



The Value of Family Education for Rural Left-Behind Children under the Perspective of Moral Education

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ABSTRACT

Rationalizing the value orientation of rural left-behind family education is an important prerequisite for promoting children's formation of good moral character and overall healthy development. Establishing moral education and cultivating socialist builders and successors who develop morally, intellectually, physically and aesthetically is the core of the value orientation of rural left-behind family education with Chinese characteristics. At present, the value orientation of family education for rural left-behind families in China is still relatively small, but it is of great importance to pay attention to the value orientation of family education for rural left-behind families under the perspective of moral education, and the value orientation of family education for left-behind children determines the final direction of family education for left-behind children, the content and way of education. The value orientation of family education for left-behind children in the countryside is mainly manifested in three aspects in contemporary times, such as the emphasis on intellectual education and the neglect of moral education, the insufficient educational quality of parents of left-behind children, the lack of management methods and the failure of some schools to recognize the importance and necessity of family education. In this regard, we can improve it by establishing the value orientation of family education with equal emphasis on moral and intellectual education and improving the educational literacy of parents of left-behind children.

Keywords: moral education, rural families left behind, value orientation

Moral education is a major project of shaping the soul, and it is the fundamental task of education in the new era. Moral education is inseparable from the combined efforts of various kinds of education, and it needs the help of family education. In the context of moral education, only if parents establish the value orientation of family education in line with the new era, they can better integrate with school education and social education to jointly accomplish this fundamental task. The Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning Adhering to and Improving the Socialist System with Chinese Characteristics and Promoting the Modernization of the State Governance System and Governance Capability, which was adopted at the Fourth Plenary Session of the 19th Central Committee, points out that "we should improve the institutional mechanism of 'establishing moral education', deepen the comprehensive reform in the field of education, and cultivate 'moral, intellectual, physical, aesthetic and labor' comprehensive development of socialist builders and successors"^[1]. Establishing moral education and cultivating socialist builders and successors who develop morally, intellectually, physically, socially and aesthetically is the core of the value orientation of rural left-behind family education with Chinese characteristics. Rationalization of the value orientation of rural left-behind family education is an important prerequisite for promoting the formation of good moral character and overall healthy development of children. According to the results of a statistical report published by China's Bureau of Statistics in April 2018, there were about 68.77 million left-behind children nationwide in 2017, including about 40.51 million left-behind children in rural areas^[2]. The number of left-behind children is huge, the group is special, they lack the company of their parents, their family education cannot be implemented well, the value orientation of parents' family education has some problems such as valuing intellectual education and neglecting moral education, the parents' education literacy is not

high and the schools' lack of guidance for the family education of left-behind children, and their family education issue is also an important part of the specific requirements of moral education. For this reason, it is necessary to explore this issue in the context of moral education.

1. The Importance of Valuing Family Education Values of Rural Left-behind Children under the Perspective of Moral Education

Value orientation is a reflection of man's level of awareness of objective things and his own needs and interests, as well as a reflection of his subjective will. In the process of realizing the value of things, this is the only aspect that people can choose by themselves, and it is an important intermediate link in the transformation of the value of things from the possible to the real state^[3]. The value orientation of family education is conducive to the formation of good family culture, which is related to parents' education degree, education philosophy and education form, and also affects the development of children's moral, intellectual, physical and aesthetic aspects. It goes without saying that for rural left-behind family education, different value orientations will also bring about different family education and determine different development directions for children. For this reason, moral education is the general orientation of education nowadays, and the family education of rural left-behind children bears the important task of moral education, and parents' education concept, education content, education method and education means all influence the growth of rural children in a subtle way, which is related to the development of children's character, moral cultivation, life values, world view and other aspects. In the context of moral education, it is necessary to discuss the value orientation of family education.

1.1 The Value Orientation of Family Education for Left-behind Children Determines the Ultimate Direction of Family Education for Left-behind Children

Raising children is the unshirkable responsibility of parents. Different values of family education for left-behind children influence parents' attitudes, concepts, contents and methods of education for their children, which in turn affect their children's growth. "Without good family education and reasonable parents, schools and teachers alone cannot produce good students. When left-behind children encounter complicated or hesitant moral situations, they need people around them to help them solve their confusion and inner conflicts or to guide them on how to get out of moral dilemmas. As a result, left-behind children do not have the guidance of correct family education values and good role models and have deviations in the standards of right and wrong. Therefore, in view of the special characteristics of the group of left-behind children and the characteristics of the value orientation of family education for left-behind children, we should pay attention to the cultivation of moral education and the guidance of correct values for left-behind children in the family education for left-behind children.

