

An Analysis of the Influence of Emotional Loss of Rural Left-behind Children on English Performance

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Abstract: This paper mainly analyzes the current situation of emotional loss of left-behind children in rural areas, mainly manifested as: lack of sense of belonging and sense of value. Their lack of emotion has a negative impact on their English learning performance, mainly including: (1) learning English attitude: not correct; (2) learning English motivation: not strong; (3) learning English way: not flexible. In the face of this dilemma, the author puts forward optimization strategies from the perspective of school, family and teachers, which not only provides a reference for the relevant research of left-behind children in the future, but also brings some inspiration for the further study of how to improve students' English learning performance.

Key words: left-behind children; emotional loss; English performance

I. Introduction

With the rapid development of science and technology and the spread of the world globalization, the country has higher and higher requirements for the training of talents, and students' mastery of English knowledge and skills is very important. As the common language of the world, English is an indispensable part of our learning. Therefore, how to help students to master English knowledge and skills has become an important task for teachers. In addition, the rapid development of China's economy has caused another problem: the right rural labor force working in first-tier cities, can only ask grandparents to help take care of children, and the proportion of left-behind children has increased. At present, left-behind children have many psychological problems, such as self-protection consciousness and isolation, their emotional loss will directly affect English learning behavior, indirectly lead to the lack of English learning motivation, English teachers in rural primary and secondary schools become more difficult.

Therefore, it is of great significance to study the impact of the emotional loss of left-behind children on their English learning performance for both students and teachers. For students, it can help them to fully understand their learning and psychological conditions, so as to find effective ways to solve the existing problems; for teachers, they can realize the impact of the emotional loss of left-behind children on the English performance, choose some effective measures to improve the English performance and give more emotional care. It is hoped that through this article, teachers and relevant departments will pay attention to and try to make up for the emotional lack of left-behind children, so as to stimulate students' interest in learning English and improve the English performance of left-behind children.

II. Analysis of the emotional loss of rural left-behind children

1. Lack of a sense of belonging

The sense of belonging, also known as the sense of belonging, refers to the feeling when he is accepted and recognized by others or a group. It is generally believed that people who lack a sense of belonging will be pessimistic about life, have a weak sense of responsibility, and have weak interests and hobbies. Lack of belonging is one of the manifestations of emotional loss of left-behind children.

The typical feature of left-behind children is that their parents do not accompany them all the year round and can not get their care and care. Their parents' care is extremely important to their children. Since the children are in the mother's belly, they have a strong sense of belonging, and the children are particularly comfortable and satisfied in the mother's arms. If you do not get the care of the mother for a long time, the child will feel nowhere to rely on, and become gradually lonely. Fan Xinghua (2014) observed 205 left-behind children in rural areas for more than two years, and found that left-behind children have low self-esteem and strong loneliness. Chen Yugang (2017) surveyed 150 rural left-behind children in Qingyuan District, asking: "Do you feel lonely when your parents are not at home?" The results showed that more than 60 percent of the children are very lonely, and more than 30 percent feel occasionally lonely. It can be seen that left-behind children are particularly eager to return home to their parents to accompany them, and their parents are their spiritual dependence.

2. Lack of a sense of value

A sense of value is a subjective assumption that one feels that oneself is meaningful and valuable, which is crucial to everyone. Zhou Fang (2018) conducted an unstructured interview with 10 left-behind children in Z Village, Henan Province, and found that their emotional loss was mainly manifested in emotional indifference, loneliness, inferiority, sensitivity and other aspects. Therefore, the left-behind children grow up in the rural living environment, and have a low sense of self-worth, mainly influenced by their families and teachers.

First of all, left-behind children lack of parents' company, mostly grandparents help raise, inappropriate parenting hindered the development of children's self-worth, for example, when they want to express their ideas, adults scolded as "interrupt", even be labeled no big small; when they make progress in the exam, the family will only focus on the first in the class score, ignoring the efforts behind. Second, teachers also play an equally important role. The hearts of left-behind children are very fragile, so they need to constantly encourage teachers, patiently care and guide them, affirm their positive behaviors, and give them more care. Teachers should constantly strengthen

them, gradually cultivate their sense of self-worth, and cultivate good behavior habits.

III. The influence of emotional loss of rural left-behind children on English performance

Lin Lijun (2019) believes that rural areas already have a disadvantage. In addition, the lack of left-behind children makes English teaching in middle school more difficult, which is bound to affect their English performance. Emotional loss is not conducive to children to maintain a positive learning attitude and a high degree of self-identity, which has a great impact on children's English learning, and indirectly leads to poor English learning performance.

1. Attitude towards learning English: not positive

Left-behind children lack the company of their parents and can rarely shape positive values. One of the disadvantages of inter generational upbringing is that their guardians have low education and mainly farming. Even if they will emphasize the importance of learning, but when they really encounter no problem, no one will help the child to solve the problem, will only push and say that the teacher has taught you to learn by yourself. In this context, children's attitude towards learning has become light, and even unwilling to study, and drop out of school early to work. They do not pay any attention to learning English, because their guardians will instill the idea that English is useless. In rural areas, the economic level is not enough to support their children to study abroad. In their eyes, learning English is worthless. Under the influence of this concept, children's attitude towards learning English is: not positive.

