

On Improving the Ideological and Moral Education Quality of Rural Left-behind Children

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Abstract

Since China entered the new period of socialist construction, the speed of urban economic development is getting faster and faster, attracting a large number of rural labor population into the city, resulting in the number of rural Left-behind children is and will continue to increase the objective reality. How to improve the quality of ideological and moral education for such a special vulnerable group of children has become a hot issue in today's society. Therefore, based on the "family, school, government, society, rural Left-behind children themselves" multiple levels, from different perspectives to explore ways and methods to effectively improve the quality of ideological and moral education of rural Left-behind children, which is of great significance to the development of rural Left-behind children themselves.

Keywords

Left-behind Children in Rural Areas; Ideological and Moral Education; Approaches and Methods.

1. Introduction

Left-behind children in rural areas mainly refer to children who are left to live in rural areas because their parents cannot take them with them when they go out for work, and are generally taken care of by their next generation relatives or other relatives as temporary guardians .[1] Left-behind children in rural areas are a unique group derived from China's social development and family structure changes. The ideological and moral education of Left-behind children in rural areas is not only closely related to their own interests, but also closely related to the construction of socialist countryside with Chinese characteristics in the new era. So must focus on rural Left-behind children moral education efforts, based on the family education, school education system, government services, social environment and situation of the development of rural Left-behind children growth level, the research in depth, it is concluded that to improve rural Left-behind children's diverse ways and methods of ideological and moral quality of education, This can not only effectively promote the healthy development of rural Left-behind children themselves, but also can provide sound human resources and lay a solid backup foundation for the construction of a new socialist countryside.

2. Organization of the Text

2.1. Families Strengthen Kinship and Optimize the Effect of Family Education

Parents and guardians of Left-behind children in rural areas must always pay attention to their children's growth, adopt multi-channel interaction to understand their children's daily life and learning, and always pay attention to their home-school performance.

2.1.1. We Deeply Recognize the Fundamental Role of Family Education in Children's Development

Parents should consciously realize their important role in children's education, and actively assume the responsibility of ideological and moral education of rural Left-behind children to guide their healthy growth. Parents of Left-behind children in rural areas should always pay attention to their children's situation, timely and effective education and guidance, seriously and responsibly as their first teachers, so that their children can grow up happily and healthily in a high-quality and benign family atmosphere.

2.1.2. Fully Recognize the Importance of Creating a Quiet and Good Learning Atmosphere for Left-behind Children

Left-behind children parents working in the foreign, not only the material needs to pay attention to the child's life, must always pay attention to the child's mental needs of the world, can be the guide of education at the same time with the children interact, buy books of ideological and moral education for children, children can study the ideology and moral character better; [2]The surrogate guardians of Left-behind children in rural areas should also strive to create and provide a safe and good learning environment for their children, as far as possible to provide a quiet and favorable learning environment, so that children can study quietly.

2.1.3. Consciously Improve Their Comprehensive Quality

Scientific and cultural knowledge and moral literacy is an important part in one comprehensive quality, rural Left-behind children parents and their agents guardians of a pedagogue and guide of students, also should continue to strengthen its scientific culture quality, can work properly for the child's guidance, help to solve the difficulties in learning; And their own scientific and cultural quality is constantly improved, in order to look at children's education with a higher vision, so as to adopt a more scientific method for children's education. Parents and guardians of Left-behind children in rural areas should constantly improve their own ideological and moral quality and infect children with their words and deeds, so as to ensure that they can receive the effect of teaching by words and deeds and acting without orders. For rural Left-behind children in rural reality, parents and the low cultural level and even the illiterate agent guardian, the school also should timely response and seek proper solutions, such as children's spare time to the village culture with higher levels of family learning, cultural level higher elders can give guidance, between the students also can learn from each other, make progress together.

2.1.4. Establish the Concept of Democratic and Free Family Education in Line with the Requirements of the Times

In order to strengthen parent-child relationship, we must change the traditional family education concept in rural areas, that is, the absolute position and authority of the elders in the family. Parents and guardians of rural Left-behind children should adopt scientific and civilized education methods to educate and guide their children, and parents should establish a democratic, equal, friendly parent-child relationship with their children.

