practice breaks the routine and is inconsistent with the concepts in people's thinking. Extracurricular practice emphasizes the development of students' comprehensive practical ability, which requires long-term financial support, a significant amount of time and energy investment. This also makes it impossible to harvest considerable results in a short time. And in this society that places too much emphasis on academic performance, this is equivalent to doing "useless work," so it is destined that extracurricular practice cannot be quickly recognized by the public and carried out on a large scale (21).

The Results of Practice are Difficult to Unify Standards

Extracurricular practice is different from the paper assignments in textbooks. It emphasizes openness and flexibility, so it is challenging to have unified standards and answers like written assignments. However, it can help teachers understand each student more quickly during practice and then adopt effective and reasonable teaching. But its particularity also causes teachers to spend more time and energy to analyze the results and then give feedback to different students, which is precisely a significant pain point of the lack of teachers.

Rural Extracurricular Practice Lacks Sufficient Financial Support

The rural population is large, and a family often has multiple children in the education stage, and the number of students is increasing day by day. However, the per capita income in the countryside is far lower than that in the cities. The lack of funds and resources for extracurricular practice in schools is destined to be unable to carry out the colorful course. For families, the income is in addition to the daily expenses, and there is no way to leave enough funds to guarantee the students' costs outside of their daily studies.

Suggestions for the Improvement of Rural Pupils' Extracurricular Practice

Rural elementary school education should start with quality education of extracurricular practice. It is necessary to ensure that extracurricular practice can have sufficient time and space. Other courses must not be allowed to occupy extracurricular practice so that pupils can have adequate time to participate in activities and improve their overall quality. Given the current problems, several improvement strategies are proposed.

Strengthen the Understanding of Extracurricular Practice

Strengthen Students' Awareness

As the subject of education, students' understanding of extracurricular

practice is fundamental. It is necessary to let students deeply realize the importance of extracurricular practice as much as possible and transition from passively accepting theoretical knowledge to actively exploring new knowledge (23).

Strengthen Teachers' Awareness

To promote students' overall development and daily teaching activities, teachers should educate people. To achieve this, teachers must first change their thinking and abandon the traditional indoctrination education (24). There are many ways to inspire students to explore new knowledge and teach students how to learn actively. To achieve this goal, teachers should pay attention to the following three points:

Pay Attention to the Individual Differences of Students

Teachers must fully understand every aspect of each student. Use different teaching methods and teaching methods for various students to teach students per their aptitude. Teachers can arrange homework and extracurricular practice for students of different levels in groups, paying attention to individual differences and improving students' teamwork ability.

Cultivate Students' Interest in Learning

Compared with boring theoretical lectures, students are more receptive to go out of the classroom and study in places outside the school. This is extremely attractive to students. Field teaching can improve students' enthusiasm and initiative. Because of their curiosity about new things, students will take the initiative to explore new knowledge. Therefore, the appropriate development of practical activities outside the classroom is beneficial for students to learn.

Cultivate Teamwork

Form several groups in the class. Each student is a member of the group. Students can learn from each other and cultivate mutual understanding. This will also help improve the cohesion of the class and promote healthy competition between groups. It is conducive to the formation and development of class collectives.

Strengthen Parents' Awareness

Parents should change their minds and stop pursuing scores blindly. Instead, they should focus on their children's overall development. Parents take the children's long-term sustainable development as the starting point, respect children, led by example, and help children establish a sense of innovation.

Optimize the Curriculum Structure and Diversify the Activities

We must devote ourselves to enriching the content of extracurricular practice activities and promoting the reform of the form of extracurricular practice.

Carry Out Special Club Activities

Club activities can play a role in expanding classroom content to a certain extent and at the same time make up for the limitations of classroom teaching space. It provides students with diversified learning places, allowing students to have enough interest in

unknown knowledge to improve learning efficiency. Therefore, teachers should give full play to the role of club activities (25).

Pioneering Out-of-School Practical Activities

Compared with the school's limited practice activities, the off-campus activities are more colorful, more attractive to students, and more accessible to stimulate students' interest, such as spring outings, autumn outings, museum visits, zoo tours, etc. These activities make students entertaining. It is fun, and this type of activity is also based on real-life and student development needs. There is no educator to guide step by step, entirely dependent on the students' own learning experience. In addition, it is also possible to unite with communities, nursing homes, and other institutions to exercise students' living abilities and increase their sense of social identity and participation (26).

Improve the Quality of Extracurricular Activities

Parents should start from the students themselves and choose activities suitable for their children (27). As the first choice of parents, educational institutions outside the school should give full play to their advantages, enhance students' learning ability, and promote their development.

Achieve Diversification of Work Content

Try to Assign Homework to be Fun

As the main body of learning, students' interest in education has become the elementary starting point of teaching work. Therefore, teachers should do their best to fully play to their strengths and make fun as one of the necessary factors for homework to actively complete the homework and improve learning efficiency (19).

Try to Let Homework be Closer to Life

With the deepening of the new round of fundamental education curriculum reform, teachers should train students to develop the ability to discover, analyze, and solve problems. Therefore, teachers should try their best to create opportunities for students to participate in extracurricular practice in life (23).

Try to Assign Exploratory Homework

Teachers should guide students to become problem discoverers. Students' participation in extracurricular practice is also a learning process. They should be limited to memorizing written knowledge points and using what they have learned to explore life problems.

Try to Set Up Multi-Level Homework

Because students are affected by family, society, and themselves, each student has individual differences. In this case, teachers must understand each student, follow the teaching principle of "teach students per their aptitude," and choose appropriate methods to promote students' individual development. So, in the layout of homework, we should design homework of different

difficulty levels according to the differences in the characteristics of students (28).

Try to Design Open Homework

Teachers should pay attention to students' thinking and design more open extracurricular practice assignments to provide students with opportunities to think independently.

Timely feedback on the results of practice and practical evaluation

If effective feedback of teaching results can be obtained, teaching can be carried out effectively and reasonably. Therefore, teachers must conduct feedback analysis on the products after assigning extracurricular practice assignments. Help to carry out teacher evaluation, student self-evaluation, group evaluation, and other practical activities. Such severe and careful assessment will also help teachers adopt appropriate methods and measures (29).

Narrow the Gap between Urban and Rural Resources

To narrow the education gap between urban and rural areas, the local government should provide rural schools with some multimedia teaching resources, enrich the teaching methods of rural schools, and promote the joint development of schoolteachers and students (17). In addition, there should be more opportunities for young teachers to go out to study. Young teachers have strong learning abilities and are easy to accept new things and new ideas. Only by constantly learning new knowledge can they be improved on the actual knowledge and experience. It is also possible to form a learning community for teachers in schools, learn from each other's experience, supervise and promote each other, and cooperate to discuss new teaching directions.

Concluding Remarks

In the teaching process, teachers should see the apparent gains of the rural elementary school students and pay attention to the long-term hidden development. Insufficient understanding of practice also makes it difficult for practice activities to be carried out on a large scale, which requires parents to agree with the school's concepts and pay attention to the comprehensive development of individual students. Extracurricular practice is a means of teacher education and teaching and a way for students to obtain all-around products. Therefore, teachers should be good at using the characteristics of extracurricular practice to mobilize the initiative of rural students in learning and continuously improve their professional qualities in the teaching process. To give full play to the advantages of practical activities, teachers should formulate a variety of practical activities according to the different personalities of students and provide timely and effective feedback and evaluation of the results of the practice to achieve the teaching goal of helping students maximize their strengths and avoid weaknesses and fulfill the purpose of saving the long-term.

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