

# THE "CURRICULUM" CONSTRUCTION OF AFTER-SCHOOL SERVICE IN JUNIOR HIGH SCHOOL STUDENTS

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**Abstract:** With the promotion and implementation of the "double reduction" policy nationwide, the curriculum arrangement of after-school services has attracted more and more attention from parents and students. "Double reduction" policy requirements of primary and secondary schools to improve the service quality of after-school service, meet the diversity of students, curriculum should not be limited in academic tutoring learning, can fusion style, labor, art, community activities such as diversified theme courses, according to the students' specific learning feedback, by the school planned, organized curriculum integration, finally form purposeful targeted after-school course service, enrich the content of the school curriculum form, improve the level of after-school service.

**Keywords:** Junior high school; Curriculum; After-school service

## 1 INTRODUCTION

In recent years, the implementation of the examination shunt policy has brought about a profound transformation in the educational landscape for junior high school students. The pressure of entrance examinations has been escalating to unprecedented levels. Students are confronted with the formidable challenge of securing a place in high-quality senior high schools, which has led to an intensified focus on academic performance. This pressure is not only confined to the regular school hours but also extends to the after-school period. The after-class service has emerged as a crucial component in the educational ecosystem, acting as a cohesive force that binds students' learning experiences together. It serves as an extension of the school day, providing additional time and resources for students to delve deeper into their studies and engage in various activities that enhance their overall development.

The after-class service has the potential to be a powerful tool in integrating campus educational resources. If meticulously planned and well-organized, it can play a significant role in bolstering students' cultural courses and elevating their comprehensive quality. Cultural courses, which encompass a wide range of subjects such as language arts, mathematics, science, and social studies, form the cornerstone of students' academic foundation. A well-structured after-school service curriculum can provide supplementary instruction, allowing students to reinforce their understanding of these subjects and fill any knowledge gaps that may have emerged during regular classes. Moreover, it can offer a platform for students to explore their interests and talents beyond the traditional academic subjects, thereby fostering their comprehensive quality. This includes developing skills in areas such as arts, sports, technology, and social interaction, which are essential for students' holistic growth and future success[1-3].

However, the current state of after-school services in various schools is far from satisfactory. There is a significant disparity in the quality and effectiveness of these services across different institutions. Some schools have managed to establish robust after-school programs that are well-received by students and parents, offering a diverse array of activities and resources. These schools have dedicated staff, ample facilities, and clear objectives for their after-school services, ensuring that students receive meaningful and enriching experiences. On the other hand, many schools struggle to provide adequate after-school services due to various constraints such as limited funding, insufficient personnel, and inadequate planning. As a result, the after-school experience for students in these schools may be fragmented, inconsistent, and lacking in substance. This uneven distribution of after-school service levels creates an inequitable educational environment, where students from different schools have vastly different opportunities for learning and development outside of regular school hours.

To address this issue and elevate the overall after-school service level of junior high schools, it is imperative for relevant departments to step in and take coordinated actions. Policy coordination is a crucial first step. Educational authorities should develop comprehensive policies that set clear standards and guidelines for after-school services. These policies should outline the objectives, content, and structure of after-school programs, ensuring that they align with the overall educational goals of the school and the needs of the students. They should also provide regulations regarding the qualifications of staff involved in after-school services, the safety and well-being of students, and the allocation of resources. By establishing unified policies, it will be easier to monitor and evaluate the quality of after-school services across different schools, identify areas for improvement, and hold schools accountable for providing high-quality programs.

In addition to policy coordination, overall planning is essential to optimize the use of available resources and ensure the sustainability of after-school services. This involves a thorough assessment of the current situation in each school, including the existing facilities, staff capabilities, and student needs. Based on this assessment, a tailored plan can be developed to enhance the after-school service level. For schools with limited resources, creative solutions should be sought to maximize the utilization of existing assets. This could include collaborating with local community

organizations, non-profit groups, and businesses to secure additional funding, materials, and expertise. Partnerships with these external entities can bring a wealth of resources and diverse perspectives to the after-school programs, enriching the experiences of students. Moreover, effective planning should also involve the development of a comprehensive curriculum for after-school services. This curriculum should be designed to complement the regular school curriculum, providing students with opportunities to explore new subjects, engage in hands-on activities, and develop practical skills. It should also be flexible enough to accommodate the varying interests and abilities of students, allowing for personalized learning experiences[2-4].

Continuous improvement is another key aspect that requires attention. The field of education is constantly evolving, and after-school services should keep pace with these changes to remain relevant and effective. Regular evaluation and feedback mechanisms should be established to assess the impact of after-school programs on students' academic performance and comprehensive quality. This can be done through surveys, focus groups, and data analysis. Based on the feedback and evaluation results, adjustments and enhancements can be made to the after-school services to better meet the needs of students. Teacher training is also an important factor in the continuous improvement of after-school services. Teachers play a vital role in delivering after-school programs, and their professional development should be prioritized. Workshops, seminars, and ongoing training sessions should be provided to equip teachers with the necessary skills and knowledge to effectively manage and facilitate after-school activities. This will not only improve the quality of after-school services but also enhance the overall teaching capacity of the school.

