

Analysis on the Status Quo and Countermeasures of Sports Participation of Left-behind Children in Jilin Province from the Perspective of Sociology

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ABSTRACT

Taking the problem of sports participation of rural left-behind children as the breakthrough point, this paper studies its predicament and countermeasures in order to help left-behind children to participate in sports activities actively, cultivate sports interest, alleviate inferiority complex, and establish a correct outlook on life. Through the sociological empirical research method, it is analyzed problems, and put forward suggestions by using questionnaires and interviews to collect data. The government and schools should make overall arrangements and allocate educational resources effectively to carry out national sports activities and improve rural sports fitness routes and facilities.

Keywords: left-behind children, sports participation, dilemma, countermeasures

1. INTRODUCTION

With the rapid development of economy and society, the speed of social population flow in China has been further accelerated, especially in recent years, the rate and scale of rural surplus labor flow to cities have been rising. The education and physical and mental development of left-behind children in rural communities have been gradually focused by academia. Sports play a positive role in promoting physical and mental development of children. This paper takes the sports participation of rural left-behind children as the starting point, studies the plight of children's sports participation by using the method of sociological empirical research, and puts forward corresponding countermeasures to get rid of the plight of children indulging in TV, mobile phone, mobile phone games and so on for a long time, which affects the development of physical and mental health, makes them actively participate in physical exercise, happy body and mind, healthy growth, and in a certain sense to solve the "worries of migrant parents".

There is no unified definition of "left-behind children". In this paper, left-behind children are defined as children

under the age of 16 whose parents or both are migrant workers and whose duration is 6 months or more. "Sports Participation" refers not only to the behavior of children participating in sports activities, but also to the learning strategies and emotional experiences of children participating in sports activities.

2. ANALYSIS ON THE STATUS QUO OF SPORTS PARTICIPATION OF LEFT-BEHIND CHILDREN IN RURAL AREAS

2.1. Basic Situation of Left-Behind Children

According to research needs, this survey selected Changchun, Jilin, Songyuan, and Baishan regions of Jilin Province as the research areas. Students in grades 4-6 are selected, and 100 questionnaires are distributed for each grade, for a total of 300 copies. 295 valid questionnaires and 5 invalid questionnaires were recovered. Identification characteristics of left-behind children were clearly defined during the investigation (as shown in Table 1)

Table 1 The basic situation of the survey object

Age	Male		Female		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
10	48	49	50	51	98	33.2
11	50	50	50	50	100	33.9
12	49	50.5	48	49.5	97	32.9
Total	147	49.8	148	50.2	295	

As can be seen from Table 1, the gender ratio of the subjects surveyed. In order to avoid the significance of gender difference, the gender ratio was evenly screened in the sample selection.

For people involved in sports, the intensity of exercise is determined by the participants' goals. For left-behind children, we take the ability to improve physical fitness, master certain sports skills as the goal of sports participation, and make statistics from indicators such as the time of participation and the number of times per week [1].

2.2. Intensity of Participation of Rural Left-Behind Children in Sports

Table 2 Time for left-behind children to participate in sports activities (N=295)

Gender	Number	Time of participation in sports activities					Total time	average value
		2 hours and above	1.5 hours	1 hour	0.75 hours	0.5 hours and less		
Female	148	5	12	16	44	71	112.5	0.76
Male	147	10	16	20	49	52	126.75	0.86
Total	295	15	28	36	93	123	239.25	0.81

According to the results of the survey in Table 2, the participation time of rural left-behind children in sports activities is still at a general level. The overall sample average is 0.81 hours, which is approximately equivalent to one class. Boys spend more time exercising than girls at

each point in time, which indicates that the overall sports time of boys is higher than that of girls. The proportion of students who spend 0.5 hours or less each time is 41.7%, which is still relatively high.

