



Education Problems and Countermeasures of Rural Left-behind Children

Zhengfeng Xie

Zhoushan City, Zhejiang Province 316022, Zhengfeng Xie, 827559949@qq.com

Xie Zhengfeng, male, Han nationality, was born in Lishui City, Zhejiang Province in 1996. Studying for a master's degree in Zhejiang Ocean University with rural development as research direction.

Abstract: The continuous development of economy and society accelerates the process of the city, meanwhile, it also attracts a large number of migrant workers, so as to improve the economic efficiency, but also leads to the emergence of social problems. Especially for left-behind children, due to the long-term lack of parental care and care, resulting in the instability of their growth, thus affecting the healthy growth of left-behind children. Therefore, this paper analyzes the problems existing in the education process of left behind children in rural areas. In view of the specific problems, put forward feasible countermeasures. From the family, school, society, the state and other aspects to alleviate the plight of left-behind children, so that left-behind children feel warm, get the corresponding protection. At the same time, the rational distribution of educational resources should be strengthened to promote the all-round development of left-behind children.

Keywords: Rural education; left-behind children; problem analysis; countermeasures

1. Introduction

As we all know, the continuous development of reform and opening up has accelerated the process of urbanization, which leads to a large number of rural surplus labor force transfer to the city. But because of economic problems, some children are forced to stay in the countryside. The long-term lack of parents' care leads to their physical and psychological problems. Therefore, it is very important to solve the education problems of left-behind children, give full play to the role of family, give more care and company to them, and communicate with them, because it can make them feel the love from their parents¹. Secondly, from the aspect of school, we should create a sound environment, so that the left-behind children can feel the power given by the school and look at life optimistically. Moreover, from the social aspect, we should ensure the basic life of the left behind children, improve the guardian's safety awareness, and help the relevant families to make the left-behind children feel the warmth of the society. Finally, for the country, we should give play to the protection role of children left-behind, take relevant measures to give preferential policies to migrant workers, so that migrant workers can reduce the pressure and buy houses in preferential cities, so as to solve the problem of left-behind children. In addition, we should incline the educational resources to narrow the gap between the level of education development in rural areas and that in cities, promote the continuous growth of rural children, and strengthen the solution to the educational problems of left behind children.

2. Research Background and Significance

2.1 Research Background

At present, the rapid development of industrialization and urbanization has caused a large number of rural surplus

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labor to work in cities. But migrant workers are not allowed to bring their children to city because of the constraint of the dual economic system and registered residence system, So there are left behind children. At the same time, the number of left-behind children is increasing. Due to the long-term lack of communication with parents, parents can not give timely care and affection, which hinders the growth of left-behind children. Secondly, the current children are the hope of our country's development. In order to better solve the problems of left-behind children's education, we should strengthen the research of left-behind children's education, and lay the foundation for cultivating more excellent talents.

2.2 Significance of Research

In the current process of rural development, the state should give more preferential policies to provide intellectual support and talent security for rural construction. At the same time, promote the construction and development of rural areas. The solution to the problem of rural left behind children can make migrant workers work better in the city, promote the economic efficiency, and promote the harmonious development of the city and the countryside. Secondly, the solution of the problem of left-behind children can promote the healthy growth of them, and improve the overall population quality, which is related to the future of national development. Moreover, to solve the educational problems of left behind children is conducive to promoting the rational allocation of teaching resources, realizing the fairness of education, and contributing to the development of education.

3. A review of research at home and abroad

3.1 Related Research at Abroad

The problem of left behind children is different in every country. In some foreign research process, the research on the difference between left-behind children and non left behind children is strengthened, and study the behavior state, which can improve the mental health of left behind children. Especially for the change of guardians, left-behind children need to adapt to the environment, resulting in some favorable or adverse effects. Therefore, foreign scholars put forward more solutions in the process of research, so that parents can try their best to create a good growth environment for their children, improve the adaptability of left-behind children, and reduce the adverse effects.

3.2 Related Research in China

Presently, there are 9.02 million rural left-behind children in China, and more than 90% of them are distributed in the central and western provinces. The data show that the number of left behind children has decreased, but more than 9 million are still a considerable amount of data. The education of these people will greatly affect the future of China. Since the end of March, the Ministry of civil affairs, the Ministry of education and the Ministry of public security have jointly carried out the investigation of rural left behind children nationwide. Up to now, the number of left behind children under the age of 16 in rural areas is 9.02 million. Among them, 8.05 million (89.3%) were supervised by grandparents; 300000 (3.3%) were supervised by relatives and friends; 310000 (3.4%) were not able to be supervised by the other party. There are 360000 rural left-behind children unattended, accounting for 4%. In terms of scope, there are 870000 left-behind children in rural areas of eastern provinces, accounting for 9.65% of the total number of the country; 4.63 million left-behind children in rural areas of central provinces, accounting for 51.33% of the total number of the country; and 3.52 million left-behind children in western provinces, accounting for 39.02% of the total number of the country. From the perspective of provinces, the number of rural left-behind children in Jiangxi, Sichuan, Guizhou, Anhui, Henan, Hunan and Hubei is more than 700000. Therefore, left behind children is still an urgent problem to be solved².

4. On the Education Problem of Rural Left-behind Children

In the current investigation and research of the special groups of rural left-behind children, the paper analyzes the education problems of the left-behind children, and discusses the psychological problems, learning status, safety awareness and so on.