1.2 The Value Orientation of Family Education for Left-behind Children Determines the Content and Way of Family Education for Left-behind Children

The Manchester Survey in England concluded that the primary factor in educational success is the home environment, with the family factor being almost twice as important as both community and school factors combined. Children continue to develop all aspects of their abilities and perceptions as they are educated at home, and acquire initial experiences, social knowledge and behavioral norms

through parental influence and guidance. Parenting styles play an irreplaceable role in the social development of children^[4]. Parents' value orientation of home education determines to some extent the parenting style and the content of education. More and more people believe that a child's bad virtue is the result of poor parenting and the problem of family education. Under different family education values, children will develop different moral character, behavior and personality, life values, world view and human attitude. Influenced by the traditional family education value of "filial son under the stick", parents of left-behind children in many rural areas still tend to use this kind of education method, and they think that the old generation is the most famous saying and one of the effective ways to solve children's problems is to use violence. They never communicate with their children beforehand, but only use their fists to make them admit their mistakes, thinking that this is the only way to make them remember their mistakes and be more obedient. When children encounter problems in school, because the parents of left-behind children are away for a long time, they also only care about their children's test scores, but do not care about the reasons for their children's declining grades and whether they are experiencing any problems in their studies. In family education, their main education content is academic performance and clothing, food, housing and transportation, but it is only on the surface.

1.3 Establishing Moral Education is the Ultimate Purpose of the Value Orientation of Family Education for Left-behind Children

As the fundamental task of education, moral education is not only the goal of education in schools, but also the goal of family education pursued by Chinese families, which is the foundation of moral education. Since ancient times, China has attached great importance to the inheritance of traditional virtues and excellent culture, and the essence of family education actually refers to the education of being a human being and moral quality, that is, "establishing moral education". Moral education" refers to the cultivation of human beings, so that children can establish good virtues, cultivate children with good three views, and be able to make certain contributions to society. Therefore, it is important for parents to communicate with their children and instill in them the correct value of family education, so that they can form the correct moral values, and also make them abide by the social order and form the correct personality, which is the basic way to establish moral education. According to the survey, left-behind children whose parents go out to work will have behavioral problems, especially in boys in junior high school. The main behavioral problems of left-behind children are: indulgence, disobedience, violation of school discipline, such as sneaking out at night to surf the Internet, staying out all night, even watching bad videos, ganging up among classmates, gambling, etc., and a few teenagers may even take the path of delinquency and crime^[5]. Since parents of left-behind families are often separated from their children, they cannot effectively monitor the moral behavior of left-behind children. When left-behind children encounter complicated or hesitant moral situations, they need people around them to help them solve their confusion and inner conflicts, or to guide them how to get out of moral dilemmas, but unfortunately, the only people who can accompany them to face such situations are the only people who can accompany them to face such situations are intergenerational educators who have a large generation gap with them, a low education level and old-fashioned concepts, which makes it difficult for them to form correct moral concepts and behaviors in their moral learning without the guidance of correct family education value orientation and the demonstration of good role models.

2. Contemporary Manifestations of the Value Orientation of Family Education for Left-behind Children

The core of the functions of family education should be moral education, and family education, as a subsidiary wing of school education, should focus on cultivating "human" qualities that are beneficial to children's lifelong development, developing children's personality, non-intellectual factors, sociality, etc^[6]. "Nurturing, raising a child to be good" is not only a specific requirement for moral education, but also a concept that must be followed in family education. "If you want to cultivate people first, you must first correct yourself", and "correcting yourself" is the premise of "cultivating people". In the field of moral education, parents of left-behind children want to let their children form good moral character, first of all, they must set a good example themselves. However, because some parents of left-behind children do not know enough about family education, do not set up the correct value orientation of family education, and do not have the guidance of school and society, and because parents cannot accompany them, there are obviously some defects in the current family education, mainly in the following aspects.

