



Research on Obstacles and Methods to Improve the Quality of Education for Left-behind Children

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Abstract. In the context of the rural revitalization strategy, the issue of education for left-behind children in rural areas is becoming increasingly prominent. The development and utilization of educational resources for left-behind children in rural areas is not only related to children's rights but also an important task related to the implementation of the national rural revitalization strategy. Based on this, this article explores the current situation, problems, and obstacles in the construction of education for left-behind children. According to this paper, At present, there are still problems with a lack of targeted and diversified educational resources, single educational disciplines, and a weak educational environment. Based on this, this paper puts forward the following suggestions. First, to provide an emotional experience for left-behind children, this paper suggests the development and utilization of rich natural resources. Secondly, for the sake of cultivating the social education values of left-behind children, schools should introduce extracurricular education resources. Besides, grassroots governments should improve their management systems and take multiple measures to ensure the effective implementation of mental health education. By comprehensively utilizing these educational resources, comprehensive and rich educational support can be provided for left-behind children in rural areas, promoting their comprehensive development.

Keywords: Left Behind Children; Education Quality; Teaching Methods.

1 Introduction

Education is the cornerstone of a country, and cultivating talents is a major event related to the rise and fall of the country. As a populous country, China has encountered a shortage of talent, which indicates that the education situation in China is not optimistic and the education system needs fundamental reform. Rural revitalization is not only an important strategy for promoting socialist modernization construction but also a key measure for rural socio-economic development and improving people's livelihoods. With the comprehensive promotion of China's rural revitalization strategy, the education of left-behind children in rural areas has received much attention. Rural left-behind children are a special group in China's socioeconomic development and urbanization process, and their growth has always been a concern for various

sectors of society. How to adapt the education of left-behind children to the cultural changes in rural areas is an urgent problem that needs to be solved.

In 2016, China explicitly proposed to improve the volunteer service system for caring for left-behind children, build convenient service platforms, and further strengthen the care and protection of rural left-behind children. Until 2021, China's grassroots children's social service system has achieved comprehensive coverage, the institutional system is gradually improving, and policies and regulations are continuously improving. However, in the objective environment of the current level of economic development, the problem of left-behind children in China has not been well solved, especially in the education of left-behind children.

The education of left-behind children in rural areas is a social issue that cannot be ignored in China's urbanization process. According to data from the National Bureau of Statistics, as of the end of the 13th Five-Year Plan, there are still 6.436 million rural left-behind children in China. Faced with such a large group of left-behind children in rural areas, their education issues are particularly important. Therefore, focusing on the family education of left-behind children in rural areas, analyzing their difficulties, and exploring their ways out, is conducive to safeguarding the legitimate rights and interests of left-behind children in rural areas, and is more conducive to ensuring their healthy growth and development.

This article analyzes the obstacles and challenges of existing educational resources and proposes strategies and methods for developing and utilizing educational resources for left-behind children in rural areas.

2 Current Situation and Main Issues of Education for Left Behind Children

2.1 Current Situation of Education for Left Behind Children

With the rapid development of urbanization and informatization in China, the problem of insufficient education for left-behind children in rural areas is becoming increasingly serious. This problem mainly manifests in the difficulties of self-education for left-behind children, lack of family education, limited school education, insufficient community care, and incomplete social support [1]. In rural areas, left-behind children face unique challenges due to their long-term separation from their parents or guardians who work outside [2]. The survey found that the education status of left-behind children was worrying [3]. The parents of left-behind children go out to work, which has a wide range of impacts on left-behind children. Left behind children face unexpected learning pressure and life challenges, especially the lack of behavior constraints and learning guidance, which seriously affect their healthy growth.

First, the issue of "intergenerational education" is the most prominent among the rural left-behind children [3]. Intergenerational education means that parents' parents educate their children. Children's parents go out to work and leave their children in their hometown to be raised and educated by their grandparents to save living costs or make it convenient for children to go to school [4]. The trustee's education of left-

behind children is counterproductive. Because most of the rural grandparents' parents have not received formal education and have outdated ideas, they will indulge and not pay attention to education in the process of education.

Second, there is a lack of coordination between management departments. Although the government plays a leading role, the government not only undertakes the capital investment, policy formulation, and implementation but also undertakes the evaluation and supervision of the quality of education governance, which leads to the poor governance of the education administrative department due to the heavy task. And different departments within the government lack information-sharing channels. In addition, the government, schools, and families lack effective information docking channels, resulting in the existence of information barriers between the two sides [5].

2.2 Main Problems Faced by Rural Left Behind Children

In terms of mental health, left behind children have problems such as weakening parent-child relationships and abnormal psychological development. Children are in a critical period of growth and development. This stage is not only an important period for children to develop sociality but also a critical moment for children to improve their personality and psychological growth. The survey shows that 75% of left-behind children have a sense of separation and strangeness from their families, especially their parents, and show a closed heart and emotional indifference. Nearly 80% of the children are in a state of language development, and communication ability. There are different degrees of problems in the sense of cooperation and behavior [6].

