

# *The Survival Status of Left-behind Children in Rural China from the Perspective of Sociology Research*

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**Keywords:** sociology; China; rural; left-behind children; living conditions

**Abstract:** In recent years, rural left-behind children have received attention from all walks of life. It is precisely because most of the young people go out to work, which leads to many left-behind children in rural areas. Due to lack of family and affection, these underage children often have multiple negative emotions or abnormal behavior, which is detrimental to the development of left-behind children. This paper analyzes the current situation and causes of left-behind children in rural areas, and studies the development strategies of left-behind children in rural areas.

## **1. Introduction**

As the scale of urbanization in China continues to expand, many rural residents choose to work in cities. Because the children of migrant workers cannot enter the school nearby, these migrant workers can only leave their children in school and be supervised by intergenerational elders as temporary guardians. With the increasing number of migrant workers, the number of left-behind children is gradually increasing. At present, more than half of the students in some rural schools are left-behind children. In recent years, the importance of the left-behind children has gradually increased in the community. Educators need to study the living conditions of left-behind children in rural areas and hope to improve the environment of left-behind children.

## **2. The status quo and causes of rural left-behind children**

Today, with the rapid transformation of China's social transformation and urbanization process, many rural residents have entered the city to work. Therefore, the rural family structure has changed, resulting in the long-term separation of children and parents. The care of single parents or intergenerational elders, and even some left-behind children need Taking care of yourself, these children are not able to enjoy normal education and care, and thus their psychology and behavior may be biased.

In 2015, the number of left-behind children in rural areas reached 61 million in China. In 2017, the number of left-behind children in rural areas in China was 15.5506 million, and the number of children in compulsory education was 18.9745 million. Although the number of left-behind children in rural areas has decreased in recent years, we still need to pay attention to the living environment and education of left-behind children to improve the living environment of left-behind children.

### **3. Survival problems faced by left-behind children in rural areas**

With the increase of migrant workers, some children must be educated in their hometowns. These children are left-behind children. This is also an important feature of migrant workers. At this stage, rural left-behind children in China are at an important stage of socialization. At this stage, their physiological, safety and social needs have not been met. According to relevant reports, there are certain production problems in rural left-behind children in China, such as lack of family ties.

#### **3.1. Loss of emotion**

##### **3.1.1. Lack of belonging**

As is known to all, the parents of rural left-behind children are working outside the home all year round and are not around children. Therefore, these children are rarely cared and educated by their parents, so these children will lack a sense of belonging. In infancy, the sense of belonging comes from the mother. A sense of belonging can not only give people a comfortable, warm feeling, but also avoid their inner emptiness. After the baby is born, this emotion needs to be supplemented, so the child is very dependent on the family. The psychological core of underage children is the sense of belonging. The main reason is that children can't live on their own, and they can't solve the problems they encounter in life. Therefore, children need parents to solve various problems, which requires belonging. If a minor child lacks a sense of belonging, it will have a negative impact on his behavior. Misconduct will affect the personality of underage children, and serious underage children may even become criminals. At this stage, many rural left-behind children lack security, and their main performance is: left-behind children are uncertain about their goals and psychological imbalances.

##### **3.1.2. Lack sense of security**

The study found that most children's sense of security is closely related to their living environment. Left-behind children are raised by generations of elders because of the lack of parental care. Therefore, these children have no dependable people, making children extremely vulnerable to insecurity. Behaved as: timid, inferior. Even some left-behind children have been guilty of some lawless elements because of insufficient education supervision. This will not only affect the mental health of left-behind children in rural areas, but also negatively affect social stability.

#### **3.2. Lack of education**

##### **3.2.1. Lack of family education**

Family education has a greater impact on children. Because the parents of rural left-behind children are far away from children, the parent-child relationship is not close enough and family education is lacking, which leads to the slow progress of socialization of left-behind children. The study found that most of the rural left-behind children received inappropriate family education (ie, single-parent or intergenerational elders for family education). The study found that single parent education does not guarantee the normal personality of children. Intergenerational elders are too fond of children and have a generation gap problem. Therefore, their communication with children has certain problems. Some rural left-behind children have not developed good habits and study habits, and their communication skills are weak.

