

# Research on the Development Strategy of Left-Behind Children's Mental Health Education under the Background of Home-school Coordination

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**Abstract:** The mental health of left-behind children in rural areas has attracted widespread attention. The economic development gap between urban and rural areas in the country is very large, and the living conditions of rural left-behind children are very poor. Children living in rural areas have mental problems due to social influence, low education level, insufficient family education and so on. As a marginalized group, the healthy growth of left-behind children requires everyone's attention. This requires our teachers to understand the root cause of the problem and provide home-school collaborative education to discover and correct students' mental problems, thereby improving their overall development. This paper discusses and researches the strategies of home-school collaborative education to solve the problem of left-behind children's mental health, in order to help left-behind children overcome their existing mental problems.

**Keywords:** Home-School Collaboration; Left-Behind Children; Mental Health Education; Development Strategy

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## Introduction

With the continuous development of society and economy, many people choose to live in big cities, and in rural areas. The number of left-behind children and empty nesters is also increasing year by year. However, many left-behind children in rural areas have hidden mental health risks, and their mental health is becoming more and more conspicuous in the current social vision. Therefore, it is important to understand their psychological problems, quickly find solutions to the problems, and take timely measures to help left-behind children regain their self-confidence and establish positive attitudes and behaviors.

## 1. Manifestations and causes of mental health problems in left-behind children

### 1.1 Problem performance

#### 1.1.1 Severe inferiority complex

According to Maslow's needs theory, people's needs are stable, and the level gradually rises from low-level psychological needs to safety needs, social needs, esteem needs and self-expression needs. In rural areas, left-behind children have more emotional needs. Childhood is a time that requires a lot of parental attention. Children who lack parental care can face some psychological problems because they think they are worthless at home. Likewise, a lack of feelings can hurt and damage the mental health of children who feel they get less love from others and have fewer right ideas to deal with the problems they face. This is beneficial, if not detrimental, to the mental health development of children.

#### 1.1.2 Blind impulse phenomenon

Since the children who stayed in the village were not accompanied by their parents, the grandparents who took care of them only met the physical needs of the children. The elderly was patient with the children and only followed the children's wishes. Even if there were problems, they insisted on turning a blind eye, taking care of them intuitively, and not preaching. They also rarely communicate emotionally, which makes them develop a lot of bad habits. Chronic frustration and impulsive behavior have a major impact on a child's physical and mental development.

### **1.1.2 Rebellious mentality is serious**

When parents go out to work, many children psychologically believe that their parents are not taking care of themselves, that they are a burden, or that they do not understand their parents' behavior. This leads to the breeding of negative emotions, which makes children full of confusion and doubts about life, often viewing themselves and others with disgust. Most of the left-behind children have a very rebellious attitude, they easily lose their temper over small things, they go against the advice of teachers and guardians, and they do whatever they want, often break the rules, etc.

## **1.2 Cause Analysis**

### **1.2.1 Influence of social environment**

First, social resources and public attention are not enough. There are many entertainment places such as Internet cafes around rural schools. Behind the children, they are soaked and invaded by bad atmosphere. Second, there is a lack of learning materials in rural areas. Rural education funding is insufficient, and rural basic education is lagging behind. Teaching materials are outdated and backward, and teachers are insufficient. Rural children go to school far away, so it is difficult to go to school. Life is difficult, and teachers are poor. It is even more difficult to find professional psychological education experts.

### **1.2.2 School education absence**

First, the concept of education is backward. The educational concept of primary and secondary schools in rural areas is not developed, and the mental health education of left-behind children has not been fully considered and carefully planned. The second is the lack of professional knowledge. Rural primary and secondary schools need qualified mental health teachers and cannot provide mental health counseling services, which directly affects the mental health outcomes of poor children. Third, the teachers don't care enough. Many rural teachers ignore psychological education and focus only on abandoned children education and physical health education. Some teachers don't pay enough attention to the left-behind children, put them aside, and fail to praise and encourage them to continue their studies in a timely manner, resulting in a lack of motivation for learning.

### **1.2.3 Insufficient family education**

First, there is a lack of educational relationship between parents and children. Parents play an important role in the healthy development of their children, and their words and deeds directly affect their children's health. Without the care of family members, inner fears cannot be well resolved, which can easily lead to bad character and emotional problems. Second, family education is unscientific. Many left-behind children are taken care of by their grandparents, and the elderly in rural areas neglect mental health education and have low education levels, making it difficult for them to care and educate. Many grandparents are dissatisfied with the timely criticism of their children's education, and even despise themselves, making it difficult for children living in rural areas to understand.

### **1.2.4 Lack of information exchange between home and school**

Due to the lack of parental company, left-behind children cannot be well involved in their lives, and parents feel guilty for not being able to live with them. This is the reason for the lack of communication between left-behind families, left-behind children and schools. In today's educational environment, the home-school relationship is a dual function and

relationship. In real education, for left-behind families, the main object of parental education is left-behind children. They lose their voice in homeschooling and may pass on their own responsibility for communication to the school. Research shows that many rural families still exchange information with schools through simple parent-teacher conferences held at the beginning and end of each term. A major concern is that PTAs still only hear a "single voice" from teachers and a way for teachers to communicate messages to parents. This way of communication means that parents have no opportunity to speak up, or parents cannot accurately convey the information of left-behind children to schools, which affects the mental health of students.

