

Research on the Dilemma of Rural Family Education During Social Transition and Countermeasures

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Abstract: The great economic and social changes brought by social transformation have also changed the content and way of family education. However, in the period of social transformation, rural family education has been greatly affected and faced with a series of difficulties, such as parents do not pay attention to family education, the lack of content of rural family education, emphasizing achievement over personality, etc. development. This paper analyzes the current dilemmas faced by rural family education in the context of relevant studies and proposes countermeasures from four aspects: the state, society, education system and rural families themselves.

Keywords: Social Transformation; Rural Family Education; Dilemma; Countermeasures

1. Formulation of the problem

Influenced by the period of social transformation, various social phenomena have gradually come to the fore and received widespread attention, among which family education has increasingly become a key area of concern. As an important part of personal growth, family education plays an important role in the formation of young people's values. In order to better train young people, family education and school education are gradually combined to develop students' skills, social adaptability and values in a holistic manner. However, there is still a large gap between rural China and urban China during the transition period, and Chinese rural families are forced to squeeze into the modernization process, but due to the lack of their own educational resources and the pressure of economic life, rural families rely more on schools for their children's education and lack of quality family education for their children, and the problems of family education in rural China are increasingly prominent during the period of comprehensive social transformation.

There is no shortage of research on rural family education in the academia, and some scholars have analyzed the dilemmas faced by rural family education. Yang (2015) pointed out that rural family education firstly faces the problem that parents do not have a high enough level of education, and parents in rural family education have low education, backward education present ideas, inappropriate education methods, and misaligned education values.^[1] Therefore, they are often unable to provide better family education to their children, and the children's family education can only rely on school education. Li (2010) pointed out that, in addition to the difficulties faced by parents' intellectual factors, rural families also face difficulties in non-intellectual factors, and rural lifestyles and habits still have a great influence on children's family education. The quality of education in the rural areas is worrying because of the lack of family education environment, the lack of awareness of parents to give their children family education, the lack of close contact between parents and schools, the lack of understanding of their children's school life, and the lack of participation in parent-teacher conferences.^[2] Li (2015) pointed out that under the influence of the regular objective factors of modernization and China's unique institutional factors, rural family education is in trouble.^[3]

To conclude, there have been more studies on rural family education in the academic field, and there has been a more comprehensive analysis of the dilemmas faced by rural family education in general. However, in the process of social transformation, rural family education also has changes, so it is necessary to consider the special difficulties faced by rural family education in the context of the transition period.

2.The dilemma facing rural family education during social transition

2.1 Loss of vernacular nature and lack of traditional family education

content

In the process of social transformation, rural families are gradually realizing the importance of family education as the modernization ideology deepens. And influenced by the gap between geographic and urban-rural development, rural areas tend to be slower in accepting new ideas, and have already abandoned traditional rural family education content before fully accepting modern family education content, and have lost their traditional strengths in cultivating the spirit of labor and folk art literacy to varying degrees. What is even more sad is that in the rapidly changing modernization process, more and more rural areas have lost their self-confidence, the original glorious rural land culture is gradually abandoned, and the peasant groups fail to preserve and pass on their traditional culture in a better way.

2.2 Rural development lags behind, making it difficult to grasp the content

of modern tutoring

Due to the constraints of the urban-rural gap, the infrastructure construction and spiritual civilization development in rural areas of China are still far behind those in urban areas, so the content of family education in rural areas in the process of social transformation cannot be better updated. The rural environment restricts the development and promotion of education, and the rural society has difficulty in managing the content of family education in the modernization process, and thus rural families have difficulty in developing comprehensive family education. Under the influence of modernization, the education style of rural society tends to be more urban, but the fundamental awareness and education environment are still backward, the modern family education content is isolated from the rural education system, and the ability of rural society to grasp the modern family education content is weak due to many factors, and it is difficult for family education to penetrate into rural families.