2.1 Emphasis on Intellectual Education and Disregard for Moral Education

It has been a long-standing value of family education in China that "learning is good". Nowadays, many left-behind children's family education attaches great importance to the children's intellectual education, taking the achievement as the standard to measure everything, but little concern for the moral behavior, life needs and emotional world, neglecting the development of other aspects of left-behind children, failing to let them form a sound personality, and easily causing the lack of moral aspects of left-behind children. Some parents of left-behind families think that their education level is low and they can only earn money by going out to work. They hope that their children can receive better education in the future so that they will not follow the path of their part-time jobs, and they often instill in their children that "if they do not study well and fail to get a good university in the future, they will have to work and suffer like their parents." Therefore when they communicate with their children, they are most concerned about their studies and seldom communicate with them about their parents other than their studies. Since the parents of left-behind families are away for a long time, the learning situation of left-behind children at school cannot be well supervised by their parents, and when parents want to know about their children's learning situation, they can only do so through teachers at school, friends and relatives or oral accounts of left-behind children, and when they make academic achievements, parents can only praise them remotely and cannot give rewards in time. Moreover, when the left-behind children encounter problems in learning, their parents cannot help them solve the learning difficulties together in a timely manner, let alone give them encouragement and support at the right time. This tends to lead parents to see only the achievements of parents of left-behind children and not to care well about their inner needs, making children feel that their good or bad grades are not meaningful and giving them a sense of loss. On the other hand, the current schools in China mainly take students' examination results as the standard for assessing students, neglecting the development of moral education, aesthetic education and sports, etc. It also makes some parents mistakenly put their children's academic performance in the first place in family education.

2.2 Parents of Left-behind Children are not Educated Enough and their Management Style is

Lacking

According to the parenting style, parents' educational literacy can be roughly divided into authoritarian parents, authoritative parents and laissez-faire parents. Most of the parents of rural left-behind children are raised by intergenerational parents, who are less educated, and most of them are frail and sick, and their educational literacy is not enough. However, due to the traditional education concept of "filial son under the stick" and various reasons such as literacy level, many parents of left-behind children also adopt authoritarian and authoritative parental education style, without the guidance of scientific education methods and concepts, treating their children as their own private belongings, and when they have differences with their children in education or life. When they have differences with their children in education or life, they often speak badly to their children, or even take the stick-type violence education, and do not set a good example for their children, so in the long run, the children will easily have a weak character and form an inferiority complex, and when they encounter problems, they will also like to use violence to solve them, which is very detrimental to the healthy development of the child's body and mind. In addition, many families have a deep-rooted concept of "school is the only way to teach" and require schools to "babysit" their left-behind children, both in terms of learning and living. Parents think that everything will be fine if they leave their children to the school, but they overlook the fact that behind every successful child is the support of family education and the influence of parental role models.

2.3 Some Schools do not Recognize the Importance and Necessity of Home Education

At present, many rural schools do not recognize the importance and necessity of family education for left-behind children, and are too busy teaching various subjects to establish and improve a scientific and reasonable training mechanism for family education for left-behind children, making many parents unable to find the right direction for educating their children. Some rural elementary school do not set up "parents' schools", rarely hold parents' meetings, do not pay attention to home visits, and seldom popularize family education knowledge and teach scientific parenting experience in a targeted manner through rich activities. On the other hand, the current elementary school education in rural areas mainly focuses on the school's promotion rate, and the assessment, promotion and evaluation of teachers are linked to the students' performance, while the way and means of educating students are not included in the management assessment. As a result, some teachers are violent and use extreme behaviors such as corporal punishment and verbal abuse to manage and teach students. In addition, rural teaching is usually a one-to-many situation, some rural teachers even need to take several classes, teachers under heavy teaching tasks and teaching pressure, resulting in teachers do not care about children left behind by working families, let them go, or put them in the last few rows of the class, hurting the self-esteem of children. Once the child's mind is hurt, it will leave a long-lasting shadow, forming a vicious circle that leads to the creation of their anorexia and even misanthropy.

3. Value Orientation of Education for Rural Families left behind with Chinese Characteristics under the Perspective of Moral Education

All the above-mentioned manifestations of deficiencies in the value orientation of family education for left-behind children are contrary to the concept of moral education, and the existence of these deficiencies is not conducive to the construction of our talent team. However, we can also improve them from the following aspects.