4.1 Psychological Problems Existed in the Left-behind Children

Due to the long-term separation of rural left-behind children from their parents, they can not feel the care of their parents. Growing up in this environment will often lead to children's psychological problems and get out of the track of growth. At the same time, because left-behind children live together with their grandparents, there is a generation gap in communication. In this environment, the speed of independent growth is faster than other children, and there is pressure in learning, so it is easy to have various problems³. Secondly, because the left behind children in rural areas lack the object to talk to, they can not meet their basic needs. When their emotions fluctuate, they can not get catharsis for a long time, which leads to problems. As a result, they are unwilling to communicate with the outside world and treat their emotions coldly. The main problems include emotional problems, communication barriers, inferiority complex. Some negative emotions often appear, which affect the healthy growth of rural left-behind children, and even cause future interpersonal barriers and personality defects.

4.2 Academic Performance is Relatively Low

Because the left-behind children are not around their parents for a long time, parents can not effectively manage their children's learning. At the same time, the guardian of children often has a low level of culture and can not guide the left behind children's learning effectively. Secondly, the left-behind children are in a relatively scattered environment for a long time, lack of enthusiasm for learning, lack of certain consciousness, can not arrive at school on time to complete homework gradually, and they are tired of learning. Moreover, the sense of discipline in class is weak, and they cannot focus on it when listening to the class, which often leads to more serious learning weariness. At the same time, with the popularity of the entertainment places, some external temptations will make the left-behind children addicted to them and cannot find the real self.

4.3 Hidden Dangers of Personal Safety

In the environment of rural left-behind children's life and growth, they are often lack of effective supervision, easy to form a loose habit, and gradually bored with learning. At the same time, they will be induced by some adverse social factors and gradually go to the road of crime. Secondly, they are vulnerable groups and lack of safety awareness. At the same time, left-behind children lack the ability to adapt to the environment, self-control is weak, which is easy to lead to personal safety hazards. For example, the relevant data show that the left-behind children are often the high-risk groups who are violated. Sometimes the guardian will violate the personal rights of the left-behind children. The school teachers will punish the left behind children in disguised form. At the same time, because the children's awareness of prevention is not strong, more accidents occur.

4.4 Left-behind Children Lack Guidance of Correct Values

Because the parents of left-behind children have been working outside for a long time, they can't give effective guidance to the students. They often overindulge the students to meet their material needs, but ignore their psychological needs. This makes the students form the habit of extravagance and waste, and leads to their values deviating from the correct direction. This makes them pay too much attention to the enjoyment of life, but ignore the correct attitude towards learning. Secondly, due to the long-term lack of care from parents, left-behind children tend to feel abandoned and hostile to the outside world, and gradually form some indifferent emotional values, deviate and distort, resulting in a series of problems after entering the society.

5. On the Countermeasures to Solve the Educational Problems of Rural Left-behind Children

In the process of solving the current rural left-behind children's education problems, we should let different subjects play a role, combined with the role of school, society, country, family and other aspects, so as to narrow the gap between urban and rural areas, promote the solution of rural left-behind children's education problems, and give students more care.

5.1 More Warmth Should be Given to the Left-behind Children by Their Family

The reasons for all problems of the left behind children in rural areas are the lack of family relations and the lack of love and care for children. Therefore, in view of this situation, parents should make children feel their own existence, give children a certain sense of security, accompany them more, communicate with their hearts, so that the left-behind children can feel the warmth and love from their parents, thus enhancing the self-confidence and security of the left-behind children. Secondly, parents are the first teacher of the child, and the children will imitate their parents' behaviors. Therefore, parents should realize the importance of such imitation, standardize their own behaviors, set up role models in front of their children and promote the healthy growth of left-behind children⁴.

5.2 A Collective Environment Should be Created for Children's growth from the Aspect of School

In the process of solving the education problems of left-behind children in rural areas, schools should play a role. In particular, school teachers should establish a sound learning environment for students and improve their safety awareness. Meanwhile, carry out a variety of social practice activities to effectively guide children, so that children's learning and life can be on the right track, so that left-behind children can grow up healthy and happy. Secondly, teachers should pay attention to the left-behind children's psychological and emotional dynamics, and give them some family affection. At the same time, in the process of transferring knowledge, teachers should play a role in children. Therefore, teachers should constantly improve their own quality and establish the concept of lifelong learning. Finally, because the left behind children live in the class for a long time, by improving the cohesion of the class, the left-behind children can feel the sense of security in the class, and bring impetus to the growth of students, such as carrying out speech contest, debate contest, composition contest, tug of war contest, so that the students can work hard to play their potential, find their own advantages and be optimistic in the process of participating in activities.

5.3 Enhance Students' Safety Awareness from the Aspect of Society

First of all, in the process of solving the education problems of rural left-behind children, we should seek the help from the community and the government, and train the temporary guardians, so as to enhance the safety awareness in the process of education and training of children. Secondly, the rural left-behind children are vulnerable groups, so we should formulate policies to improve the custody of children. Moreover, for the families in need of help, seek the assistance of local enterprises. For example, to provide children with school stationery, clothing and gifts, to provide employment opportunities for parents of rural left-behind children, so as to solve the problem of left-behind children's education.

6. Conclusion

To sum up, in the process of solving the problems of left-behind children's education in rural areas, it is necessary to combine multiple subjects, give play to the multiple roles of family, school, society and country, deeply explore the problems of left-behind children in rural areas, and strengthen the guidance of students combined with specific problems. For example, the current rural left-behind children often have poor academic performance, do not form a high sense of security, are vulnerable to external temptation factors, physical and psychological problems, leading to interpersonal barriers and personality defects. Therefore, we should pay attention to the healthy growth of left-behind children, realize the importance of solving the education problems of left-behind children, eliminate the urban-rural dual structure, and promote the reform of education system.

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