

Research on Social Work Intervening in Urban Migrant Children Education

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Abstract. Since the reform and opening up, China's urban economy has developed rapidly, which has led to a serious imbalance in the level of urban and rural economic development. China's population flow is mainly from rural to urban, and the floating population will increase every year. As a vulnerable group of migrants, migrant children's education is increasingly valued by the state and society. However, the education of migrant children is limited to schools. The community education of migrant children after they return to the community is rarely valued. . However, community education and family education are of equal importance to school education and play a vital role in the physical and mental health of migrant children.

1. Introduction

Since China broke the old-style development model in 1978 and implemented the socialist market economic system, it has comprehensively initiated social changes from the perspectives of economy, politics, and culture. The speed of urbanization and the rapid pace of modernization brought about by this have led to urban and rural areas. The gap between the rich and the poor has widened. In order to find better job opportunities and solve the problem of children's schooling education, a large number of rural stranded people flow into the city to form a huge population flow. Migrant children are now an important part of the city. In the future, migrant children will also be part of urban builders and will be an important human resource for the future of the city. Therefore, the socialization of migrant children is a transformation of the city and the flow of children themselves. It is very important to say that in the process of promoting the urbanization of migrant children, social workers should play their own role, use professional social worker knowledge to provide services for the socialization of migrant children, and help migrant children to analyze and solve possible problems in urban life. The problems that are raised, enhance their learning ability, enhance their sense of belonging to the city and social adaptability, and the ultimate goal is to help migrant children grow up healthy and happy in the city.

2. Analysis of the main problems in the education of migrant children

2.1 Rural migrant children's family education awareness is weak

Most of the work after the migrants move into the city is long working hours, and the work intensity is high. Some of them are engaged in high-risk occupations. The parents of migrant children use most of their energy for work and have no time and energy to accompany them. Children and children know less about their children, and most migrant families have almost zero concept of family education. On the other hand, most of the parents of migrant children do not have high intellectual and cultural literacy, and their knowledge and culture level is very limited. Many migrant children report that they can't finish homework after returning home because there are many questions to ask, but parents It is difficult to answer the child's problems without receiving too much formal education. Parents of migrant children place their hopes on the school and want

their children to receive a good education in the school, so that they can change the fate of themselves and the whole family. They do not know that the education of the children in the family is equally important, and the children's academic performance is improved. And the development of physical and mental health plays a very important role.

2.2 Rural migrant children's family education is simple

Parents of migrant children have been living in rural areas before moving into the city, and information is occluded and traditional. Their own parents are taking a simple and rude approach when educating themselves, so most of their education for their children follows the experience and lessons of the older generation. They rarely pay attention to the innermost heart of the child. It is the concern of eating and dressing. It completely ignores the education of the mental health of migrant children and the cultivation of moral character. The requirements for children are only to study a good university and change the fate of working hard. There is also a lack of patience with the child's discipline. Even some parents of migrant children will use violent methods to discipline their children when they make mistakes. This will only make migrant children rebellious. The education of migrant children's mental health is better than the knowledge in books.

2.3. The fairness of school education is a great problem

Most of the migrant children who move into the city are enrolled in the local migrant children's school. The school of the famous farmer's school has a lower fee. Compared with the urban public school, the migrant children are also more likely to enter the school of the farmer's school, but the farmer's school is the school. Education resources, teacher resources, infrastructure, and teaching environment are all much worse than public schools. Although in order to enable migrant children to better receive compulsory education, the state has formulated the principle of "mainly inflows and public schools", but migrant children still have no way to enjoy fair education compared to urban children. ""

