

Research on Family Education in China's Rural Area

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Abstract—Family education is the starting point and foundation of education. It has profound and lasting influence on children's life. But in rural China, due to the fact that many parents go to work outside, most parents' education background is low, their knowledge is poor or their attention to the education is not enough, as a result, compared to urban children, rural children have many gaps in study, life, communication, psychology and other aspects. They are likely to pay little attention to the study, have incorrect habits of studying and living, have bad manners and be unable to control themselves well. This passage discusses the deficiency and problems of family education in rural China and analyzes the reasons. Then propose some solutions from the perspectives of parents, school and society. The passage aims to improve the family education in rural China and let the rural children grow up better.

Keywords: *family education, rural, China, solutions*

I. INTRODUCTION

With the progress and development of the society, people pay more and more attention to the education of children, rural families are no exception. Under the historical premise of rapid social development, China's rural family education is also improving along with the trend, and makes new breakthroughs, but at the same time there are also many problems [1].

As is known to all, the influence of family education on children plays a vital role in their life [2]. Family education plays a decisive role in the formation of children's moral outlook. Parents are the chief educators and the first teachers of children [3]. Family education is the first educational environment in children's life, and parents' words and behaviors and educational methods have a profound impact on children's growth [4]. Moreover, family education is the cradle of moral cultivation, which is the original source [5]. However, in some remote rural areas or mountainous areas, parents of students generally lack a correct understanding of family education [6]. In rural areas, parents of students are less educated and receive less information. They are unable to realize the importance of family education and lack the sense of educational responsibility. The quality of family education cannot be guaranteed, resulting in the absence of family education in rural areas [7].

At the national education conference, general secretary Xi Jinping made a deep discussion on family education from the perspective of "four firsts", pointing out that "Family is the first school in life, and parents are the first teachers of children. We should teach our children 'the first lesson of life' and help them buckle the first button of life". The general secretary's speech

highly summarizes the importance of family education and has important guiding significance for the construction of family education in the new era [8].

At present, the gap between urban and rural areas in China is gradually widening, and there are huge problems in rural education. This paper discusses the education that children first receive -- family education, and analyzes the existing problems in rural family education on the basis of existing literature, and puts forward some solutions.

II. THEORETICAL BACKGROUND

According to Comenius, the "father of pedagogy", everyone has the seed of knowledge, virtue and godliness, but this seed cannot grow spontaneously. It needs the power of education, and only after receiving the appropriate education can one become a person [9]. British educator John Locke believed that "The human mind has no innate principle" and "The human mind is a blank sheet of paper". Through education, children can master knowledge and virtue. Rousseau, the French educator, advocated "natural education". The task of education is to liberate children from the bondage of social tradition, "return to nature", and cultivate natural and free people. Dewey, an English educator, also defined education as "the transformation or reorganization of experience". This transformation or reorganization can both add meaning to experience and enhance the ability to guide the process of subsequent experience [10]. The Chinese educational circle has long been influenced by Han Yu's "On the teacher", the teacher's task is to "preach, impart knowledge, solve doubts", which is education. After the founding of the People's Republic of China, we learned from the Soviet Union. The earliest definition of education we came into contact with is put forward by Kalinin: "education is a certain, purposeful and systematic influence on the mind of the educated, so as to develop the qualities that the educators want in the heart of the educated [11]."

Family education and school education are two aspects of education. Educator Suhomlinsky once said, "The most complete education is the combination of school and family." School education is the education carried out in schools. School education is characterized by fixed places, specialized teachers and a certain number of students, as well as certain training objectives, management systems and prescribed teaching contents. School came into being after the development of social productive forces to a certain extent, the emergence of social division of labor and surplus products, and the relatively mature development of writing. It is generally

believed that it was born in the early days of slave society and gradually evolved from non-specialized educational institutions to the main place for training people.

With the social progress and development, school education can be gradually improved. Schools can be divided into elementary schools, secondary schools and institutions of higher learning according to their levels, and ordinary schools, vocational schools and various specialized schools according to their nature [12]. The family education is the basic education, is also the lifelong education. It is the student's enlightenment school, is the earliest and the richest education for children. Children's ideology and morality, behavior custom, volitional quality, the study ability and other aspects cannot leave the family education [13]. There are significant differences between school education and family education in educational environment, the relationship between educators and educatees, educators' level, training objectives, educational content, educational methods and approaches, and educational process. The two have different functions. Their value orientations, and their educational influences may be consistent or in conflict. For the growth of teenagers, they have their own strengths and weaknesses [14]. Differ from school education, family education plays an important role. This paper discusses it from the perspective of family education.

