

Research on Family Education and School Education of Rural Left Behind Children under the Background of Urbanization

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Abstract: In the process of large-scale flow of population from rural areas to urban areas, most of the floating parents leave their minor children in their hometown. The rules of left behind children expand rapidly, and the education of left behind children has aroused widespread concern. Based on the data of the sixth national population census in 2010, combined with the survey data of 12000 students collected from rural primary schools in Chongqing and relevant information, this paper discusses the education of rural left behind children. This study takes into account the left behind children's family education and school education, educational opportunities and academic performance, compulsory education and post compulsory education. Through comprehensive comparison and analysis, this paper tries to find out the main problems of left behind children's education in rural areas, and puts forward corresponding policy suggestions.

Keywords: Left behind children; School education; Family education

The growth environment of left-behind children in rural villages has suffered systemic disruptions of varying degrees, and their physical and mental health, learning, and socialization are all facing many problems. Various problems have caused widespread concern in the academic community. Fan Xianzuo's field research and interviews in Hubei and other four central provinces found that the safety, behavior, learning and psychological problems of left-behind children in rural areas endanger the growth of these children; related surveys also found, Rural left-behind children spend a long time doing housework, and their academic and personality development are affected due to lack of care and guidance. Some extreme cases of left-behind children in rural villages have further strengthened the understanding of the "problemization" of rural left-behind children. Therefore, when "left-behind children in rural villages" first entered the field of view, they were equivalent to "problem children" in the eyes of many people.

1 Reflections on the education of left-behind children in rural areas

Left-behind children in rural areas can better complete basic education. However, the results of more local and national surveys are contrary to the original assumptions. The results of the surveys show that the education status of left-behind children in rural areas is not as bad as described by previous scholars, at least basic education is basically guaranteed. The survey conducted by Zhu et al.^[1] and others with a number of left-behind children in Jiangxi, Hunan, and Henan provinces found that the academic performance of students does not vary depending on whether their parents went to work or the length of time they worked. According to the analysis results of the national population census and the annual population sample survey data, Duan et al.^{[2][3]} showed that the educational opportunities of left-behind children at the elementary level are not obvious compared with other children, and they are even slightly better. Yang's research^[4] shows that the educational opportunities of rural left-behind children at the junior high school level are also significantly better than those of other rural children.

2 Measures to solve this problem

(1) To solve the problem of left-behind children in rural areas under the background and the forefront of developing rural education

Multiple indicators show that the education problem of rural left-behind children is first of all the education problem of rural children. We must strengthen rural education as a whole to quickly change the backward situation of rural education. Although we emphasize that we should fundamentally solve the problem of left-behind children in rural villages from the perspective of allowing more children to enter the city, there are more than 60 million left-behind children in rural areas, and new left-behind children will continue to be produced in the coming period. We cannot expect that these left-behind children can enter the city overnight. This requires that within a period of time in the future, education departments at all levels must work hard to improve rural education conditions, improve the quality of rural education, and solve rural areas from the perspective of strengthening rural education development. Educational Issues for Left-behind Children

(2) Let the family take on more responsibilities

The family, school, and society together form the environment for children to grow up. In the family of left-behind children, not only should parents not shirk responsibility and abandon their actions because they are not with their children, but they should also actively take more actions to make up for the harm caused by the division of the family to their children. According to our survey,

when parents go out to communicate with left-behind children, they seldom care about the children's feelings and difficulties, and mostly just talk and teach. This aspect is due to the lack of awareness of parents when they go out, and they do not pay enough attention to the mental health of their children; On the other hand, because they lack methods to teach the children left behind, they have more than enough heart and energy. Therefore, the government and all walks of life should strengthen publicity and guidance, and guide migrant parents to actually support and help their left-behind children.

3 Concluding remarks

This article discusses the family education and school education of rural left-behind children in the context of urbanization, starting from two aspects: thinking about the education of rural left-behind children and how to solve this problem, and contributed to the development of education in our country.

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