2.4 The problem of discontinuity in school education is more prominent

Some migrant children have come to the city following their parents since childhood, and some migrant children have moved into the city with their parents after they have enrolled in the countryside. When migrant children move into the city, the education of migrant children also moves into the city. The parents of many migrant children hope that migrant children can receive better education in the city before they move into the city with migrant children. The education of the city is bound to be much better than that of the rural areas, but it also creates the problem of inconsistent education for migrant children. If migrant children move to the city in a new semester, there must be a lot of materials to be prepared before the migrant children enter school. It may make it difficult for migrant children to enter school within the specified time. Once migrant children are unable to enter school on time, it will lead to migrant children. It may be difficult to keep up with the progress of teaching after entering school. Compared with urban education, rural education is obviously far behind. Whether it is the use of teaching materials or teaching methods, the school is very different from the school where the migrant children were. The migrant children need a long time to adapt to the new teaching content and different. The educational method of migrant children may also be annoying to learning in the process of adaptation. Another important issue is that migrants do not have stable jobs or fixed homes in cities. It is difficult for migrant children to have fixed schools. It is normal for many migrant children to change schools every year. This also seriously affects the continuity of education for migrant children. Every new school in each year requires migrant children to spend a lot of time and energy to adapt.

2.5 The school lacks education on migrant children's urban culture and psychological adaptation

The living children in rural areas are simple and free. As their parents move to the city, facing the high-rise buildings and the traffic, the city is not only fresh and curious, the city is strange and fearful. There are too many differences between the cities and the rural areas where migrant children have been living. The parents of migrant children only bring migrant children from the countryside to the cities. They have no time or energy to care for the adaptive and socialization of migrant children. Then the burden of urban integration and psychological adaptation education for migrant children falls on the shoulders of school education. However, the fact is that few schools pay attention to the psychological adaptation of migrant children. Most schools pay attention only to children. The academic achievements, migrant children in the original strange city to adapt, this is a shortcoming of school education.

3. The way social work involves the education of migrant children

3.1 Case work and psychological counseling

Migrant children move into unfamiliar cities. Without familiar relatives and friends, the environment is unfamiliar. The floating children are busy with their work and do not have time to pay attention to the psychology of migrant children. The case work is to solve the flow by providing various resources for migrant children. These processes, such as the problems of children receiving education in the community, provide services to migrant children. In the process of problem solving, the role of caseworkers is also different. Some caseworkers play the role of resource linkers, some caseworkers act as advocates for problem solving, and work cases and psychology through social workers. Counseling can alleviate the strangeness and anxiety of migrant children in the city and better integrate into the learning and life in the city.

3.2 Carry out group work

Team work should use professional social work treatment skills, and the most likely role of the team members in the development. Many migrant children have lived in rural areas since childhood. When they grew up, they suddenly went to strange cities with their parents in order to go to school. They did not receive the necessary psychological education and counseling. They developed during the process of social workers and some migrant children. Many migrant children There is a strong resistance to contact with unfamiliar people, and social workers have no way to communicate with them alone. At this time, group work is needed to form a group of migrant children in the community to carry out various group activities, so that migrant children can establish contact with group members in the group and use each other as a source of support so that migrant children can be active. A sense of belonging is derived to better adapt to the new school and complete the learning task.

3.3 Provide indirect services

Social workers provide services, but they also emphasize "helping people to help themselves." Social workers hope to provide a support system for migrant children, including migrant children, schools and teachers, and the government, while providing services directly to migrant children's education. Local agencies, volunteer services, and neighborhood assistance within the community, the task of social workers is to connect these supporters, eliminate barriers and obstacles between them, and help mobile children in the community to establish support systems for each Modules that can play a role can maximize their respective roles and contribute to the solution of the educational dilemma of migrant children.

Social workers usually have direct contact with migrant children in the community. They are

most aware of the predicament of migrant children in education. In many cases, government policies or regulations are delayed because they do not pay attention or care, because the government is at the center of the problem. Too far, there is no way to intuitively feel the urgency of the problem to be solved. But social workers are different. They usually face problems directly and have the most intuitive understanding of the problems. Therefore, in society, social workers have another identity, that is, policy advocates, which can indirectly promote the education of migrant children. Regulations on admissions. Social workers, under the support of their own professional social work theories, use their status as intermediaries between the government and migrant children, and provide services to meet their needs more accurately by communicating with migrant children. Education department.

Social workers, under the support of their own professional social work theories, use their status as intermediaries between the government and migrant children, and provide services to meet their needs more accurately by communicating with migrant children. Education department,Community neighborhood committees and school managers call for relevant policy recommendations to promote the development of migrant children's education systems, and urge the improvement and implementation of policies.

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