

Research on the Importance and Strategies of Mental Health Education for Leftover children in Rural Areas

Haotian Xue

Yew Wah International Education School of Shanghai Lingang, Shanghai, China

Abstract: It has been generally recognized that Leftover children in rural areas are prone to psychological and health problems. Educators generally find that many Leftover children in rural areas have psychological problems to varying degrees. As children who are in a critical period of growth and development, they are prone to psychological and behavioral problems without the care and guidance of their parents, which affects the improvement of education level and social stability in rural areas. When Leftover children encounter setbacks and difficulties, they do not communicate with their parents in time, which is easy to deviate in thought, behavior and psychology, which is not conducive to their growth and development. In this regard, the head teacher should pay attention to the Leftover children in rural areas. The head teacher should pay attention to teaching them in accordance with their aptitude, guide the Leftover children to give full play to their special skills, enhance their self-confidence by using the words of conviction after failure, and praise them in time after success, so as to urge the Leftover children to constantly transform, improve and improve themselves and let them actively face their future study and life.

Keywords: Leftover children in rural areas, Mental health education, Tactics.

1. Introduction

The difference between urban and rural development causes most rural residents to go out to work, which will lead to a large number of Leftover children. Due to the lack of parents' company, Leftover children are prone to various psychological problems. They are in a critical period of growth and development, and spend very little time with their parents. Without their parents' emotional care, ideological understanding and guidance and help of values, there will be hidden dangers of personality distortion to varying degrees, which will easily lead to deviations in understanding and values, and at the same time, their personality and psychological development will be abnormal. Traditional rural teaching mainly transmits cultural knowledge, without paying attention to the education of students' mental health. It has been generally recognized that Leftover children in rural areas are prone to psychological and health problems. Educators generally find that many Leftover children in rural areas have different degrees of psychological problems. As children who are in a critical period of growth and development, they are prone to psychological and behavioral problems without parental care and guidance, which affects the improvement of education level and social stability in rural areas [1]. If their mental health problems are not dealt with in time during their growth, it will have a serious impact on their study and life. Paying attention to the mental health education of Leftover children in rural areas is not only for children's personal growth, but also an inevitable requirement of quality education. Therefore, in the face of the implementation of the new education syllabus, how to cultivate students with all-round and healthy development has become the primary task of school teaching.

Rural administrators and education authorities should clearly realize that they must pay attention to the investment in education funds in rural areas and improve the corresponding infrastructure construction. In order to ensure

the mental health of Leftover children, the relevant education departments should take effective measures to create a good mental health education atmosphere for them. The class teacher should monitor the students' family situation at any time, pay attention to the dynamics of Leftover children, establish mental health files in time, track and master the mental health status of Leftover children, and relieve their psychological pressure in time with scientific management and guidance to shape their healthy psychology [2]. Then realize the all-round and balanced development of Leftover children in rural areas, and make them fit the current educational concept of the new era. When Leftover children encounter setbacks and difficulties, they do not communicate with their parents in time, which is easy to deviate in thought, behavior and psychology, which is not conducive to their growth and development. In this regard, the class teacher should pay attention to the Leftover children in rural areas, combine their actual characteristics, strengthen mental health education, solve the psychological problems of Leftover children, and let them actively face their future study and life [3].

2. Causes of Psychological Problems of Leftover Children In Rural Areas

The proportion of Leftover children in rural China who have cognitive problems is far higher than that of non-Leftover children, and there is a trend of increasing year by year. The main reason for this problem is that children who lack parental companionship are prone to have inferiority complex in life and learning, and they tend to take a different view of what is happening around them, and the doubts and incomprehensions in the heart cannot be resolved, and long-term depression causes psychological problems [4]. Therefore, this paper analyzes the causes of the psychological problems of Leftover children in rural areas, which are mainly divided into three aspects. As shown in Figure 1.