2.3 Emphasis on intellectual education and disregard for moral education

Modernization has accelerated the flow of population, but farmers are often in a weak position when they enter cities and towns. Therefore, rural families hope to change the weak status through education. The contradiction between the rising ideology of modernity and the backward modernization of rural families has led to an imbalance between farmers' gradually increasing educational awareness and actual educational behavior. Rural families' awareness of family education is increasing. The survey shows that more than half of the parents believe that family education should give consideration to the children's learning and life, and when understanding their children's learning and life, the academic performance is often the focus of parents' attention. The deviation in thinking and behavior of rural family education leads to the single and one-sided content of rural family education. Excessive attention to achievements is often accompanied by the neglect of moral education training. Children are difficult to obtain good survival skills in the process of growth, have weak adaptability to the environment, and are easy to be in a weak position in the follow-up development.

2.4 Lack of family education in special families

Social transformation has, to a certain extent, intensified urban-rural social mobility, and more and more rural laborers are pouring into cities. While urban-rural labor mobility drives urban economic development, it also makes the number of children who move with them and rural children left behind gradually increase. This segment of children faces a more similar dilemma in terms of family education, i.e., parents are too busy to care for their children and lack or outright neglect the

necessary family education component of the child's development. Parents are busy with work and pay less attention to their children's family education, and the occasional attention is focused on grades rather than psychology, so family education is incomplete or even missing; left-behind children are directly missing time with their parents, and the frequency of meeting with their parents is already very low, and the opportunity to receive family education from their parents is even more rare. As a result, such adolescents often have difficulty obtaining a more complete family education and have a degree of missing skills that should be acquired from the family.

3. Research on the Countermeasures of rural family education in the transitional period

3.1 Balance educational resources and improve rural education system

From the national level, the top priority is to change the current extremely unbalanced state of resource allocation. At present, there is a tendency to promote urban modernization with rural resources in the process of social transformation. Under the influence of this trend, rural development is bound to be affected. In order to promote the overall improvement of rural education level, we should first achieve a more balanced distribution of educational resources. Improve the rural education system, get rid of the obstacles in the education system, and vigorously cultivate the development of high-quality educational resources in rural areas; Promote the equalization of public education services, alleviate the rush and separation caused by rural families working in cities from the source, provide a better premise and foundation for family education, and lay a solid material foundation and conditions for rural education and rural family education.

3.2 Create a good tutoring atmosphere

From the perspective of society, we should change the prevailing utilitarian education concept in society, adapt to the development of the times, comprehensively cultivate high-quality talents, and strive to influence children and teenagers to become a person with living ability. At the same time, create a good family education atmosphere, advocate and encourage the parents of rural families to actively participate in family education, improve the whole process of rural children's education, and really gain from it, so as to create a good social environment for the breakthrough of rural family education dilemma.

3.3 Establish family education awareness and improve family education ability

From the perspective of rural families themselves, rural parents should pay more attention to family education, especially early education. Parents are the best teachers for children. Children's early understanding of the world comes from their parents. Therefore, parents' education plays an extremely important role in children's development, especially in the process of early development. Children before the age of 7 is the most important period in their life. Therefore, parents must have the awareness of early education, teach by example, pay attention to the development state of children in the process of growth, and provide help and guidance within their ability to adapt to school and social life. In addition, we should fully understand the unique educational advantages of rural areas, combine local culture with modern educational ideas, establish a sense of pride and believe that we can educate children well. Parents should correctly understand the current situation of the development of the times, constantly study, improve their own quality and constantly improve their educational ability, so as to lay a solid foundation for better family education. As students, they should enhance their interest in learning, internalize and absorb the relevant contents of family education and school education, constantly improve their ability and level to deal with setbacks, and improve their own ability and quality. Parents and children in rural families should maintain their interest in lifelong learning and constantly improve their self-ability. Growing up as parents, learning as children, cultivating good family communication skills, and constantly promoting the development of family education in benign communication.

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