## **2 THE SIGNIFICANCE OF THE "CURRICULUM" CONSTRUCTION OF AFTER-SCHOOL SERVICE IN JUNIOR HIGH SCHOOL STUDENTS**

### **2.1 Improve the Efficiency and Quality of After-School Services**

Many schools have not their own overall planning, by the teachers themselves according to the situation. In this way, students will learn only in after-school services, and after-school services are not targeted and long-term, and become "overtime class" and "homework class" of normal courses, which is not conducive to the improvement of students' comprehensive quality and personalized development. However, through the construction of "curriculum" of after-school service, scientific overall planning can be made according to the actual needs of students and the requirements of the society for talent training, so as to improve the deficiencies of school education curriculum and improve the efficiency and quality of after-school service.

### **2.2 Expand Educational Channels and Enrich Curriculum Types**

The nature of the after-school service is different from the normal teaching arrangement, it is more through contact and learning the content of different areas, fully discover and excavate each student characteristics and potential, help students in on the basis of improving comprehensive quality to find their interests and strengths, set up their ideal goal as soon as possible, make life planning, improve the competitiveness of the talent market in the future. Through a variety of after-school service courses organized by the school, students will have the opportunity to jump out of the restrictions of the campus, learn from various influential institutions and organizations in the society, and contact with practical education from different industries and fields, so as to broaden their cognitive vision and enrich their knowledge reserve.

## **3 THE EXISTING PROBLEMS IN THE "CURRICULUM" CONSTRUCTION OF AFTER-SCHOOL SERVICE IN JUNIOR MIDDLE SCHOOL**

### **3.1 There are Insufficient Numbers and Few Types of Course Services**

The construction of "curriculum" of diversified high-quality after-school services has high requirements for teachers, channel resources, teaching equipment and venues, etc. It is difficult for a school to evaluate the types of after-school services. In view of this, the after-school service courses offered by most schools are relatively simple, mainly based on the extension and consolidation of the cultural courses in the school, and it is difficult for students to achieve a comprehensive improvement of comprehensive quality in after-school service.

Lack of professional teachers after the instructor, the teachers are too heavy burden

Due to the lack of funds and talents, the after-school services provided by the school are mainly undertaken by the school teachers, and they lack the reserve of professional talents to undertake the development and teaching of characteristic courses. For teachers, the overtime after-school service after the end of normal teaching tasks is an additional burden, but now it is proposed that the curriculum construction of after-school service should be more professional and standardized, which increases the burden of teachers. In addition, courses with strong professional skills such as guzheng, pipa and traditional Chinese painting have exceeded their current teaching ability, and it is difficult to achieve part-time teaching, which limits the construction of after-school service curriculum[5-6].

## **4 THE PATH OF THE "CURRICULUM" CONSTRUCTION OF AFTER-SCHOOL SERVICE IN JUNIOR MIDDLE SCHOOL**

#### 4.2 Plan the Direction of Course Construction to Improve the Quality and Efficiency of After-School Services

Only complete rules and regulations can ensure the long-term stable operation of after-school service courses. Therefore, in the construction of "curriculum" of after-school service, a set of official and long-term system should be formulated for the problem of after-school service. First, the education department should formulate the general policy. The government education department should hire high-level education experts and curriculum formulation teams to combine the current talent market demand, and formulate the general curriculum planning plan and send it to each school for implementation. Second, each school is optimizing in combination with its own specific reality, so as to develop a set of scientific and reasonable long-term after-school service courses that can be implemented in their own schools. The specific curriculum design of the school also needs to keep pace with The Times and teach students in accordance with their aptitude. The teaching content should be updated in time, so that students can understand the latest field knowledge and information, and adopt different teaching methods according to the characteristics of different students. Let the after-school service build an integrated curriculum system facing the all, laying a solid foundation, highlighting the selection and characteristic education, so as to provide support for students' basic development, personalized development and independent development.

#### 4.3 Create School Characteristics and Realize Regional Resource Sharing

Many schools are not strong enough to support the development of diversified after-school services, which is difficult to meet the development needs of students. Therefore, the primary and secondary schools in the same area can be combined together to develop the characteristic curriculum of the school according to local conditions, and highlight the educational philosophy of the school. Can, for example, with Chinese courses as after-school service characteristic school courses, invite Chinese experts develop for junior middle school students' Chinese curriculum design, compiling textbooks, set up the Chinese curriculum experience room, invite retired teachers teaching, etc., form a full set of mature characteristic course service template, and then form the resource sharing between various schools. In this way, it can maximize the benefits in the limited resources, which can not only form the characteristics of each school, concentrate all resources in a field, but also enrich students' after-school service courses, improve the service level, reduce the burden of teachers, and promote the all-round development of students. Innovate the evaluation mode, and stimulate the enthusiasm of after-school service curriculum construction.