### **3.2.2. Lack of school education**

The lack of school education for left-behind children is mainly reflected in the following points: First, the conditions for running schools in rural schools are not good enough, lack of teaching resources, and lack of concern for left-behind children. They do not pay attention to the psychological changes and mental health of left-behind children. Secondly, the professional quality of teachers, The teaching ability is uneven, the teachers do not correctly understand the importance of left-behind children's education, and the students are not patient enough to strengthen communication with the parents of left-behind children. It is precisely because of the lack of family education and school education that the left-behind children's education supervision is insufficient, the education level is not high enough, the self-protection awareness is weak, and the number of problem children is gradually increasing, which is not good for the survival and development of left-behind children.

## **4. Rural left-behind children development strategy**

The problem of left-behind children is not just a question of poverty, but a complex social problem. The main causes of this problem are: imbalanced social structure and broken family structure. To analyze the survival of left-behind children in rural areas from the perspective of sociology, it is necessary to explore measures to solve the problems of family structure breaks and lack of resources for left-behind children. From the perspective of spatial development, in order to solve this problem, we need to pay attention to the top-level design, increase the importance attached to the left-behind children's problems, optimize related systems, reduce the number of left-behind children from the root cause; create employment conditions for rural surplus labor, and ensure that they can be employed nearby. In short: we need to effectively solve the problem of left-behind children through measures such as top-level design and optimization system.

### **4.1. Optimize the school hardware and software environment**

Everyone needs to receive school education in the process of growing up, which is also an important stage of socialization. School environment, education concept, teaching management and other factors will affect students' learning effects, quality level, comprehensive ability and so on. Because the parents of left-behind children work outside the home, school education has a greater impact on students. Therefore, how to effectively improve the school hardware environment and software environment, and create a harmonious and warm school atmosphere for students is a problem that rural schools need to study in depth.

#### **4.1.1. Obtain multi-faceted support**

Some rural schools lack funds, and their hardware environment and software environment are not good enough to create a good school atmosphere for students, which is not good for students' learning and development. In order to solve this problem, it is necessary to obtain various social resources to help improve the school hardware environment and software environment. According to the analysis of short-term development goals, various rural schools, especially those with more left-behind children, need to do the following work: First, schools need to strengthen publicity and seek attention and support from all walks of life. Second, schools need to take the initiative to work with other social organizations. Communication and attracting more social resources mainly involve: funds, books, teaching equipment and other aspects; finally, the school needs to actively communicate with experts and scholars, and guide the development of the school to ensure the stability of school development.

#### **4.1.2. Optimize educational methods**

With the gradual development of society and science and technology, teaching methods also need to be continuously optimized and innovated. This is also the direction of the development of education and the requirements of social development. In order to promote education, scientific teaching methods, and sustainable development, it is necessary to optimize the traditional education model and optimize and innovate in terms of concepts, systems, and mechanisms. From the perspective of long-term development, rural schools, especially those with left-behind children, can improve teaching results only by doing the following work: First, schools should pay attention to optimization in education, teaching, and services to improve The effect of education is to effectively solve the problem of left-behind children. Secondly, schools need to establish a sound system, which involves various systems such as home visits by left-behind children, acting parents, one-on-one assistance, etc., in order to improve the quality of education and management of left-behind children. Finally, schools need science. Establish an incentive system to stimulate the enthusiasm of teachers and students and create awareness to improve teaching effectiveness.

#### **4.1.3. Establish a quality teacher team**

In order to promote the stable development of the school, it is necessary not only to pay attention to the construction of the hardware environment, but also to pay attention to the construction of the software environment. The study found that the software environment is an important factor affecting the quality of school education and the quality of education. In order to effectively control the quality of school software environment construction, schools need to establish a team of teachers with high quality, strong sense of responsibility, scientific structure and responsibility. Rural schools, especially those with many left-behind children, need to pay attention to the following: First, the school needs to ensure that existing teachers can stay in the school, emotionally impress these teachers to avoid losing talents; secondly, schools need to build a good school atmosphere, attract more Excellent teachers come to teach at the school; finally, the school needs to actively hire professional psychology teachers, establish psychological counseling rooms and school social work departments in schools, and strengthen mental health education for left-behind children.

#### **4.2. Promote a virtuous circle of families**

Left-behind children are the hope of a family and the future successor of society and the country. Parents of left-behind children can increase their family income when they go out to work, but they will also have multiple effects on their children. In order to avoid the negative impact of emotional and educational loss on left-behind children, parents need to change their own concepts and pay attention to their children's physical and mental health.