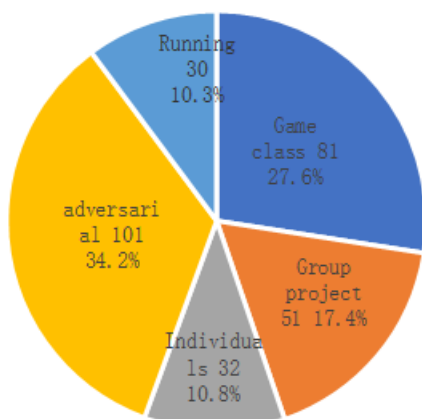
Table 3 Frequency of left-behind children's sports participation in sports activities (N=295)

Gender	Number	Number of participations per week					Total	average
		4 times and	3times	Twice	Once	0		
Female	148	12	77	45	14	0	383	2.59
Male	147	16	82	41	8	0	400	2.73
Total	295	28	159	86	22	0	783	2.65

According to the survey results in Table 3, the average value of left-behind children's participation in sports activities was 2.65, less than 3 times. The physical education class in primary school is 3 sessions per week, which shows that the students' physical education activities only meet the normal teaching requirements of the school, and there are almost no spontaneous physical activities in their spare time. The number of students participating in three or more sports activities is relatively large, with more than half of men and women. In addition, the number of people who never participate in sports activities is 0, which is also gratifying.

2.3. Status of Rural Left-Behind Children Participating in sports Activities

The participation of left-behind children in sports activities is usually achieved through certain activity carriers in schools. Different types of sports activities have different shaping of students' character and morality. Group projects can cultivate children's teamwork spirit and collective sense of honor; individual projects focus on tempering the quality of will and the psychology of overcoming difficulties [2].



According to the investigation, the specific situation of left-behind children participating in sports is: game class 81 people, 27.6 per cent; Group project 51, 17.4 per cent; 32 individuals, 10.8 per cent; 101 adversarial projects, 34.2 per cent; Running 30, the proportion is 10.3.

It can be seen from the data that children prefer interesting sports to competitive sports; in adversarial projects, some anti-networking projects can not only meet children's confrontational needs, but also avoid students' injury caused by physical confrontation because of non-physical contact; students like group activities more, because they can communicate with others more, meet the psychological needs of interacting with others, thus get out of self-enclosedness, and enhance the sense of collective honor and integration.

3. DILEMMA OF PARTICIPATING IN SPORTS ACTIVITIES OF RURAL LEFT-BEHIND CHILDREN IN JILIN PROVINCE

3.1. Inadequate Social Support, More Emphasis on Form than Content

Although government policies are frequently issued and various social organizations are actively assisting, there is still a lack of effective measures to implement policies, and there is a problem that the form exceeds the content. First, it is difficult for the government's macro policies to achieve "direct connection" and "interconnection". Many basic schools and front-line personnel either do not know or lack of understanding of the policy documents, which directly affects the implementation of the policy. In addition, the government's shortage of investment in rural grassroots sports has led to a serious shortage of sports facilities and equipment in rural. Second, there are deviations in the service content of social welfare organizations. They usually tend to focus on short-term work such as fundraising, sending equipment, books, and "one-on-one" assistance, and sometimes they even become a mere formality for publicity. The work of cultivating children's enthusiasm for participating in sports activities, scientific sports skills, and tapping talented children has been neglected [3]. Third, the organization of sports activities in rural communities is not rich enough. In view of the collective sports activities that are beneficial to the physical and mental development of children, the targeted and regular activities carried out by rural grassroots community organizations are not enough.

3.2. Inadequate School Security and Inherently Insufficient Sports Activities

Schools in rural areas cannot play their due role due to the constraints of software and hardware in the development of sports activities. The first is that the physical education system is not sound, and emphasis is put more on culture over physical education. Sometimes due to student safety considerations, the time for outdoor sports is compressed, which makes physical education teachers embarrassed that it is difficult for clever women to cook without rice. The second is the serious shortage of hardware sports facilities. Rural schools are affected by economy, culture, policies. Insufficient investment in sports funds has led to backward, obsolete, and slow renewal of facilities, which has led to a "chain reaction" and affected the enthusiasm of students to participate in sports activities. Third, the personal qualities and abilities of physical education teachers need to be improved. Teachers need to be further strengthened in terms of knowledge, professionalism, interest, appeal, etc. of physical education, in particular, it is necessary to comprehensively improve the grasp of the laws of physical and mental development of young children and the cultivation of their enthusiasm for sports [4].