2. Motivation to learn English: not strong

Maslow's hierarchy of needs emphasizes that the lack of learning motivation is caused by the lack of students' sexual needs, especially in the school is the need of belonging and love. In rural areas, the teachers in schools are weak, their work income is low, and the teaching quality is low. Many teachers neglect teaching work to make a living and do not stimulate students' potential to learn English; some teachers pay too much attention to students' academic performance, which gives students great psychological pressure; some teachers even put their bad emotions on students, let children become victims. In the face of the special group of left-behind children, its typical characteristic is the lack of security and love. If teachers do not care for them in life and do not clarify the educational value of English in learning, then the English performance of left-behind children will certainly be very bad. They have no strong internal motivation or external motivation to learn English, and they are less likely to use English knowledge and skills to drive the economic development in rural areas.

3. Ways of learning English: not flexible

Jiang Zhihong (2013) clarified the analysis of the emotional loss and causes of left-behind children, and mentioned that the underachievers of left-behind children have different degrees of psychological barriers, which are manifested as a single way of thinking, capricious, emotional extreme and impetuous. Yuan Qiwei (2023) elaborated the impact of emotional loss of left-behind children in Shaoyang on English learning behavior, and compared the use of English learning strategies between left-behind children and non-left-behind children. The results show that the application of meta-cognitive, cognitive and resource management strategies used by left-behind children when learning English is weak. Left-behind children in learning (including English) behind the left-behind children, for learning style, they are immobilized, only like to use the same solution, not willing to think, content to complete the state of pleasure, slightly difficult English grammar, easy to give up, lack of the ability to analyze and solve problems.

IV. Optimization Strategies of Rural Left-behind Children's Emotional loss on English Achievement

1. Family perspective

The lack of family education is the core element of the emotional lack of rural left-behind children, which indirectly leads to the children's weak desire to learn English and their unsatisfactory performance. First of all, parents should learn the parenting knowledge seriously. Children's cognition of the things around them depends on their parents' understanding and attitude around them. Parents' correct outlook on life, values and world outlook will also affect their children's values. Secondly, parents should be active leaders and inspirations for their children. When children encounter obscure math problems, parents should give correct guidance and demonstration, learn to learn; again, the family should establish a friendly family atmosphere. Parents should have a clear division of labor and play different roles in the family. Let the child feel warm and love in the family, willing to communicate with their parents, express their own ideas. Finally, parents teach their children the importance of learning English, interest is the best teacher, can use external rewards to stimulate children's motivation in learning English, cultivate children's interest in learning English, and eventually into internal motivation, for example, to play an English movie for children.

2. School perspective

The school is the organization for educators to carry out systematic educational activities for the educated. School education plays an important role in making up for the emotional factors of left-behind children. Schools should pay attention to the emotional loss of students, especially for special groups. On the one hand, schools can recruit teachers studying psychology and set up psychological counseling rooms in the school. If students encounter some problems in life or in study, making the mood anxious, depressed, you can go to the school psychological consultation room for consultation, psychological teachers will use professional psychology knowledge to answer students' doubts. On the other hand, schools should pay attention to the development of English courses, conduct regular training for English teachers, constantly summarize and reflect, and promote the improvement of English teaching quality. At the same time, schools should carry out English-related activities to improve their interest in learning, exercise their English application ability, cultivate good English learning

habits, so that children can feel fun and self-value in learning, gain confidence and self-esteem, and know how to cooperate with others, so as to improve their English performance.

3. Teacher's perspective

Han Yu, an essayist in the Tang Dynasty, mentioned in his "On the Teachers": "Teachers, therefore, preach, teach and dispel doubts." In the face of left-behind children, the lack of emotion will lead to weak English learning motivation and the decline of academic performance, so English teachers should pay special attention to it. On the one hand, students are expected to succeed and actively affirm their every progress. Despite the backward economic development and educational resources in rural areas, teachers should have expectations for their students, see their great development potential and firmly believe that they can learn English well. On the other hand, teachers adopt innovative ways such as group cooperation and role playing in English classes to attract students' interest in learning. For example, teachers lead students to play you draw, I guess, strengthen the communication between left-behind children and classmates, gradually make up for the lack of emotional, and mobilize their enthusiasm to participate in English class. This will greatly make up for the child's emotional loss and reduce the impact on English performance.

V. Conclusion

This paper analyzes the current situation of emotional loss of rural left-behind children, mainly manifested as the lack of sense of belonging. On the basis of Maslow's need theory and Krashen emotion filtering hypothesis, it shows the importance of emotional factors to the teaching of learners and teachers. The emotional loss of left-behind children will lead to students' insufficient motivation and low interest in learning English, which will then affect students' English performance. In view of this problem, the author provides optimization strategies from the dimensions of schools, families and teachers, which not only provides a reference for the relevant research of left-behind children in the future, but also brings some inspiration for the further study of how to improve students' English learning performance.

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