

Diversified Understanding of Holiday Support Education on Left Behind Children

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Abstract: in response to the strategic deployment of the CPC Central Committee on comprehensively promoting rural revitalization, further carrying forward the volunteer spirit of dedication, fraternity, mutual assistance and progress of young college students, and helping the left behind children in mountainous areas realize their “dream of going out of the mountain”, the non-governmental public organizations led by the “lighthouse plan” took the lead in recruiting national college students and carried out half a year's training, Set up an excellent team to go to poor rural areas across the country to carry out a one month “rural summer camp”. This topic focuses on the multiple understanding of left behind children during college students' teaching support, analyzes the problems of left behind children, deeply dissects the advantages and disadvantages of the corresponding problems, and puts forward the corresponding feasible solutions.

1. Introduction

According to the experience of supporting education, the problems that need to be solved urgently for left behind children are obtained.

① Parent-child communication: communication with parents is limited to food, clothing, housing and transportation, or even no communication, and there is a lack of communication between parents and children.

② Self emotion: due to the lack of parental care, depressed personality, low psychological self-esteem, poor pressure resistance, large emotional fluctuation and poor self emotion regulation ability.

③ Behavior: strong self sealing, easy to form stereotypes, narrow social scope, and more inclined to be alone.

④ Self initiative: they are confused about the future development, most of them are unwilling to change the current situation, are content with reality, and their self initiative is not strong.

⑤ Living environment: after poverty alleviation, the total hardware strength has been improved; However, including soft power such as education and culture, we still need to carry out “non blind localization” development.

⑥ Rural Supporting Education: the supporting education time is short, the loss of teachers is serious, the curriculum is blindly diversified, and does not have local characteristics[1]. At the same

time, due to the strong dependence of left behind children, when teachers leave, it is easy to cause left behind children to be abandoned and unwanted.

2. Impact of Existing Problems on Left Behind Children

① The deterioration of diet, physique and disease index is mainly reflected in the three dimensions of nutritional intake, physique development and disease. From the perspective of nutritional intake, the nutritional status of left behind children tends to deteriorate; The average daily intake of dairy products, bean products, fruits, edible eggs, fish and poultry of children from complete rural families were better than those of left behind children. In terms of physical development, overweight, lack of height and growth retardation are the main problems of left behind children. At the same time, the risk of left behind children is greater, which is characterized by “high prevalence and high treatment rate”

② Lack of morality and Citizenship: in the absence of family supervision, left behind children are vulnerable to social vulgar cultural information and market-oriented trends, as well as backward concepts of moral development such as money worship, selfishness and pleasure seeking[2]. At the same time, due to the long-term lack of demonstration and guidance of moral knowledge and behavior directly given by their parents, rural left behind children face multiple value choices in the period of social transformation, have poor ability to distinguish between good and evil, weak moral and legal education in rural schools, lack of moral cognition, often face conflicts and contradictions in moral choices and actions, and fall into the dilemma of moral development, Then there are indifference to family affection, lack of interpersonal communication ability, serious individualism, weakening of moral sense and bad behavior. The number of violations by left behind children in schools is also much higher than that of non left behind children; The left behind children in rural areas do not perform as well as non left behind children in terms of integrity, politeness and caring for others; In serious cases, the values of left behind children are distorted, touch the bottom line of morality and law, and even embark on the road of law and crime. In recent years, it has gradually evolved into a severe social problem in China's transition period.

③ Younger age of self injury: left behind children often alleviate their inner anxiety through pain stimulation. At the same time, there are problems in their psychological defense. The way to seek attention is not through language expression, but to hurt themselves, so as to arouse the attention and “love” of the people around them.

④ Fuzzy self goal: because they have been in a comfortable environment for a long time, their desire for self competition is low, and most of them have no experience of going out of the countryside, they will gradually tend to the existence of “frog at the bottom of the well”. Including overestimation of self-learning ability, weak desire for learning, and lack of self exploration and insight. “Farming, getting a wife, having children and providing for the elderly” has gradually become a dead cycle.