2.2. The School Attaches Great Importance to the Education Concept of "People-oriented" and Implements Quality-oriented Education

The school should set up the concept of "People-oriented" quality education, attach importance to the all-round development of students, and guide and help students establish correct world outlook, values and morality in education and teaching activities.

2.2.1. The School Sets up the Concept of Quality Education and Carries out New Teaching Methods

The school should change the idea and practice of attaching importance to intellectual education and neglecting moral education. Under the new education concept, schools should

strengthen moral education for students on the basis of attaching importance to intellectual education, so that students' moral education and intellectual education can develop in a balanced way .[3]

Schools should actively develop diversified ideological and moral education resources on the basis of ideological and moral teaching materials, so as to enrich the content of ideological and moral education and carry out quality education for students.

To strengthen the connection between classroom ideological and moral education and students' daily practical life, we must get rid of the awkward situation of "two skins" and realize the close combination of classroom ideological and moral education and daily practical life. In the teaching process, ideological and moral teaching material knowledge should be connected with daily practical life as far as possible, and classroom teaching content should be enriched with daily practical life examples. Ideological and moral teaching material knowledge should be used to guide daily practical life, so as to realize organic integration of daily life experience and ideological and moral teaching material knowledge .[4] It does make a request school moral character education of teachers in teaching, the students must be in the classroom theoretical study and actual life practice, build up a class can make students interested in life, everyday we offer students the actual life every day feeling theory knowledge and experience of the actual action, lets the student in the comprehension of knowledge and experience life In the process of interest, master the theoretical knowledge and develop the ability to use it well, and make the ideological and moral education and teaching practical and life oriented.

2.2.2. The School should Establish and Perfect the Boarding System for Rural Left-behind Children

Schools should pay full attention to the health status of Left-behind children's school life, study and psychological development, and increase their attention. Due to incomplete rural Left-behind children of family structure, the Left-behind children parents go out to work can't take care of the child's life or to the nearest agent guardians of Left-behind children body sick, no time to take care of the children, and parents can't get home in time, so at this time of Left-behind children is lack of proper care, living standards are not guaranteed. At this time, the school can establish and improve the boarding system for Left-behind children in rural areas. For the above-mentioned students, they should register the register in time and send them to boarding and study at school. Teachers should be encouraged to act as "surrogate parents" and care for the children to ensure the normal life and study of Left-behind children.

2.2.3. Rural Left-behind Children's Teachers, Especially the Head Teacher, should Pay Full Attention to the Study of Left-behind Children

The school, especially the head teacher, should fully respect the will of Left-behind children, so that Left-behind children and teachers of all subjects can make two-way choices and form "one-to-many" or "one-to-one" support groups. In daily life and study, teachers can guide education to promote their learning progress and improve their sense of accomplishment. All teachers should contact and communicate with students and their parents regularly, grasp the learning status of Left-behind children in the whole process, and give guidance and help.

2.2.4. Schools should Attach Great Importance to the Mental Health Development of Rural Left-behind Children

Due to the relatively backward economic development of rural society, the majority of rural schools ignore children's mental health, lack of knowledge about children's mental health and the popularization of related knowledge is low. However, as a special vulnerable group lacking affection and sense of security, Left-behind children in rural areas generally have psychological obstacles, which affect their healthy growth. Therefore, the school must establish psychological consulting rooms and carry out relevant psychological activities, and be responsible for the professional psychology teachers, regular popularization of mental health knowledge for all

teachers and students, including Left-behind children students. Psychological counselors should also design reasonable, effective and universally applicable mental health counseling methods to guide and educate Left-behind children with psychological problems according to the psychological development characteristics and intellectual development level of Left-behind children, so as to achieve the purpose of promoting the psychological healthy development of Left-behind children.

2.2.5. Schools Must Strengthen the Construction of Teachers

Teachers are an important factor in the normal development of school education and teaching activities. School education and teaching objectives and all specific education and teaching activities can be realized and completed through teachers. In the implementation of "People-oriented" quality education, schools must strengthen the construction of teachers and improve the overall quality of teachers. [5]

2.3. The Government Will Improve the Service Level of Ideological and Moral Education

The government should assume greater responsibility, focus on improving the service level of ideological and moral education in rural areas, try to eliminate the difference between urban and rural education, and better guide the benign interaction between rural education and urban education.