In addition, due to improper parental supervision, left behind children still have moral problems such as misconduct. In the survey, nearly 20% of left-behind children have more or less bad behaviors, such as swearing, violence, impoliteness, and so on. In the process of children's growth, family education is very important, which often affects children's lives. Children's imitation ability is very strong, and some bad habits and immoral concepts in the family environment are often imitated and learned by children. Left behind children are unable to stay with their parents, lack timely guidance and help, and some wrong behaviors and practices can not be corrected in time, so they are easy to develop some bad habits and moral conduct [6].

In terms of learning and education, the parents of left-behind children in rural areas, as guardians, pay more attention to the support of their material life, ignoring the supervision and guidance of their children's learning, while the cultural level of the next-generation guardians is generally low, they are more indulgent in learning, while the children's self-control is relatively poor, and they have not learned to arrange their learning time reasonably. Most rural schools educate students in a unified way, lack personalized care, and lack a long-term mechanism for home-school cooperation, which has a great deal of randomness, affecting parents and teachers to timely understand the learning and education problems of left-behind children [5]. Left behind children's learning consciousness is also greatly reduced, and they are more willing to follow their parents' example and would rather work outside than accept a nine-year compulsory education.

3 The Significance and Impact of Reforming the Educational Governance of Rural Left Behind Children

3.1 Impact of Innovative Education on the Development of Left Behind Children

Positive education is an important mechanism to cultivate children's good learning habits and the formation of life values, and education is crucial to the healthy development of children. The first environment that children are exposed to from childhood is the family, which is of great significance to the formation of children's thoughts and morality. Democratic, scientific, rational, healthy, and other good family education methods can provide a good family learning environment for children and help to promote the formation of children's good learning habits. Of course, the educational environment in schools is also very important [7]. Children grow up in a good educational environment, full of sunshine in their hearts, don't shrink back in case of difficulties, don't give up in case of failure, and don't be arrogant in case of success. Scientific and reasonable education methods can effectively promote the comprehensive and healthy development of children.

3.2 Significance of Innovative Education in Achieving Educational Equity

At present, China is facing multiple challenges such as fewer children, aging, and industrial modernization. At the same time, it is changing from a "manufacturing power" to a "creating power". The new generation of rural youth is still a very important group in China's future labor force [8]. In this context, accelerating the solution to the education dilemma faced by left-behind children is an increasingly urgent practical test that cannot be ignored for China's future sustainable economic and social development [9]. Strengthening the education construction of left-behind children to obtain more cultural elements is not only in line with the requirements of realizing scientific development, promoting leaps and bounds, building the Chinese dream, and moving towards a moderately prosperous society in the new era, but also can promote the sound and rapid development of China's left-behind children's education, promote educational equity, and lay the foundation for better and faster social and economic development in the future [8].

4 Teaching Methods for Left Behind Children

4.1 Social Government

As a social administrator, the government should play an important role in changing the current situation of left-behind children's education [6]. First of all, the government should increase investment in education in rural areas, increase investment in school buildings, venues, resources, teaching aids, and other aspects, and ensure the basic school running conditions of schools in rural areas. Secondly, government func-

tional departments, especially education administrative departments, should increase support for schools, especially rural children's education institutions with a large number of left-behind children, and provide support in terms of human, financial, and material resources, such as appropriately increasing the school running funds of schools in rural areas, and appropriately raising the preferential conditions for front-line teachers in terms of professional titles, salary, and treatment, to retain teachers. Finally, the local government should learn from the advanced experience inside and outside the province, and establish organizations or volunteer organizations that focus on the growth of left-behind children led by county and township party committees, civil affairs, and education departments.

In addition, teachers are organizers, advocates, and guides of teaching activities, and the strength of teachers has the most direct impact on the teaching effect and quality. To improve the current situation of rural education, especially paying attention to the healthy growth of left-behind children, the state must strengthen the construction of teaching staff. China can start from the following aspects: firstly, improving the treatment of teachers and improving their working and living environment. The second is to implement the curriculum reform and create a "rural famous teacher project". By improving the competitiveness of teachers, providing teachers with working motivation, and taking "famous teachers" as the leading role, in improving the quality of rural education. Third, establish relevant training mechanisms [6]. Encourage rural teachers and urban teachers to communicate and interact, combine the actual teaching situation in rural areas, learn from the high-quality preschool education methods in cities and towns, form a teaching scheme suitable for rural education, and improve the teaching philosophy and teaching quality. Fourth, establish the concept of lifelong learning, encourage teachers to constantly "charge" in the teaching process, and improve their professional quality and teaching level.