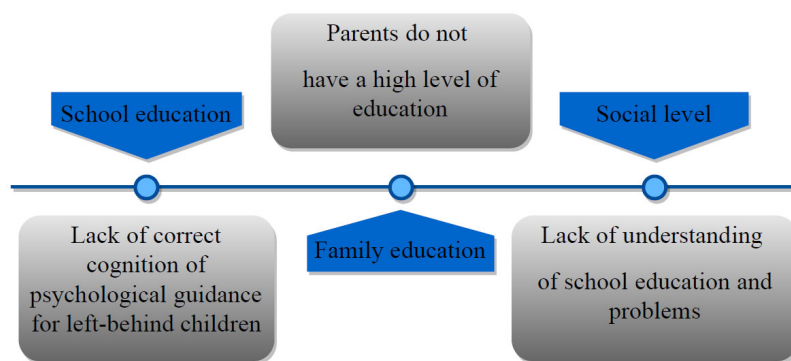


Figure 1. Causes of psychological problems of Leftover children in rural areas

With the rapid development of urbanization in China, there are more and more migrant workers in cities, and the number of Leftover children will increase every year. Because the parents are away for a long time, the Leftover children in rural areas will not be cared for, and will have many psychological problems, which are easy to become withdrawn, introverted and inferiority complex. This needs to be highly valued by the head teacher. Therefore, how to effectively carry out mental health education for these children in combination with the actual situation in rural areas has become the focus of school mental health education.

2.1. School education

School is not only an important place for Leftover children in rural areas to live and learn, but also a core place for teachers to carry out mental health education for Leftover children in rural primary schools. School teachers lack correct understanding of psychological guidance for Leftover children. Most schools in rural areas believe that the main goal of education is to help students acquire knowledge, so they pay more attention to students' academic achievements in teaching and management, and pay less attention to students' psychological development and problems, resulting in a decrease in the pertinence of mental health education [5-6]. Due to the backward teaching mode, some rural primary schools cannot attach great importance to the psychological development of Leftover children, which is not conducive to the formation of a good psychological state for Leftover children. While some Leftover children in rural areas have not been taken care of by their parents, they are very sensible and unwilling to tell their sad and sad things to their elders. Such forced understanding and over-age maturity are very detrimental to the growth of Leftover children. Under the profound influence of China's traditional education philosophy, most rural teachers take student performance as the evaluation standard, pay high attention to students with excellent academic performance, and adopt a dismissive attitude and education method for students with poor performance.

2.2. Family education level

Because most parents in rural areas lack a good educational environment, most of them do not have a high level of education, and the methods and means chosen in educating children are improper, resulting in the failure of family mental health education. Many parents of Leftover children value interests over their parents, but they have to leave their homes for work reasons after giving birth to their children. Such a growing environment often makes them complain about their

parents, which in turn leads to indignation in society [7]. They are called "Leftover children" precisely because their parents can't accompany them when they go out to work, which leads to the lack of care for Leftover children, and even places them in the homes of intergenerational elders or relatives. Because of the large age gap and the low educational level of grandparents, they can't form an effective way of communication. Most rural parents are growing up, it is difficult to keep abreast of social development, and their own consciousness and thoughts are backward. Although they choose to go out of the countryside to work in cities, their ideological essence is hard to change [8]. Most Leftover children in rural primary schools often live with their grandparents. Because their grandparents' educational level is relatively low, even some of them have not received basic education, they can only provide some help in life, but they can't guide them in their studies, let alone pay attention to the mental health problems of Leftover children in rural primary schools.

2.3. Social level

In terms of society, it is necessary to strengthen the guidance of public opinion on the mental health of Leftover children in rural primary schools, and use public media to convey the life and learning of Leftover children in rural primary schools, so that more social people can participate in the mental health education activities of Leftover children in rural primary schools [9]. The Leftover children in rural areas have low self-evaluation. Most of them have a certain inferiority complex. They do not correctly realize their own advantages, and their shortcomings cannot be improved. They lack sufficient confidence in learning and life. As a part of society, Leftover children in rural primary schools have the responsibility and obligation to pay high attention to the mental health problems of Leftover children in rural primary schools. The teaching level of school teachers in rural areas is uneven. Due to the poor environment in rural areas compared with urban areas, the development level and development strength are too low [10]. Most graduates will give up their jobs in rural areas when choosing careers. And guide the mental health teaching activities of Leftover children in rural primary schools to improve the effectiveness of mental health of Leftover children in rural primary schools.

