

## Research on Family Education of Left-behind Children

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**Abstract:** Left-behind children refer to special children groups where both or one of the parties works in other areas and keeps the children in the place where the household is borrowed or other areas are taken care of by other guardians. With the continuous development of China's social economy, the problem of urban-rural development imbalance has become more and more prominent. More and more rural young adults go out to work, and they are unable to bring their children around by economic constraints. They can only stay at home. Other guardians take care of them, and the current scale of left-behind children in rural areas in China has become an inevitable social problem. The lack of family education will have an adverse impact on the growth of left-behind children. Therefore, it is of great significance to study the family education of left-behind children.

### 1. Introduction

Hunan's 12-year-old boy's killing-his-mother case was shocked by the country. In the case, the teenager was once a member of the left-behind children. It was such a tragedy that soon after the parents received their life together. There were also three cases of Hunan's three-year-old sergeant, three in the case. Teenagers are also left-behind children. These shocking and realistic cases fully exposed the social problems caused by the lack of family education for the special group of left-behind children. Therefore, it is urgent to study the family education of left-behind children in rural areas [1].

### 2. The Importance of Family Education

First of all, family education is the act of shaping a child's complete personality and cultivating his or her individual independence. Family atmosphere is a kind of silent education, and it is also the most basic, most frequent and important education for children. It will exert a subtle influence on children's psychological development and personality shaping. Another function of family education is to guide children to master independent living skills, to provide a source of wisdom for future generations to achieve independent individual survival, so that children can better stand in the community. Second, family education is an important means of meeting the spiritual needs of family members and the interests of families. Family companionship and caring can make people get more emotional satisfaction [2]. A family will mature from the beginning to the beginning. Parents will play an important role in the growth of children. Parents' companionship is the best way to meet children's spiritual needs, and parents. It will also gain pride and satisfaction from the children's educational achievements, thereby improving the happiness of the entire family. The benefits of family education are not only spiritual, but also material. The child will give the family a real economic return. In this sense, family education can be regarded as an investment, education and love, and love and love. interest. Finally, family education bears an important responsibility for maintaining social order. In a family, parents' good education for their children can reduce the educational burden of the state and reduce the cost of school education; and the children raised by good family education will support the parents, which not only bears family responsibilities, but also It is reducing the burden of the country's pension.

### **3. The Characteristics of Rural Family Education**

Since the economy, culture and education in rural areas lag behind urban areas, the parents of many rural families generally lack scientific education and education concepts are backward. Therefore, rural family education generally has the following characteristics:

Parents of rural families are restricted by their own cultural level and traditional customs. The education of children is often based on the absolute authority of parents. Once a child violates his or her wishes, he or she will adopt a simple and rude treatment. curse. Parents of rural families do not understand that they can communicate with their children in an equal relationship. As parents, they cannot lead by example and lack the awareness of words and deeds. In terms of learning and education, many rural family parents do not recognize the importance of quality education. They often evaluate the children's learning effects with test scores. The children's academic guidance is also conducted in an orderly manner. In addition, some rural parents think that The education of children is the responsibility of the school. It is rarely used to analyze the children's learning problems, let alone help them establish good study habits.

Rural areas are underdeveloped, information facilities are underdeveloped, and the occlusion of information has made some backward feudal concepts still ingrained in the vast rural areas, the most serious of which is patriarchal. In terms of children's education, many rural families think that when a girl grows up and eventually marries, she becomes a "person of someone else's family." Therefore, the family status of boys is generally higher than that of girls. In order to give birth to boys, some rural parents do not hesitate to violate national policies and even abandon and give away girls. Boys are placed higher expectations by rural families. Therefore, in education, more education is invested in boys, and girls are despised. These stereotypes are very unfavorable for girls' psychological growth and physical development [3].

Farming is the main source of income in rural areas. The work of farming is heavy, and it is difficult for parents to invest too much time and energy in their education. Even during the slack season, some rural parents are addicted to gambling and playing cards due to the influence of backward habits. They are negligent in their care, education and education. And the behavior of parents will play an important role in the growth of children. Left-behind children are influenced by their parents under the influence of their parents, which leads to the ruin of learning and the enjoyment of learning. There is also a situation in which rural family education does not neglect the care of left-behind children, but it is indulgent in its arrogance, especially in intergenerational education. The concept of rural elderly education is backward, lacking scientific knowledge of children's education, for children. The unreasonable demands mentioned are also met as much as possible, resulting in the formation of many bad habits of left-behind children, selfishness and self-interest, and do not know how to think for others.