2.3.1. We have Implemented a Number of Effective Policies to Help the Healthy Development of Left-behind Children in Rural Areas

First of all, in terms of mobility, the government should adopt a more tolerant attitude and create more convenient conditions for children of rural workers to live in cities and take exams; [6] Secondly, in terms of economic development, the government should vigorously develop the local economy in rural areas. On the one hand, it should create favorable conditions for local residents to find jobs nearby and reduce the number of Left-behind children in rural areas. On the other hand, it also provides financial support for rural schools, constantly optimize the conditions for running schools in rural areas, and accelerate the realization of educational equity; Finally, the government should intensify efforts to coordinate the speed and level of urban and rural development, accelerate the urban-rural integration process, and solve the problem of Left-behind children in rural areas as soon as possible.

2.3.2. Establish a Positive Service Concept and Attitude to Improve the Quality of Ideological and Moral Education for Rural Left-behind Children

First of all, the government should attach great importance to the moral education of students, increase the support for the ideological and moral education of rural Left-behind children, adopt diversified ways to improve the quality of education and teaching in rural schools, and constantly improve the ideological and moral quality of students; Secondly, the government should clarify the subject of responsibility for the ideological and moral education of rural Left-behind children, and assign special personnel to take charge of the ideological and moral education and teaching of rural Left-behind children; Finally, strengthen the effective communication between the government, school and society, understand the ideological and moral education of students, and form a joint force with the family, school and society in time, to solve the ideological and moral problems of students, promote the healthy growth of students.

2.4. Society Creates a Good Environment for Ideological and Moral Education and Promotes Equity in Education

2.4.1. Form a Good Ideological and Moral Education Environment

The society should strive to create a good environment for the ideological and moral education and teaching of rural Left-behind children. Within the whole society, vigorously promote the socialist core values, promote the education of students' concept of honor and disgrace, lead the new social trend of positive, healthy, upward and good, and rural Left-behind children with this environment. So that they can constantly improve their ideological and moral quality in a good social environment; [7] It is necessary to strengthen the traditional virtue education and moral education of the Chinese nation for rural Left-behind children, so as to maintain a good ideological and moral atmosphere for rural children; Continuously strengthen the mass media, the mainstream media and online newspapers on rural Left-behind children's sense of social responsibility, actively promote the new period of socialist spiritual civilization construction, spread the positive energy and try to eliminate the negative impact of unhealthy culture, purify the ethos of our society and culture education environment, so as to form a good social atmosphere in the whole society.

2.4.2. Improve Rural Ideological and Moral Education Infrastructure Construction

The society should unite the forces of schools and governments to make concerted efforts to build educational facilities. First of all, the library should be established to enrich the collection of books for students to read by purchasing books from schools or inviting social caring people to donate books. Secondly, in rural areas, vigorously promote the construction of education network, build ideological and moral education resource sharing platform; [8] Finally, rural areas can also make full use of the idle village blackboard, weekly assignment of students to draw blackboard newspaper, propaganda ideological and moral knowledge.

2.4.3. We Will Intensify Reform of the Education System, Promote Equality in Education between Urban and Rural Areas, and Rationally Allocate Educational Resources

First of all, it is to constantly improve the basic running conditions of rural schools. The society should actively cooperate with schools and governments to increase financial support for rural schools and improve the educational and teaching facilities and equipment of rural schools. Secondly, we should constantly optimize the effective allocation of educational resources, so that the level and scale of urban and rural education can achieve balanced development as soon as possible.

2.5. Rural Left-behind Children should Establish Correct Ideological and Moral Concepts

Rural Left-behind children is a special disadvantaged children group, is produced by the reality of life, they made it to hard work and driven characters of children, in order to guarantee their life and learning can go smoothly, will consciously in family, school, a lot of help from government, society, continue to strengthen their ability to adapt, try our best to maintain the benign development of the physical and mental health, Take the initiative to adapt to life and learning situation.

Strengthen the ideological and moral basic theoretical knowledge of the study, set up their own correct outlook on life, values and morality. Turn ideological and moral knowledge inward into their own moral concepts and outward into daily habits. Ideology and moral character by learning knowledge makes itself have the correct outlook on life, values and morals, and good ideological and moral knowledge theory combined with actual life, constantly improve their ability of practical application of ideological and moral knowledge, so as to continuously

promote growth of their various aspects ability, the purpose of better adapt to the life and learning.

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