3.3. Inadequate Recognition of Family Sports and Blind Spots in Energy Investment

Parents, as guardians of minors, have consciously strengthened their family care, but there are still prejudices in their understanding of children's participation in sports activities. One is that the priority of family education is given to culture. The communication between parents and children generally stays on academic performance, while ignoring children's physical development and other interest development [5]. The second is that parents have not established a correct view of sports. Not fully aware of the physical and psychological positive effects of sports on the growth of adolescents, especially parents who are educated by their ancestors, even have a prejudice against sports, thinking that it affects their study. The third is that parents do not invest enough energy in children's sports. No or little financial investment to buy sports equipment for children. At the same time, they did not use their free time to do physical exercises with their children to strengthen the communication between parents and children.

4. COUNTERMEASURES FOR HELPING RURAL LEFT-BEHIND CHILDREN PARTICIPATE IN SPORTS ACTIVITIES

4.1. Improve the social Support Network and Implement Precise Policies by Functional Departments

The whole society should pay attention to the care and protection of left-behind children in rural areas, strengthen the overall coordination and coordination of all sectors of the society, and ensure that the policies are implemented consistently from top to bottom, so that they can take root and be implemented accurately. One is that government departments take the lead. The government establishes rules and regulations to straighten out the relationship, and provides policy guarantees and favors for the participation of left-behind children in rural areas. The Education Bureau, the Civil Affairs Bureau and the village committees effectively play their roles, supervise and guide, and ensure the effective implementation of the work. The second is the useful supplement of social organizations. Ensure the supply of materials and focus on cultivating the quality of students to overcome difficulties. At the same time, colleges and universities should give full play to their social service functions, send lessons to the countryside, and use their own advantages to provide effective assistance. The third is to create a national fitness atmosphere in rural grassroots communities. Increase the construction of community sports equipment, put more effort on organizing social sports activities, increase the proportion of young people and children participating in sports games, and create a good atmosphere for families and community organizations to participate in sports activities.

4.2. Give full play to the school's educational function and ensure physical education strongly

Through investigation, the physical education in rural primary and secondary schools is far from that of urban schools in terms of software and hardware construction and security. Therefore, to give full play to the functions of school physical education, it is necessary to do a good job of guaranteeing in all aspects. One is to improve system guarantees. Ensure the necessary sports time for students, and change the previous situation that focusing on cultural classes and neglecting physical education. The second is to ensure the supplement of equipment and facilities. In the case of tight funds, it is still necessary to ensure that the funds are earmarked a fund for its specified purpose only. Only by normalizing daily sports can stimulate students' interest in participating [6]. The third is adequate talents. Strengthen the protection of the treatment and quality and ability of rural grassroots sports

practitioners, and teachers will effectively promote the physical and mental development of students through scientific teaching.

4.3. Update parents' sports Concepts and Change Family Nurturing Methods

During the investigation, it was found that most guardians of left-behind children had objections to their children's participation in sports activities. They believed that school work was more important than others. This creates a great obstacle for their children to participate in sports, so it is particularly important to update the parents' concept. The first is to change the prejudice of parents on cognition of sports, make them realize the important role of sports for children's personality shaping and interest formation, establish a correct outlook on sports, education and parenting, and encourage children to participate in sports activities. The second is to change the way of parent-child activities. Parents of left-behind children, especially grandparents, can use their leisure time to engage in sports games with their children, or invest funds to purchase sports equipment for their children, exercise their physical fitness, and promote their children's mental health.

5. CONCLUSION

Carry out all-round national fitness exercise. In particular, sports competitions with local characteristics can improve left-behind children's awareness of sports, stimulate their enthusiasm to participate in sports, improve their physical fitness during sports, cultivate team spirit, shape tough character, and promote personality growth.

Improve rural sports fitness path facilities. It is necessary to strengthen investment in rural sports infrastructure, so that there are places for sports and leisure. For left-behind children, it is more important to get out of the house, enter

the community, engage in sports activities, and increase mutual exchanges and communication.

The government and schools make overall arrangements to effectively allocate educational resources. The government and schools clearly defined their responsibilities and separated their functions. Regular sports competitions should be held to provide more opportunities for children to participate in, and to strengthen technical guidance to improve science and effectiveness.

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