3. Strategies of Mental Health Education for Leftover children in Rural Areas

3.1. Give trust and solve mental health problems.

Family plays a vital role in the healthy psychological development of Leftover children in rural areas. Family education and family atmosphere will also affect the success and growth of Leftover children in rural areas to a certain extent, especially for minors whose minds are not yet mature. The mental health problems of Leftover children in rural areas, in the final analysis, are that their parents are not around and lack their parents' company. This requires teachers to pay attention to children's mental health problems and warn parents to play their educational responsibilities even if they are far away from home.

As the first teachers of Leftover children in rural areas, parents should pay more attention to the mental health education of Leftover children in rural areas, and should pay attention to creating a correct, positive and warm family education environment and atmosphere for Leftover children in rural areas, which will exert a subtle influence on their psychology and thoughts. Parents can also tell their children about their working experience, so that children can understand their parents and understand that their parents are not around and they don't love them, so that they can form a correct view of family.

The head teacher should pay attention to teaching students in accordance with their aptitude, guide the Leftover children to give full play to their special skills, and enhance their self-confidence by using the words of conviction after failure, and praise them in time after success, so as to urge the Leftover children to constantly transform, improve and perfect themselves. Let the parents of Leftover children in rural areas understand the urgent psychology of the school to pay attention to the mental health problems of Leftover children, give them enough trust and support, and be keen to actively participate in school work and keep pace with school education.

3.2. Strengthen guidance and treat every left-behind child equally

The head teacher should be good at digging out the advantages of the Leftover children in rural areas to make them motivated. The head teacher should form an equal teacher-student relationship with Leftover children, so that students are willing to listen to the teacher's guidance and form strong self-confidence and self-motivation. Strive to create a good social environment for Leftover children in rural areas and provide effective policy guarantees. Schools should carry out some psychological courses for the mental health education of Leftover children in rural areas, and integrate psychological education content into other courses, so as to convey correct development concepts to students, and then help Leftover children in rural areas develop good psychological thinking habits. Therefore, this paper summarizes the countermeasures to improve the effectiveness of mental health education for Leftover children in rural areas, as shown in Figure 2.

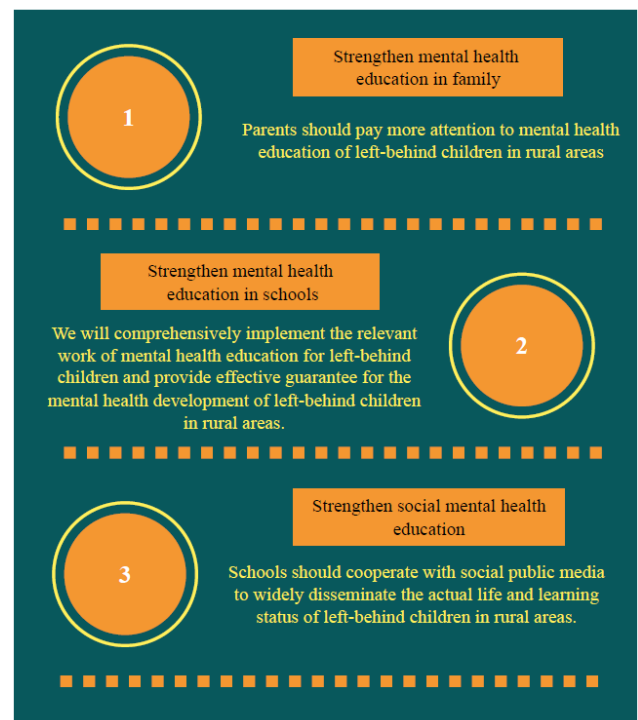


Figure 2. Measures to improve the effectiveness of mental health education for Leftover children in rural areas