### **1.2.5 Self-deficiency**

The first is that children have weak will and is tired of study. Research shows that parents of left-behind children living in rural areas often go to work, while children who stay at home are "raised" and left unsupervised. When they have problems in their studies, no one can answer their questions. Second, learning is unsupervised. Left-behind children lack good education management and cannot develop good reading habits and autonomous learning ability. They think their homework is stupid, and they often 'slack off' and don't finish it on time.

## **2. Using home-school cooperation to help left-behind children develop**

### **healthy psychology**

### **2.1 Accelerate the reform of the household registration system**

Thanks to rapid development and opening up, the distance between urban and rural areas is getting closer and the gap is narrowing. In many developed cities, migrant workers are considered citizens, which protects their rights. The existence and survival of left-behind children can be addressed through registration systems such as housing and employment policies to ensure that the education, treatment and development of migrant children are improved in a sustainable manner. Family coexistence is a basic right of citizens. Parental company is the basic right of every child and a necessary condition for the healthy growth of children. However, due to various obstacles, many young parents cannot live with their children and have to hand over their children to aging parents. The government should attach great importance to the problem of left-behind and gradually solve the problem of left-behind in rural areas. Only by working together can backwardness become a thing of the past.

### **2.2 Well-coordinated home and school**

Families should also make concerted efforts to solve the psychological problems of rural left-behind children. If you only think that this is the responsibility of the school, then the psychological problems of students cannot be solved, because the main reason for children's psychological problems is that the family does not have the care and education of parents, so the balance between students home-school education is to solve children's psychological problems. The most important method is the way to solve the problem. When parents go to work and their children are at home, parents should respond in a timely manner, cooperate with the school's requirements for parents, and strive to help children restore healthy psychology in a short period of time, solve their psychological problems, and help children grow up healthy and happy. In addition, parents who work abroad should often return to visit their children, give them gifts, express their care and love for their children, and always teach their children to live a dignified life.

### **2.3 Strengthen parent-child care education**

Parent-child education is an important part of the educational process and a guarantee for improving children's health. Preventing mental health problems in children starts with preventing a lack of care. As parents, try to let one spouse go. If both people need to go out, it is best to have the child follow them. If only one parent has custody of the child, the other parent must communicate with the child regularly through modern means of communication. For example, establish

emotional connections with left-behind children through phone calls, WeChat videos, etc. Parents should not be tight-lipped on basic financial security, for example, food, clothing, shelter and transportation are important, but children need more parental care. Parents should understand the child's health status, mental state, changes in psychological development, etc., so that the child can feel the protection of the parents. As parents, they should not sacrifice the healthy development of their children for the greater financial good. At the same time, some parents abroad should talk to teachers, especially the principal, to understand their children's education and living conditions, consider the changes in their children's psychological development, and help them solve problems. During the holidays, parents try to go home to meet and socialize with their children. During the winter and summer vacations, it is best for parents to bring their children together, so that the children can have the love of their families, be cared for by their parents, and understand the hardships and difficulties of their parents' work abroad. It is also good for the physical and mental health of the child.

## **2.4 Establish files for left-behind children and carry out parent education**

The school should build a bridge for the abandoned children to connect with their parents, so that the abandoned children can connect with their relatives and get the comfort and care of their parents. Therefore, schools should inquire about relevant information and do well in development files for left-behind children to facilitate teachers' work. Parents or guardians should regularly contact teachers by phone or WeChat to see how their children are doing at school and allow them to communicate directly with their children. Only in this way can left-behind children feel the care of their parents and teachers, regain lost self-esteem, and change bad habits.

Teachers can invite family education professionals to conduct private education or invite parents to participate with their families through media and channels such as parent-teacher conferences, home visits, and parent WeChat groups. Educate left-behind families, change their children's attitudes, increase the sense of responsibility of left-behind parents, awaken the power of family concepts at any time, change neglected behaviors, and guide them, so that rural parents with limited information and low educational level can timely understand mental health knowledge, and continuously improve the quality of parents. Over time, left-behind children will enter a better stage of development.

## **2.5 Three parties join hands to build a three-dimensional education system**

Mental health education for marginalized left-behind children is an ongoing effort, and families, schools, and communities must take their own responsibilities. The mental health problems of left-behind children have a social basis, and a tripartite collaborative education system should be established and incorporated into the education content. Parents are their children's first teachers and one of the most important members of the family education system. Migrant parents should make full use of all convenient means to pay attention to left-behind children, especially taking care of children through emotional contact. School is the main line of education and the main place to solve the psychological problems of poor children. Schools should incorporate mental health education into school curricula so that children's mental health problems can be addressed in a timely manner. Schools should have unrestricted contact with parents of left-behind children, understand the physical and mental development of left-behind children, and provide guardians with education and psychological training, especially training on mental health, to ensure the physical and mental health of children. People have a great influence on the healthy development of left-behind children, which is conducive to their effective management. Psychological education is carried out through various media to create a good learning environment for left-behind children. Science and technology, publicity, health and other departments should promote mental health more, so that rural parents with little knowledge and low education level can keep abreast of mental health information and continuously improve the quality of childcare.

## **Conclusion**

Generally speaking, after the experience of being left behind, rural left-behind children will have various psychological problems such as inferiority complex, isolation, autism, and even breaking the law. Therefore, it is necessary to do a good job of psychological education in the basic education stage, provide appropriate psychological support for left-behind children, create good living and educational conditions, and adopt the mode of home-school cooperation to solve this problem. my

country's basic education is relatively backward in terms of rural children's psychological education, so it is necessary to vigorously develop the concept and model of home-school cooperative education to promote the development of left-behind children.

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