The after-school service results should deviate from the traditional examination mode and adopt a diversified evaluation system. The school can set up an after-school service evaluation team to track the whole process of process test and final test of course evaluation, and adopt various forms of skill competition, work exhibition and program display according to the different characteristics of course types. The members and teachers with excellent performance should be commended, and the courses with unsatisfactory learning results should be adjusted or replaced, so as to stimulate the internal motivation of teachers and students for after-school service courses, improve the degree of attention, and implement the goal effect of after-school service curriculum.

In a word, the construction of after-school service curriculum should be student-centered, focusing on educational goals and development demands, and focusing on rich types and curriculum majors. Education departments should make overall plans for the curriculum construction of after-school teaching services in junior middle schools, build their own after-school service characteristic courses, share after-school service curriculum resources among schools, and implement diversified curriculum evaluation system, so as to truly meet the needs of contemporary students for high-level after-school course services in junior middle school.

### 5 CONCLUSION AND DISCUSSION

In conclusion, the after-school service has emerged as a pivotal element in the educational journey of junior high school students, holding immense potential to transform their learning experiences. It is not merely an extension of the school day but a crucial platform that can significantly enhance students' academic achievements and foster their comprehensive development. By offering additional time and resources, after-school services can provide valuable support for students' cultural courses, which are the cornerstone of their academic foundation. These courses, encompassing core subjects such as language arts, mathematics, science, and social studies, are essential for students' intellectual growth. A well-structured after-school program can help students reinforce their understanding of these subjects, fill knowledge gaps, and develop a deeper interest in learning. Moreover, after-school services can extend beyond academics to nurture students' holistic development. They can offer a wide range of activities that cater to diverse interests, such as arts, sports, technology, and social interaction. These extracurricular activities play a vital role in developing students' creativity, teamwork skills, leadership abilities, and physical well-being, all of which are crucial components of comprehensive quality.

However, despite its potential, the current landscape of after-school services across junior high schools is far from ideal. There is a glaring disparity in the quality and effectiveness of these services, which poses a significant challenge to the educational system. Some schools boast well-organized and resource-rich after-school programs that are highly beneficial to students, while others struggle to provide even basic support due to limited funding, inadequate facilities, and insufficient staffing. This uneven distribution of after-school service levels creates an inequitable educational environment, where students' opportunities for learning and development outside of regular school hours are vastly

different based on the school they attend. This disparity not only affects students' academic achievements but also hampers their overall development, as they miss out on valuable experiences that could shape their future success.

To address this critical issue and unlock the full potential of after-school services, urgent action is required from relevant departments. Coordinated policies are essential to establish a unified framework for after-school programs. Educational authorities must develop comprehensive guidelines that outline the objectives, content, and structure of these services, ensuring they align with the broader educational goals and meet the diverse needs of students. Clear standards for staff qualifications, student safety, and resource allocation should be set to maintain consistency and quality across all schools. Policy coordination will also facilitate the monitoring and evaluation of after-school services, enabling authorities to identify shortcomings and implement targeted improvements.

Meticulous planning is another crucial aspect of enhancing after-school services. Each school should conduct a thorough assessment of its existing resources, including facilities, personnel, and student needs, to develop a tailored after-school program. For schools with limited resources, innovative solutions must be explored to maximize their potential. Collaborations with local community organizations, non-profit groups, and businesses can bring additional funding, expertise, and diverse activities to the after-school programs. These partnerships can enrich the offerings and provide students with unique learning experiences that go beyond the traditional academic subjects. Furthermore, a well-designed curriculum for after-school services is essential. It should complement the regular school curriculum by offering supplementary academic support and a variety of extracurricular activities. The curriculum should be flexible and adaptable to cater to the varying interests and abilities of students, ensuring that every student can find something that sparks their curiosity and passion.

Continuous improvement is vital to ensure the long-term success of after-school services. The educational landscape is constantly evolving, and after-school programs must keep pace with these changes to remain relevant and effective. Regular evaluation and feedback mechanisms should be established to assess the impact of after-school services on students' academic performance and comprehensive development. Surveys, focus groups, and data analysis can provide valuable insights into the strengths and weaknesses of the programs. Based on this feedback, continuous adjustments and enhancements can be made to improve the quality and effectiveness of after-school services. Teacher training is also a key component of continuous improvement. Teachers play a central role in delivering after-school programs, and their professional development should be prioritized. Workshops, seminars, and ongoing training sessions can equip teachers with the necessary skills and knowledge to effectively manage and facilitate after-school activities, thereby enhancing the overall learning experience for students.

In summary, the after-school service has the potential to be a game-changer in junior high school education. It can provide students with a more enriching and balanced education by supporting their cultural courses and fostering their comprehensive development. However, the current uneven level of after-school services across schools demands immediate attention and coordinated efforts from relevant departments. Through the implementation of coordinated policies, meticulous planning, and a commitment to continuous improvement, it is entirely possible to elevate the overall after-school service level of junior high schools. This will not only benefit individual students by enhancing their educational experiences and preparing them for future challenges but also contribute to the overall improvement of the educational system, creating a more equitable and effective learning environment for all[7-8].

## **COMPETING INTERESTS**

The authors have no relevant financial or non-financial interests to disclose.

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