Schools should cooperate with social public media to widely disseminate the actual life and learning status of Leftover children in rural areas. To deal with the mental health problems of Leftover children in rural primary schools and improve the effectiveness of the mental health of Leftover children in rural primary schools, we can use the existing resources of the school to comprehensively carry out mental health education activities for Leftover children in rural primary schools. First of all, to optimize the boarding system teaching environment, schools need to comprehensively avoid students' psychological problems caused by the environment. At the same time, the head teacher should also be aware of the differences between Leftover children and give them enough care and love to avoid the phenomenon of favoring one over the other.

In view of the common problems of Leftover children in rural areas, rural management and teachers should actively explore diversified forms of mental health education and regularly carry out caring psychological education and teaching activities. The contact with the relevant education departments made them realize the urgency and urgency of strengthening the mental health education of Leftover children in rural areas, and strived for the state's investment in the mental health education of Leftover children in rural areas, such as funds, policies, and so on, so as to establish a counseling studio for the mental health education of Leftover children in schools with the help of the state and society.

3.3. Strengthen contact with parents to form a joint educational force.

Family education plays a vital role in the mental health development of Leftover children, and most psychological problems are caused by family environment and childhood experiences. Therefore, teachers should keep close contact with the parents of Leftover children. Family environment and atmosphere will have a direct impact on a person's

development and growth. For children, parents' words and deeds will directly affect their development. Therefore, family is an important place to realize the mental health of Leftover children in rural areas. The head teacher should publicize the correct educational ideas and methods for parents, so that the family education environment can be continuously optimized, and parents can also guide Leftover children to establish a correct educational concept and form a good parent-child relationship.

For the mental health education teachers of Leftover children in rural areas, in order to enable students to enjoy the family atmosphere that they should enjoy at this age, to establish positive ideas in their daily lives, and to maintain an optimistic attitude, modern technology and equipment can be introduced so that Leftover children in rural primary schools can communicate with their parents from time to time. Teachers communicate with students' parents according to their actual family situation, and make full use of the information digital platform to help parents care about every stage of students' growth, so that students can feel the care from their parents, the encouragement from teachers and the love from society.

Help students fully understand their parents' work and guide them to understand their parents' difficulties. In addition, teachers need to advocate that parents often go home in their spare time, so as to lay a solid foundation for the healthy growth of Leftover children. Only in this way can we form an educational synergy. With the joint efforts of the class teacher and parents, the psychological problems of Leftover children in rural areas can be effectively solved and the purpose of healthy growth and all-round development can be truly realized.

4. Conclusions

To sum up, the mental health education of Leftover children in rural areas is a long-term and complicated project. Educators should fully realize the causes of psychological problems of Leftover children. In order to promote the effectiveness of mental health of Leftover children in rural primary schools and reduce the occurrence of mental health problems of Leftover children in rural areas, it is necessary to give them correct psychological counseling from family, school and society, reduce the occurrence of mental health problems of Leftover children in rural areas and provide them with a comfortable and healthy development space. Due to the extreme lack of care for Leftover children in rural areas, schools and society should pay full attention to their psychological state, especially schools. In addition to teaching students subject knowledge, school teachers should also pay attention to their psychological development trend. The head teacher should fully realize the psychological problems of the Leftover children in rural areas, take targeted

solutions, communicate with them more, guide them to integrate into the class group, and maintain efficient communication with the parents of students, effectively change their educational concepts and gradually cultivate the healthy psychology of the Leftover children. In order to ensure the normal psychological development of Leftover children, relevant teachers should take effective mental health education methods according to the development status of Leftover children, and grasp their psychological demands in time, so that Leftover children in rural areas can achieve healthy growth.

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