More importantly, the emergence of the social group of left-behind children in rural areas is ultimately caused by the lagging economic and social development in rural areas. To reduce the number of left-behind children in rural areas and ultimately eliminate this phenomenon, the ultimate solution is to develop the social economy in rural areas [6]. Therefore, the government should increase investment in rural areas, especially in infrastructure, and develop the local economy through various channels. A variety of ways to improve farmers' income, let more young people stay in rural areas, develop rural areas, and ultimately achieve farmers' wealth and income.

4.2 School

Schools are the main places for the education of left-behind children. Optimizing the school education management environment can greatly improve the children's education management [10]. In this regard, schools can build boarding schools for left-behind children from the perspective of improving educational infrastructure, to solve the problem of insufficient basic educational facilities in schools. At the same time, schools should also improve the home-school interaction and cooperation mechanism. Although the parents of the left-behind children are not at home, the school can con-

tact the guardians of the left-behind children at home to implement the home school education.

Schools can regularly carry out pairing activities to help left-behind children as much as possible so that left-behind children will not be contaminated with social vices.

In addition, the school can also carry out "family school friendship" activities [3]. Parents' guardianship, care, and education of their children cannot be replaced by the caretaker. Schools can use the school information platform, and class WeChat groups to regularly send family education knowledge to migrant parents, urge them to pay more attention to their children's lives, learning, behavior, and morality, not only to provide material conditions for their children, but also to pay more attention to their children's spiritual world and emotional problems, so that parents can be far away, care about their children, and effectively realize home school coeducation.

4.3 Teachers

First, teachers should teach left-behind children how to adjust themselves. Teachers should guide left-behind children to establish a correct outlook on life. Let the children realize that life is fair to everyone [3].

Second, the head teacher can talk with the left-behind children, have insight into their ideological changes, praise each child's small progress, and guide them out of the shadow of an inferiority complex.

Finally, teachers can establish the growth files of left-behind children. The head teachers should take their respective responsibilities, visit and exchange, fully grasp the family background, ideological status, and learning situation of left-behind children, and report to their parents in time to ensure that the education and assistance for left-behind children are not mere formality [3].

4.4 Family

The family education of rural left-behind children is a very important issue in family education, and it is also a social problem that cannot be ignored in the process of urbanization in China [11].

Parents should strengthen family education and give full play to the role of education in the first place. The "rural education action plan" which aims to help students in backward areas in China obtain high-quality education shows that children who lack effective parent-child interaction in rural areas become more cheerful and even have significantly improved their intellectual development level after being fully accompanied by caregivers and guardians [12]. Therefore, rural families themselves should earnestly perform the responsibility of family education. The guardians of left-behind children should pay attention to accompanying their children more, set an example, and imperceptibly educate their children. Parents should keep close contact with schools, especially actively participating in family education and guidance activities. Parents of their children should clarify their main responsibility for ensuring the healthy growth of their children, and take promoting the healthy growth of their chil-

dren as an important part of family affairs decision-making. Migrant parents need to spend more time caring for their children. They can communicate with their children online through mobile video, pay close attention to their children's growth, and fulfill their family education responsibilities.

From the perspective of the problems existing in the education of left-behind children in rural areas, the main reasons are the lack of family education, parents' company, and education not in place, leading to left-behind children's ideological, behavioral, and psychological problems [13]. Parents should be aware of their educational responsibilities, pay attention to their children's learning, psychological and behavioral dynamics in time, care about their children's educational needs in an all-round way, and actively communicate with school teachers to let their children feel the care of their parents [5]. Parents of left-behind children who go out to work should also keep in touch with teachers, inform teachers of their working conditions and contact information, and regularly communicate with teachers through telephone, WeChat, and other means to understand their children's performance in the recent period, consult with teachers about existing problems, and take education and guidance measures from the two aspects of family and school.

5 Conclusion

The plight of left-behind children's education reflects that the modernization of the rural population the popularization of education in the process of China's modernization development, and the role of families and parents in education have not been paid enough attention. This is the result of the pursuit of rapid economic and social development, but also the root cause of the plight of left-behind children's education. Facing the plight of family education of rural left-behind children, the urgent task is to solve the problems of outdated educational concepts, worrying educational environment, many disadvantages of intergenerational education, and poor communication between home and school. In this regard, families should clarify educational responsibilities, update educational concepts, improve the educational environment, and optimize intergenerational education. Schools should strengthen home-school cooperation and communication, and optimize mental health education and moral education. Society should optimize the allocation of urban and rural education resources, give play to the synergy of community education, and provide sufficient and powerful protection for the family education of rural left-behind children. At the same time, it also needs the joint efforts of grass-roots governments, education departments, social organizations, schools, and families to ensure that left-behind children can obtain adequate educational resources. It is hoped that more progress can be made in the education of rural left-behind children in the future, laying a solid foundation for their growth and future.

The solution to the problem of left-behind children's education is a systematic project, which requires the cooperation of the government, schools, families, and society to lay the foundation for the integration of rural left-behind children's education resources and the construction of a long-term mechanism of education support.

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