

On the Education of Left Behind Children in the Process of New Urbanization from the Perspective of Socialization

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Keywords: Socialization perspective, New urbanization, Education of rural left behind children

Abstract: the left behind children in rural areas is a common phenomenon in the process of urbanization, and it is also a problem faced by the social development for a long time. The education problem is very important for the social transformation and upgrading in China. From the perspective of socialization, this paper takes the advancement of new urbanization as the starting point to explore the current education problems of left behind children in rural areas, such as the education of left behind children in rural areas, the rule of law, the lack of emotion and the lack of psychological education, and puts forward targeted countermeasures to alleviate the social contradictions in the process of new urbanization and actively promote the new urbanization Sustainable implementation of the strategy.

1. Introduction

Socialization is an interactive process of socialization. Under the specific social development environment, people can adapt to the society and constantly act on the society by constantly learning and mastering knowledge and skills, so as to create new social values. The problem of socialization is the problem of socialization deviation, which is mainly manifested in the ineffectiveness of cultural transmission, which leads to the disadvantageous social status of the individual subject. The ineffectiveness of cultural transmission is simply cultural knowledge and skills, which are not effectively transmitted to the next generation. In the process of new urbanization, the education of rural left behind children has become a very prominent social contradiction. Therefore, this paper takes socialization as the starting point, aiming at the education of rural left behind children in the process of new urbanization, puts forward corresponding suggestions, improves the education level of rural left behind children, and solves the problem of socialization of rural left behind children's disadvantage.

2. The Current Situation of Left Behind Children in Rural Areas of China

In 2016, the State Council for rural left behind children issued relevant opinions and articles, proposing that we should further strengthen the care and protection of rural left behind children, so as to create a positive and harmonious development environment for the healthy growth of rural left behind children. By the end of 2018, 31 provinces in the country have successively introduced specific implementation plans for rural left behind children, which have incorporated the care and protection of rural left behind children into the social development plan. According to relevant data statistics: as of August 2018, there are 6.97 million left behind children in rural areas in China, a decrease of 22.7 percentage points compared with the same period of last year, including Shanxi, Liaoning, Jilin, Fujian, Hainan, Shaanxi and Gansu provinces, with a decrease of more than 40%. From the perspective of the regional distribution of left behind children in rural areas of China, 70% of left behind children are mostly concentrated in southwest, central and East China, of which the total number of left behind children in Sichuan, Anhui, Hunan, Henan, Jiangxi, Hubei and Guizhou accounts for 70% of the total number of left behind children in rural areas of China. As shown in Figure 1, the proportion of left behind children in rural areas of Sichuan Province is the highest, becoming the largest left behind province.

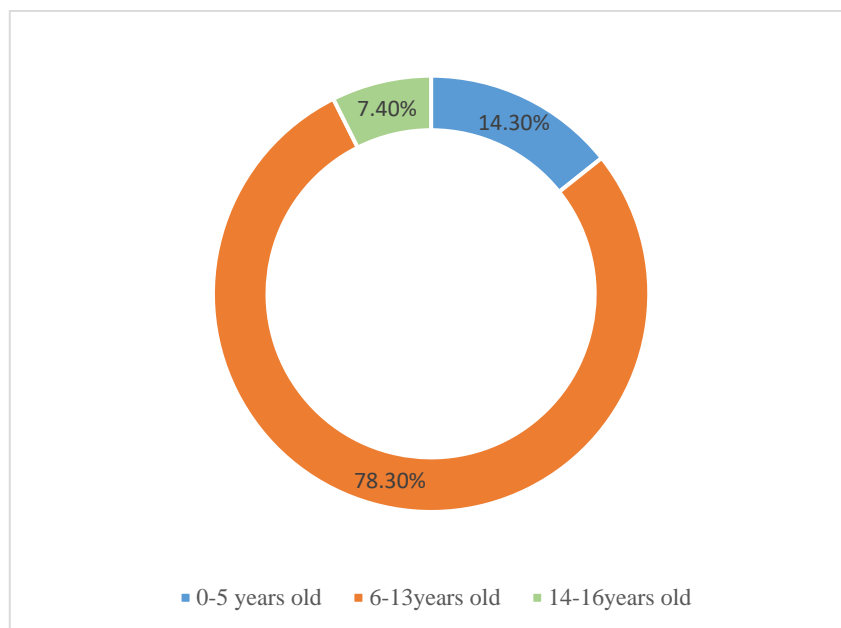


Fig.1 Age Distribution of Left-Behind Children in Rural Areas

According to the age structure distribution of left behind children in rural areas, the proportion of left behind children in the 6-13-year-old age stage is the highest, followed by the 0-5-year-old left behind children in rural areas, and finally the 14-16-year-old left behind children. The distribution is shown in Figure 2.