III. MATERIAL AND METHOD

A. *Left-behind Children's Problems*

China has a large number of internal immigrants, but the long-standing urban-rural gap prompts parents to leave their children in the countryside. Parents' immigration has not given left-behind children the educational advantages they had hoped for. On the contrary, young children are particularly vulnerable to the damaging effects of their parents' emigration [15].

For families where both parents go out, grandparents and other elderly people will mostly become the guardians of the children. However, grandparents are in poor physical condition, have limited energy. So they take less care for the children. As for the families where one parent is away from home, most of the farm work and burden falls on the other parent, resulting in no time to pay attention to the children [16]. If the guardian cannot effectively supervise the child, it will inevitably lead to the child to catch bad habits and they cannot be corrected. In addition, when the children have some learning and psychological problems, it is difficult for the guardians to find out, leading to the deterioration of the children's condition.

When children are raised by the previous generation, the previous generation are more likely to adopt the attitude of "not caring" about the bad habits children have formed in the process of growing up. In many cases, they even argue with their parents about children's education, which intensifies the family conflicts [17]. In addition, in the concept of education, the old people heavy nurture but not heavy education. At the same time, the elderly tend to spoil the child. Excessive protection, excessive care will grow the child's self-esteem and arrogance, develop their insolent unreasonable, arrogant character [18]. Over time, will inevitably lead to children appear laziness, unable to discipline, indolence and other

situations. In addition, the gap between the previous generation and the children is large, leading to less communication. In addition, the previous generation's education level is generally very low, so the children's psychological and learning problems cannot be solved.

Primary and secondary school students are in a period of rapid physical and mental development. They have their own understanding of their own changes, interpersonal communication and other aspects. These will bring some growing pains [19]. At this time, they need to have channels of communication, and family members should play a very important guiding role in this regard. However, because the guardians of left-behind children have no time to take care of their emotional changes, left-behind children lack basic opportunities to communicate with their families, which has an adverse effect on children's psychology. In addition, most left-behind children show worries about their family's economy and their parents' health, which reflects their inner pressure [20].

The mental state of left-behind children at all ages can be influenced by their parents to varying degrees. Children whose parents go out for work have higher risk of neuropsychological defects [21]. In addition, the happiness of left-behind children in rural areas is lower than that of un-left-behind children, and they feel more lonely [22]. For children whose mothers go out, the situation is more serious. Maternal love deprivation is a serious stress event in the early life. Maternal love deprivation in the early childhood not only destroys the security attachment, but also easily leads to the neglect of children. Animal experiments show that early maternal love deprivation can affect the development of the brain, and the effects on learning and memory and psychological behavior can even continue into adulthood [23].

The parent-child relationship of left-behind children is divided into single parent-child relationship, intergenerational parent-child relationship, family parent-child relationship and zero parent-child relationship, but whatever parent-child relationship is, it is an incomplete family model [24]. Most guardians of rural left-behind children's families have not received formal and good education, and they attach great importance to autocracy and punishment, which marginalizes the role relationship between guardians and children and changes the two-subject communication relationship into the subject-object communication relationship. Due to the dependence of economy, emotion and family, children have to suppress themselves for a long time and gradually form negative psychology such as inferiority, helplessness, rebellion and resentment towards their parents [24].

In addition, the illiteracy rate of the elderly is far higher than that of the young generation, and the generation gap is clear. It is impossible for them to effectively educate, guide and communicate with children. The general level of education of women is relatively low, in addition to busy field work, but also have to take care of the elderly, no time to take care of the children. Some are willing but unable. Therefore, parent-child interaction in rural left-behind children's families tends to be superficial and narrow in content, mostly focusing on children's life and lack of communication and guidance of children's psychology, emotion and sociality. Among the children

surveyed by the China social survey, 50% said they would keep troubles or difficulties in mind, 28.6% would tell their close classmates or friends, 14.3% would tell relatives living with them, and only 7.1% would contact their parents. It can be seen that left-behind children are estranged from their parents [19].

B. Parents' Perception Problems

While most of the rural parents can realize the validity of the study, regard it as a big way of "going out"[25]. But the parents' perception for learning is not enough, they think study is just to finish the homework, read books, etc. and ignore the other aspects about learning guidance, supervision and so on, even when children are watching cartoons they will mistake children for learning. Family education involves many aspects, not only learning, but also children's quality, courtesy and concept. Rural parents generally believe that children as long as the academic performance up, nothing else is important. They think family education is just to supervise the children's learning. For the child's moral character, courtesy, attitude, ideal ambition they care less, resulting in the children in these aspects are generally absent. What's worse, some parents completely ignore family education, believing that school is the main place for children to learn and grow, the task of cultivating children should be completed by teachers, and families only need to be responsible for raising and providing material support, which leads to the extreme lack of family education.