⑤ The disadvantages of curriculum and teaching outweigh the advantages: due to the blind rural support for education and the neglect of “localized” courses, the courses placed in big cities are ignored in the countryside, even touch the bottom line of children, and even make the left behind children more pessimistic. At the same time, the blind introduction of multi-functional smart classrooms to replace the lack of teacher resources has led to a further decline in children's learning efficiency, seriously ignoring the care needs that can not be replaced by humanism.

3. Feasible Solutions for Left Behind Children Are Obtained

3.1 Families and Schools Cooperating to Jointly Build an Education and Monitoring System for the Healthy Development of Rural Left Behind Children

The report of the 19th national congress pointed out that we should pay attention to the guidance and training of parents and other guardians[3]. It is suggested that family education and guidance should be added to the rural labor transfer training program implemented by government departments to enhance parents' sense of responsibility as the first guardian. We should develop all kinds of parent schools, comprehensively build rural family education networks, expand urban and rural family education channels, strengthen the training and guidance of guardians, especially grandparents, through distance education networks, rural radio and television networks and other channels, and constantly improve their guardianship awareness and ability. Parent school is the main position to guide and serve family education, and it is also the main channel to carry out the work of left behind children. Schools can make use of the advantages of talents to organize the preparation of family education guidance materials suitable for the characteristics of rural parents and children, and train a number of family education backbone. Through parents' schools, actively publicize and popularize scientific family education concepts, knowledge and methods to the parents or second guardians of left behind children, so that they can truly assume the responsibility and obligation of raising children. With the goal of improving the moral quality of rural children and parents, characterized by the independent participation, self-education, parent-child interaction and common improvement of rural children and parents, and relying on families, parent schools, family education guidance centers and other positions, carefully organize and implement various characteristic activities of caring for rural left behind children with rich content, novel form and strong attraction, such as “Knowing honor and disgrace, creating new trends and promoting harmony” parents and children work together to widely mobilize and organize left behind children and parents to actively participate in various activities, and deepen the experience of caring for left behind children in the overall linkage.

3.2 Strengthening the Cultural Construction of Rural Communities and Create a Good External Growth Environment for the Education of Left Behind Children

At present, large domestic libraries have set up branches or characteristic circulation stations in communities, schools, troops and other places. Urban libraries can cooperate with local township cultural institutions to set up mobile libraries for left behind children, and apply for book borrowing cards for left behind children free of charge, so as to effectively solve the problem of reading difficulties for left behind children[4]. Libraries can also use the grass-roots branches of the national cultural information sharing project In short, “rural left behind children” is a social vulnerable group that can not be ignored. County level libraries have the responsibility and obligation to give full play to their functions, care for, help and support left behind children with the society, and contribute to their healthy and vigorous growth.

3.3 Setting Up a Special Fund for Education Services and Recruit Teams to Participate in the Education of Rural Left Behind Children for a Long Time

Encourage various non-governmental forces, including college student associations and NPO organizations, to actively participate in the construction of rural children's education. The establishment of a special fund for social education services is not only a support for social services, but also an affirmation of social services, which can greatly promote and improve the enthusiasm of non-governmental teams to participate in rural children's education and external participation It can make up for the lack of local cultural power.

3.4 Formulating Corresponding Laws and Regulations to Restrict Parents (Guardians) to Abide by Their Children's Family Education Responsibilities

Parents' neglect or abandonment of children's education is only based on moral condemnation, which is difficult to fundamentally change the problem[5]. Laws and regulations should be used to clarify the responsibilities and obligations of parents as guardians of minors in the growth of children, so that children's education problems can no longer be caused by parents (Guardians). Secondly, effective and feasible laws and regulations also provide the implementation basis for relevant departments to deal with the educational dereliction of duty of parents (guardians). The most fundamental thing is that laws and regulations not only establish the obligations and responsibilities of guardians, but also safeguard the rights of minors.

3.5 Moving At the Right Time

The government organizes a team to prepare textbooks and educational courses that meet the localization of left behind children. Combined with the physical and mental conditions of local left behind children, including the relationship with nature, family and society, and on the basis of conforming to the basic concept of national education, tailor-made education system for local left behind children to help their growth.

4. Conclusion

In the face of general assistance to children, social workers or trained social workers follow up through district and county projects to provide targeted public welfare services. At the same time, for special cases that cannot be solved by general procedures, the local neighborhood committee or grid member shall report and promote communication, in order to maximize help children solve existing problems.

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