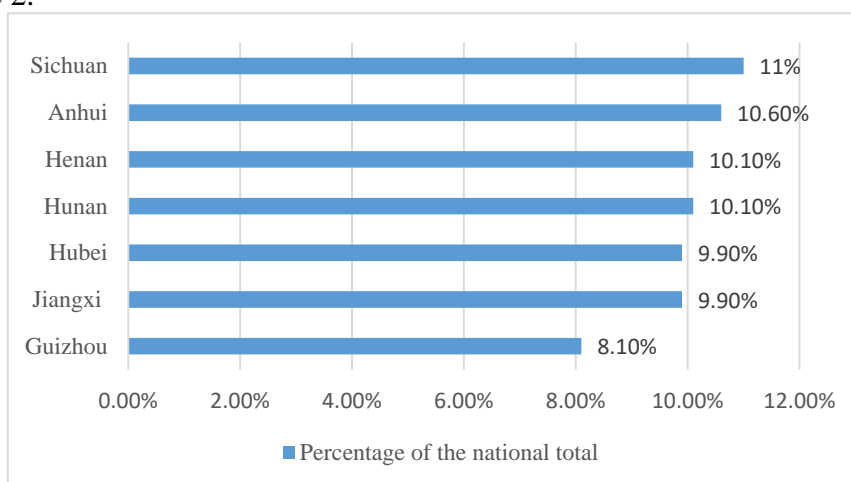


Fig.2 Rural Left-Behind Children in 7 Provinces Account for 70% of the Country's Total

In recent years, the whole country has further strengthened the care and protection of left behind children in rural areas, attached great importance to the education of left behind children in rural areas, implemented the family education and supervision, accelerated the establishment of compulsory education enrollment policy based on residence permit, effectively simplified the enrollment process and certification requirements, so as to solve the problem of left behind children in rural areas from the root.

3. Education of Left Behind Children in the New Urbanization

3.1 Education and Rule of Law of Left Behind Children in Rural Areas

In the process of new urbanization, a large number of rural labor population enter the city to make a living, and the lack of supervision of parents of rural left behind children leads to the legal rights and interests of rural left behind children's education can not be effectively protected, and the process of rural left behind children's socialization deviates from the normal track. If we do not take

positive measures, it will even evolve into social instability. Among them, to solve the education and rule of law of left behind children in rural areas is the fundamental problem to solve the problem and promote the socialization of left behind children. At present, the education rights and interests of the left behind children in many rural areas can not be guaranteed, and the absence of parental care responsibility leads to the damage of the education rights and interests of the left behind children in rural areas, the damage of the development rights of the left behind children in rural areas, and the opportunity for the left behind children in rural areas not to change their current situation. At present, in view of the education of left behind children in rural areas, the corresponding legislative system and regulations are relatively backward, while some existing laws and regulations are relatively vague, and the educational rights and interests of left behind children in rural areas have not been clearly defined, resulting in the implementation of the educational protection measures for left behind children in rural areas. In addition, the legal awareness of rural areas is relatively weak, and the work of grass-roots service institutions is formalized, which can not play the role of grass-roots rule of law mechanism, resulting in the education rights and interests of rural left behind children can not be effectively protected.

3.2 Emotional Deficiency and Psychological Education

Children's physical and mental development has a special law. Children's education is an important stage of life education and the basis point for people to realize socialization, which shows the importance of children's education. According to the characteristics of left behind children in rural areas, the education of left behind children in rural areas has different problems: first, the times, left behind children in rural areas is a common phenomenon in the process of new urbanization, which is related to rural economic development, social stability and harmony, and must be highly valued. Second, the duality of character, the lack of perfect family care and supervision of the left behind children in rural areas, and the absence of school education make it difficult for the left behind children in rural areas to open their hearts and communicate actively, and the duality of character in the past for a long time leads to serious character problems. The third is the multi-dimensional emotion. The left behind children in rural areas grow up in the environment of lack of emotion for a long time, lack of psychological comfort, desire for love, are easily affected by the adverse environment, and even go astray.

3.3 Absence of Rural School Education

In the process of new urbanization, the strategy of Rural Revitalization is also being implemented, and profound changes have taken place in the rural economic and social environment. However, children left behind in rural areas are still a common phenomenon. The lack of education of rural left behind children is very prominent. Because the parents work outside, they can not supervise and assist the education of rural left behind children. At this time, school education is particularly important. However, the current absence of rural school education is very serious, ignoring the learning of rural left behind children, rural left behind children can not get the sense of learning achievement, and even produce the mood of learning weariness, which is the embodiment of the lack of scientific school education. In addition, some left behind children in rural areas lack of correct psychological guidance, are vulnerable to adverse social environment, and even take irrational behavior. In addition, due to the lack of school education, the left behind children in rural areas lack the necessary awareness of safety and self-protection, which leads to various accidents and threatens the personal safety of the left behind children in rural areas.