3.1 Establishing the Value of Education for Rural Families left behind with Equal Emphasis on Morality and Wisdom

Under the perspective of establishing moral education, parents should first establish a new concept of family education and set up the value orientation of rural left-behind family education with equal emphasis on morality and wisdom. The establishment of moral education requires parents to closely combine the establishment of virtue and the cultivation of talents when educating their children at home, and to enable them to make contributions to society. This requires that parents of left-behind families, when establishing the value orientation of family education, should not only focus on the excellence of their children's academic performance or not, and cultivate their children with utilitarianism; they should not focus on which aspects of cultivating their children only because how to cultivate them is useful to their children or families, but also focus on whether they can make certain contributions to society, so parents should abandon the process of educating their children. In the process of educating their children, parents should abandon the misconceptions such as "intellectual education and moral education" and "money-only theory and score-only theory". In addition, parents should cultivate a good family atmosphere for their left-behind children. A good family atmosphere allows children to learn from good examples and concentrate on their studies. Parents should not only focus on their children's studies, but also promote their children's development in all aspects, such as moral, intellectual, physical and aesthetic development, and not to lecture or scold their children when their grades are not good, but to patiently communicate and exchange with them, find out the reasons for them, encourage them appropriately, and help them gradually build up their confidence in learning and promote the development of school education. Since the parents of left-behind children are often absent, there are no parents to teach them by example, so the government can set up institutions such as parent schools to train the parents of left-behind children, so that the temporary guardians of left-behind children can guide the children on some moral and learning issues, and avoid the weak self-control, lack of enthusiasm for learning and lack of communication among left-behind children due to the absence of their parents. Therefore, as the temporary guardians of the children, they should establish the value of family education with equal emphasis on morality and wisdom, pay attention to all aspects of the left-behind children, give them care in many aspects, take the initiative to receive training and learning, fully use diversified ways to guide the children correctly, and help them build a correct world view, outlook on life and values.

3.2 Improving Family Education Literacy of Parents of Left-behind Children

Highly educated parents determine a high level of family education. Only by improving the literacy of the guardians of left-behind children at the source can the problems of left-behind children be solved more effectively and the right solutions be formulated according to the existing problems, so as to escort the good implementation of family education for left-behind children. As the most important learning guide for children other than school teachers, guardians should constantly update their educational concepts, strive to improve their own family education literacy, establish a correct view of left-behind children, actively participate in parenting schools and family education publicity activities organized by schools, society and other parties, and also make use of the power of the Internet platform to continuously learn about family education and moral education, so as to better care for left-behind children with scientific educational concepts. We can also make use of the power

of the Internet platform to learn more about family education and moral development, to better care for left-behind children with scientific educational concepts, to give positive corrections and guidance to rural left-behind children in terms of ideology, morality and behavior, to play a better guardianship and supervision role, to realize the importance of family education to the healthy growth of left-behind children and to shape their good moral character, to establish correct family education values, to learn and master scientific family education concepts and methods, so that left-behind children can be educated in many aspects and feel that their parents are interested in them. They can feel that their parents care about their lives and emotions, and pay attention to their academic performance and moral quality, so that they can build up confidence and enthusiasm for learning, have a positive attitude and good moral quality, and become people who can contribute to society in the future, and promote family education for left-behind children in rural areas to cooperate with school education and social education to promote the fundamental task of moral education. To accomplish this task. To address the problem that parents of left-behind children cannot accompany their children because they work outside, parents of left-behind children should make full use of the advantages of the Internet to communicate with their children by telephone, voice or video, not only caring about their children's academic performance and physical health, but also listening to their children's inner world to make up for the lack of parents who are not around their left-behind children, so that their children can feel When the child encounters a complex moral situation, the parents must guide and solve the problem with scientific educational concepts.