### **4. The Negative Impact of Lack of Family Education on Rural Left-Behind Children**

The negative impact of lack of family education and improper supervision on rural left-behind children is obvious, in terms of learning, psychology, behavior and safety [4]:

First of all, in terms of learning, because rural left-behind children have long lacked parental care and timely discipline, the supervision of intergenerational maintenance is insufficient, resulting in insufficient counseling and supervision of their learning behavior. The left-behind children are young and have poor self-consciousness. His attitude towards learning is very negative, he is unable to develop good study habits, he is not concentrating in class, and his homework is not completed on time, which leads to poor academic performance of left-behind children in rural areas. Moreover, the concept of "reading uselessness" is still prevalent in rural areas, which is also an important reason for rural parents not to pay attention to their children's learning, leading to a weak learning concept for left-behind children. Secondly, in terms of mental health, childhood is a key stage in personality shaping, personality formation, and physical and mental growth. A complete family structure, a harmonious family environment, and good family education will have an important

impact on children's physical and mental health. However, rural left-behind children have more than one parent or one side to go out to work, the family structure is loose, there is no spiritual communication and communication between parents and children, and the parent-child relationship is alienated. Other generational guardians cannot replace the position of parents in the children's minds, resulting in children's emotional needs. Long-term unsatisfied, over time, causing personality defects and psychological barriers, mainly characterized by impulsive irritability, lack of self-confidence, serious rebellious psychology and so on. Thirdly, in terms of behavioral habits, left-behind children are separated from their parents for a long time, lacking parental words and deeds, and their behavioral demonstrations, ethics, values, etc. are not effectively guided. Many left-behind children with poor self-discipline will develop health and lie. Bad behavior such as fighting. Finally, in terms of personal safety, the physical and psychological development of rural left-behind children is not yet fully mature. As an absolute vulnerable group, it lacks the necessary safety awareness and self-protection awareness. Its guardians are mostly elderly people, lacking the energy and ability to take care of children. The safety of left-behind children is frequently caused.

## **5. Strategies for Solving the Problem of Lack of Family Education for Left-Behind Children in Rural Areas**

Under the realistic conditions of rural left-behind children, we must start from optimizing the invisible environment of the family, improve the family cohesion of left-behind children, and establish a stable parent-child relationship from the following aspects: First, increase the frequency of communication. Parents should regularly have regular contact with their children, at least 2-3 times a week. If conditions permit, they should visit once every 2 months to ensure the continuity of parent-child communication. Make full use of the time of the summer and winter vacations, and take the children to live together to develop parent-child relationships when conditions permit. Secondly, expand the scope of communication, that is, parents should not only pay attention to their children's study and life, but also pay full attention to their moral, psychological and behavioral development, encourage children with positive inducement, and try not to adopt negative criticism to promote children's health [5]. Psychological development, forming a sense of belonging. Finally, rich communication methods and the development of information technology have greatly improved the convenience of parent-child communication. Parents can communicate with their children through various forms such as online video, telephone, and correspondence, and can also strengthen parent-child contact in an indirect way, such as contacting schools. Teachers, neighbors and friends, etc., to understand the child's physical and mental development from the side, so that the child can appreciate the care and love from the parents.

The school is a professional educational institution. Compared with the parents of most rural left-behind children, teachers are more professional in education. School education has become an important supplement and extension of family education. Therefore, schools should take an active part in the care of rural left-behind children. More social responsibility to make up for their lack of family education. First, improve the boarding conditions of schools, improve the school's living facilities, provide better living care for left-behind children in the homestay; pay attention to the mental health of left-behind children in rural areas, configure professional mental health instructors for left-behind children, and timely solve the psychological problems of left-behind children. Confused and guided to maintain a positive and optimistic attitude. Strengthen the training of left-behind children's living ability, and improve their self-protection awareness and legal awareness. Secondly, establish a file of left-behind children, record in detail the situation of the school, family situation, guardian status, etc., timely report the child's learning situation and performance to the left-behind child guardian and parents; establish a rural left-behind child help system, and call the teacher to go deep into the rural left-behind children's family Implement the "hosting patriarchal system" for teachers to improve the pertinence and effectiveness of education for rural left-behind children. Finally, create a good education atmosphere throughout the school, encourage all teachers and students to give more care and care to left-behind children, and encourage left-behind children to actively participate in a variety of cultural activities, so that their emotional needs are replaced.

Actively lead to the integration of home and school education model, to provide more effective guidance and help for left-behind child guardians [6].

Government departments must go through the improvement of relevant policies and regulations, incorporate the problem of left-behind children into the overall goal of social and economic development, and fundamentally solve the problem of left-behind children. First, develop rural boarding schools, standardize management of left-behind children, guide their behavior through professional school education, supervise their growth, and enable them to receive more care from schools, teachers, and society. Secondly, through the policy of “recruiting agriculture with the countryside and taking the town with the town”, we will make overall planning for urban and rural development to promote rural economic development, adopt preferential policies and measures to encourage farmers to start businesses at home, reduce the size of left-behind children, and create better for left-behind children. Home environment. Finally, the establishment of left-behind children's activities, the education department, the school, and the village committee will jointly establish a left-behind children's activity center, and provide a wide range of books and activities for left-behind children to provide a wider learning space and entertainment venue for left-behind children. Solve the problem of being left unattended after school [7].

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