4. Strategies for the Education of Rural Left Behind Children in the Process of New Urbanization

4.1 Establish and Improve the Legal Norms of Compulsory Education for Rural Left Behind Children

In view of the legal problems in the education of left behind children in rural areas, we should

strengthen the establishment and improvement of the legal guarantee for the compulsory education of left behind children in rural areas, which is the basic condition for the establishment of a legal society and the realization of human socialization. Therefore, in the process of new urbanization, we should attach great importance to the legal issues of rural left behind children's compulsory education, and provide a comprehensive guarantee for rural left behind children's compulsory education from multiple links. First of all, we should keep up with the current social development process, especially the characteristics of new urbanization. Facing the left behind children directly is a fundamental social problem. We should reshape the legislative concept of the left behind children's compulsory education, determine the targeted and enforceable legal system and norms, and solve the problem of the left behind children's compulsory education. There are laws to follow. Secondly, we should implement the public management functions of local township government, strengthen the sense of responsibility for the protection of the educational rights and interests of rural left behind children of grass-roots rural cadres, adapt measures to local conditions, establish corresponding local laws and policies for the education of rural left behind children, and implement the rights and interests protection stipulated by various rural left behind children education laws. Third, we should innovate and explore the judicial protection mechanism for the educational rights and interests of rural left behind children to adapt to the local situation. The basic judicial organs should further increase judicial assistance, establish a special investigation mechanism consistent with the educational characteristics of rural left behind children, and give them opportunities for social development. Finally, we should strengthen the legal publicity of the compulsory education of the left behind children in rural areas, and gradually strengthen the legal concept of the rural masses, consciously abide by the law, and protect the educational rights and interests of the left behind children by carrying out “sending publicity”, “simulating court” and other law popularization activities.

4.2 Improve the Rural Left Behind Children Care Service System

In the process of new urbanization, the left behind children in rural areas still have obvious characteristics of the times, such as the times, dual character, multi-dimensional emotion, etc., which makes the education of left behind children in rural areas more complex. Therefore, in order to promote the socialized development of the left behind children in rural areas, we should combine the characteristics of the left behind children in rural areas under the new urbanization, improve the care service system of the left behind children in rural areas, provide sufficient education care for the left behind children in rural areas, and improve the education level of the left behind children in rural areas. First of all, the care service for left behind children in rural areas should coordinate the resources and strength of all departments, establish a perfect care service mechanism for left behind children in rural areas, and establish a corresponding care responsibility system for left behind children in rural areas through regular follow-up and irregular inspection, so as to ensure that every left behind children in rural areas can get care services. Secondly, the care service for rural left behind children should strengthen the guardianship responsibility of rural families, especially the parents of children who work in urban areas, and provide policy convenience, so that rural left behind children can go to school with their parents in urban areas. At the same time, a policy review system for rural left behind children should be established to fully protect the educational rights and interests of every left behind children in rural areas. Finally, the education of left behind children in rural areas should actively guide social participation, such as the media, social caring people, etc., and establish a special care service agency for left behind children in rural areas, and through the correct guidance of public opinion, raise the education of left behind children in rural areas to a new height, and create a good social atmosphere for left behind children in rural areas.

4.3 “People Oriented” to Standardize Rural School Education

School education is an activity of cultivating people and an effective way to promote the socialization of people. It can be seen that rural school education has a vital guiding significance for solving the education problem of left behind children in rural areas. Therefore, the education of left behind children in the new urbanization should adhere to the principle of “people-oriented”,

standardize the rural school education, give full play to the leading role of school education, and promote the transition of left behind children in rural areas. First of all, in the process of new urbanization, there are obvious differences in the distribution of educational resources between urban and rural areas, which leads to the weakness of school educational resources in rural areas. Therefore, the education of rural left behind children should pay attention to increasing the investment of rural educational resources, strengthening the construction of school infrastructure, especially the improvement of the facilities of the boarding school, so as to create positive benefits for the education and growth of rural left behind children The school environment. Secondly, in order to standardize rural school education, we should pay attention to optimizing the rural teachers' team, give attractive preferential policies, and attract excellent Normal Graduates and excellent teachers to join the rural teachers' team. At the same time, rural teachers should pay attention to improving their own teaching skills and professional ethics, do a good job in-service training, so as to improve the teaching ability of rural school teachers. Finally, “people-oriented”, pay attention to the physical and mental health of rural left behind children, establish a diversified curriculum education system, such as psychological courses, ideological courses, science and technology courses, safety courses, etc., improve the quality of school education for rural left behind children, and create a favorable education personality and overall development environment for rural left behind children. In addition, in the process of new urbanization, rural schools should pay attention to the education of left behind children, strengthen the learning and exchange with urban schools, carry out exchange activities, and provide strong intellectual support for rural school education.

5. Conclusion

The construction of new urbanization should take the urbanization of people as the core, and promote the orderly realization of citizenization of the permanent population who has the ability of stable employment and life in cities and towns. Therefore, this paper explores the education of rural left behind children in the process of new urbanization. With the socialization of people as the core, it is necessary to establish and improve the legal guarantee of compulsory education for rural left behind children, improve the care service system for rural left behind children, standardize rural school education with “people-oriented”, accelerate the realization of new urbanization in rural areas, and ensure the stability and sustainable development of society.

Project Fund: Supported by Research on the Education Status and Countermeasures of Left-behind Children Under the Background of Urbanization in the New Era (19JY45), the 2019 Program of Social Sciences for the 13th 5-year Planning in Jiangxi Province.

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