##### **4.2.1. Try to ensure that preschool children can enter the park smoothly**

Preschool education will affect the growth and development of underage children. To ensure the future development of children, parents need to create favorable conditions to ensure that preschool children can enter kindergarten. This will not only promote the development of family education, but also have a certain effect on narrowing the gap between urban and rural areas.

##### **4.2.2. Strengthen personal interaction**

The development of a person is closely related to his IQ and emotional intelligence. Parents of

left-behind children need to accompany their children and take care of their children as much as possible. Therefore, the following measures can be taken: First, parents of left-behind children should try to ensure that one person takes care of the children at home; secondly, try to increase the number and time of returning home to visit relatives; Parents who come home to visit relatives often need to use telephone, video and other means to strengthen interaction with children to ensure their physical and mental health.

#### **4.2.3. Emphasis on material support and spiritual support**

The study found that most parents of left-behind children feel that they owe their children. However, parents can not only pay attention to the child's material needs, but also ignore the child's spiritual needs. Parents of left-behind children need to provide learning, education, and psychological support for their children. In short: parents of left-behind children need to change their family education philosophy and try to meet the material needs and spiritual needs of left-behind children.

#### **4.2.4. Supporting returning jobs through various policies**

In recent years, China has promulgated a number of policies, and the number of industrial parks and returning migrant workers' entrepreneurial employment parks is gradually increasing. Therefore, many migrant workers can start their own businesses and find jobs after returning home. Parents of left-behind children need to understand these policies and, with the support of these policies, actively return to their hometowns for business and employment. In this way, not only can it increase its economic income, but also strengthen the education management and concern for children, which is of great significance for solving the problem of left-behind children.

### **4.3. Give full play to the role of social assistance**

In order to effectively solve the problem of left-behind children, it is necessary to raise the family income and encourage parents of left-behind children to work and start businesses nearby. However, this method does not solve the problem of all left-behind children. Therefore, for children who must stay in their hometowns, they need to work through the efforts of the community to care for and help these left-behind children and help left-behind children socialize. At this stage, we need to correctly understand the squad of workers, youth, women, etc., and use the network to establish a variety of platforms, integrate a variety of social resources, and improve the social environment of left-behind children.

#### **4.3.1. Improve the basic group organization**

The survey found that the units where migrant workers are located in China lack institutions such as workers, youth, and women. Therefore, it is necessary to strengthen the construction of grassroots organizations to safeguard the legitimate interests of migrant workers and their families. At this stage, we need to strengthen the education of the parents of left-behind children of migrant workers and change their family and education views.

#### **4.3.2. Conduct diversified social care activities**

According to the characteristics of left-behind children in rural areas, integrate various social resources, carry out diversified care activities, strengthen mental health education for left-behind children, improve self-management ability and self-study ability of left-behind children, so as to ensure that left-behind children can grow physically and mentally.

### 4.3.3. Establish a platform for caring for left-behind children

At this stage, China has established a number of platforms for left-behind children, and has achieved certain effects, such as the established “left-behind children’s self-reliance and self-reliance center” and “home for left-behind children”, which have gained social importance to and support, and is highly valued by students, families, and schools. Relevant departments can actively integrate various resources based on the construction experience of these platforms, strengthen the construction of care for left-behind children's platforms, and compete for policy support, so as to give full play to the positive role of caring for left-behind children's platforms.

### 4.3.4. Adopt various measures to ensure that the left-behind children's mothers can be employed nearby

Employment will affect people's income. The main purpose of rural residents to work in cities is to obtain higher wages and improve family economic conditions. In order to effectively solve the problem of left-behind children, it is necessary to solve the problem of parents' employment and entrepreneurship. In some families, the mother of the child stays in the home to take care of the child, and how to solve the employment and entrepreneurship of the left-behind mother requires the efforts and cooperation of the organizations at all levels. The main tasks are as follows: First, according to the government department Encourage the people to start a business and encourage employment, encourage and help the left-behind mothers to find employment; secondly, encourage the left-behind mothers to start business through policies such as small-guaranteed loans and comprehensive tax reductions and exemptions provided by the government for the public; and finally, strengthen the training of the left-behind mothers, improve their entrepreneurial and employability.

## 5. Conclusion

All in all, in the process of rapid economic development in our country, many left-behind children have been formed in rural areas, and this group will affect social development and social stability. Therefore, we need to actively solve this problem. The solution of this problem requires the joint efforts of families, schools, society and the government to take various measures to ensure that left-behind children can receive quality education, improve the living environment of left-behind children, and promote social stability and sustainable development.

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