3.3 Schools should Strengthen the Guidance of Home Education

Only when teachers and parents are coordinated can a synergy of education be formed. Education is the result of joint efforts of many parties, and school is the main place where children receive education. Family education for left-behind children does not only require the participation of parents, but schools and teachers also have an unshirkable responsibility. First of all, the school should establish the growth file of the left-behind children, collect and understand the basic information of the left-behind children, the status of their parents and the basic background of their families, including the name, gender, date of birth, friendships, relationship with parents, as well as the name, phone number, work address of parents, name of guardian, relationship with guardian, phone number and residence address of guardian, etc. For this reason, parents should also actively cooperate and support the school's work, their basic information, part-time jobs and contact information before the start of the child's school year to truthfully report to the school, in order to keep abreast of all aspects of the child's school situation; secondly, because the parents of left-behind children are away for a long time, the lack of communication with the school, the child's behavior and real performance in school is unclear, the so-called know your enemy, a hundred battles will not be dangerous If the school wants to educate the child well, it must first understand the child. Secondly, the school should pay attention to the role of parent-teacher conferences, often get in touch with parents and give them a report on their children's school situation. As parents work outside the home, their understanding of the left-behind children's learning and emotional aspects of life is mainly through the left-behind children's own complaints and their guardians' reports, but for the specific circumstances of the school, such as the child's friendships, get along with teachers and learning problems, parents are not able to achieve a comprehensive understanding of the left-behind children, so frequent communication and contact with school teachers is the most effective way for parents to

fully The most effective way for parents to understand their children is to maintain regular communication and contact with school teachers, because teachers are the people who have the most contact with left-behind children and spend the most time with them in school. Finally, schools should strengthen the training of guardians of left-behind children, target home-school cooperation according to the characteristics of the guardians, and adjust the communication methods of home-school cooperation. Schools can regularly hold substitute parent schools or substitute parent meetings for left-behind children, establish a good "school-parent" communication mechanism, improve the educational concepts and methods of the substitute parents of left-behind children, and regularly communicate with parents about the moral problems of left-behind children due to the lack of parent-child relationships and moral monitoring mechanisms. The moral problems of left-behind children due to the lack of parent-child relationship and moral monitoring mechanism will be communicated and fed back to parents, so that parents' education can better cooperate with the school's moral education work^[7]. At the same time, rural schools should also integrate school resources and implement a boarding system. Boarding system can well make up for the missing part of family education, reduce their time and space away from school supervision, facilitate the implementation of school management, can more effectively guarantee the safety of left-behind children, and cultivate them to form good living habits, self-care ability and social skills.

3.4 Strengthening Social Awareness of Family Education for Left-behind children

Society should strengthen the publicity of family education for left-behind children, spread the correct view of children to the parents of left-behind children, and carry out comprehensive moral education work. Today's world is the world of technology and information technology, we can fully use new media such as Weibo, WeChat public number and Jitterbug to carry out propaganda, we should pay full attention to and report on the issue of family education for left-behind children with a high sense of media responsibility, form a public opinion system for the whole society to care for left-behind children, mobilize the attention of the whole society, arouse the awareness of the society to care for left-behind children, form a good atmosphere of caring for left-behind children in the whole society In addition, we should make efforts to create a caring environment for the healthy growth of rural left-behind children. At the same time, society should monitor and promote public opinion, so that left-behind children can strive to obtain more educational resources and clear the obstacles for the education of left-behind children's families. If we want to create a benign growth environment for rural left-behind children, relevant departments need to do a good job of supporting and guaranteeing the work. The government should include the work of left-behind children in the target management activities of relevant departments to promote the education of left-behind children in rural areas from a macro perspective. The government should also increase the financial investment in rural schools, so that rural schools can introduce new scientific equipment and recruit more highly qualified teachers and talents. It should also make greater efforts to improve the environment of rural boarding schools and create better boarding conditions for children left behind in rural areas, so that their learning and living conditions can be guaranteed as never before. In addition, the government must play its macro-control function, guide the overall development of the local society and economy, create more employment opportunities and business opportunities for local farmers, and help more rural left-behind children to grow up healthy and happy. Finally, society should actively organize "youth volunteers" and college and university students to participate in the education of children left behind

in rural areas, provide educational and living support for children left behind in various forms, strengthen social care, and give full play to the role of the local "Guan Gong Committee" and "Five Old Men". To strengthen social care, give full play to the role of the local "five elders" and the role of the "five old men", organize the cadres of the authorities, social enthusiasts and left-behind children twinning, so that caring, responsible adults play the role of parents to a certain extent, to guide their growth^[8].

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