C. Parents' Education Method Problems

Many of the family's education method is too single. They heavy raise and light to teach or heavy teach but unable to teach. When a child makes a mistake, most parents will only berate him severely and often solve the problem in a simple and crude way. They do not understand the real will of the child's mind, ignoring the child's psychological feelings. This kind of education method cannot really solve the problems. It may lead to further deterioration of the problem, or even cause the child have violent tendency. A parent who has the courage to change himself has the power to change his child. Many rural parents ignore the power of their own role models. When they blame their children for their problems, they often have the same problems themselves. Such discipline is ineffective. Children see their parents do the same thing, so why should they change it?

D. Parent's Low Educational Level

Low educational level of parents is a common phenomenon in rural China, which has a huge impact. First of all, the low educational background of parents means that they can't provide necessary guidance for their children in study. Children can only get answers to the questions of study in schools, and can hardly get answers to the questions they are interested in in life. As time goes by, children will lose their curiosity and reduce their thirst for knowledge. In addition, there will be barriers when parents communicate with school teachers. Because they spend little time in school, they cannot understand some systems and models of school, and they

cannot correctly understand their children's performance in school.

IV. DISCUSSION AND SUGGESTION

A. Government Level

Despite the current trend of urbanization, China still has a high proportion of rural population. The number of rural children is huge, so the problem of education should not be underestimated. Therefore, government agencies and education departments at all levels should improve the conditions of running schools in rural areas and introduce advanced teaching concepts and key teachers. Increase the investment in rural education, narrow the gap between rural and urban schools; Strengthen the building of rural cultural atmosphere, organize outstanding young cadres to go deep into rural areas and carry out colorful cultural activities to make up for the lack of family education.

The government should promulgate relevant laws to severely crack down on illegal Internet cafes and entertainment clubs, strictly prohibit minors from entering to prevent rural children from falling into corruption due to lack of discipline [26].

The education funds for the children of migrant workers in cities should be included in the public financial security of local governments [27], so that the migrant workers can go to cities with their children and enjoy fair urban education treatment, which can effectively reduce the number of left-behind children.

B. Community Level

The community can hire experts to arrange parents to listen to lectures in their spare time, so that parents can have a deeper understanding of family education and know some correct education methods. Parents can be encouraged or compelled to participate in lectures. In addition, arrange some successful parents to carry out experience sharing sessions and arrange some parent-child activities to enhance the relationship between parents and children.

The community can recruit volunteers in universities and other places. Arrange them to visit rural families, and timely report the problems to the community, so as to facilitate the community to 'match the symptoms with the medicine'. Meanwhile, the volunteers should also provide guidance to the parents and help the children to solve the problems.

The community can organize a convenient platform for parents to communicate through the Internet, so that parents can ask questions whenever they encounter problems and others help solve them together. At the same time, experienced parents can share their experience so that other parents can refer to.

C. School Level

The education of the student and school, family are inseparable. For the education of the student, only home and school education cooperate with each other and have close connection, just can help student grow.

So, first of all, organize teachers to visit students' home regularly, so that teachers understand each child's family situation in detail and solve the children's problems effectively. In addition, teachers should communicate with parents timely and react to problems of children, and jointly promote the children grow up healthily and happily.

School plays a very important role in the growth of children. At present, a large number of boarding schools have been built in rural areas of China, so schools need to undertake more responsibilities to make up for the lack of family education [17]. Left-behind children or single-parent children in rural China belong to a special group, and schools need to play their own educational functions to make up for the lack of family education for these children and ensure that these students can grow up healthily. Schools can organize more extracurricular activities, communicate with children more often, talk with them heart to heart, to ensure the children's physical and mental health.

D. Parent Level

To solve the problem of rural family education, the most important thing is that parents should be aware of the current problems. Parents should fully cooperate with all aspects of work, and at the same time strive to improve themselves, change their ideas and discipline themselves, can they do a qualified parents and correct education of their children. Only in this way can we provide a good family environment for children and make them grow up better.

V. CONCLUSIONS

This article first analyzes the current status of China's rural family education and analyzes the existing problems in detail from four aspects "There are many left-behind children without proper education from their parents", "There are problems with parents' perceptions", "Parents' education methods have problems", "Parent's educational level is low". And then put forward the suggestions and improvement method from the government, communities, schools and parents four aspects. Hope to help improve of the current status of the rural family education.

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