

Ecosystem theory perspective of the Migrant Children education inclusion research

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Abstract: With the accelerated urbanization, the proportion of migrant children in cities is increasing, and the problem of educational inclusion of migrant children is becoming more and more prominent. This paper takes mobile children in X elementary school in Nanjing as the research object, uses ecosystem theory as the analytical perspective, elaborates on the educational inclusion problems of mobile children from three levels: micro, meso, and macro, analyzes the causes of the problems, and finally proposes coping strategies to improve the educational inclusion of mobile children.

Keywords: Ecological system theory; Migrant children; Educational inclusion

1. Research Background

The All-China Women's Federation group defines urban migrant children as a group of children younger than 18 years old who move with their working parents from their original household registration and enter other cities to live and study for more than 6 months[] . The educational inclusion of migrant children refers to the ability of migrant children to enter the education system smoothly, have equal access to educational opportunities and resources, adapt to the school campus culture, gain acceptance from teachers and peers, and have a strong sense of belonging to the school[] . According to the 7th National Population Census, China's mobile population will reach 376 million by 2020, which means that nearly half of China's children will be children of mobile populations, with a size of 130 to 150 million. Of these children, 14.297 million are children of migrant workers in compulsory education[] . Although the implementation of relevant policies has weakened the impact of the education threshold on migrant children, the situation of educational inclusion of migrant children is not optimistic. For example, differential treatment in academics, unintentional exclusion, participation in campus activities, etc.[] ; psychological and interpersonal aspects: migrant children inevitably encounter discrimination, life and cultural adaptation, social and psychological problems, and the educational problems of migrant children are gradually becoming visible and continue to be paid attention to by all sectors of society.

2. Theoretical basis

Ecosystem theory considers the social environment in which human beings grow and live as a social ecosystem, emphasizes the importance of the ecological environment in influencing human behavior, and focuses on the impact of the interaction between human and social systems on human behavior. Ecosystem theory focuses on the human being in the context of the environmental system, describing how the human ecosystem interacts with the human being and influences human behavior, and revealing the important influence of family and social systems on the growth of the individual. Charles Zastrow distinguishes three basic types of human social-ecological systems: microsystems, mesosystems, and macrosystems. Microsystems, mesosystems, and macrosystems of the human environment are always in a situation of mutual influence and interaction[] .

3. Inclusion in education for mobile children

Weak environmental adaptation ability. Most of the migrant children suddenly come from the "acquaintance society" to a new environment, facing the differences in environment, ideology and behavior, and lacking correct professional adjustment and guidance. Many migrant children say that they are often at a loss when faced with situations they have not experienced before, and they do not know who to ask for help, and can only choose to escape or suffer in silence. As a result, this weak adaptive capacity does not allow them to integrate well into their new environment.

Disconnected academic integration. Poor academic foundation, poor study habits, and lack of study skills are problems for many mobile children. Due to the variability of school levels and weak learning foundation, many students cannot adapt to the new learning rhythm after transferring to a new school. Some students have a poor sense of independent learning in their study habits, lack motivation to learn, and need constant supervision from teachers and parents in order to study.

Generate negative emotional cognition such as low self-identity. Since migrant children's ideology, culture and living habits are different from those of local children in their new environment, local students do not have the foundation of life in the place they moved to, and they will subconsciously differentiate themselves in interactions, so that migrant children always consider themselves as "outsiders" in interpersonal interactions. As a result of such perceptions, migrant children do not integrate well into the community, lack a sense of belonging to the city they live in, and have their self-esteem affected.

Lack of interaction between teachers and students and lack of sociability among students. The interaction between migrant children and teachers, students will avoid interacting with teachers as much as possible and will not actively seek teachers for help. And in the process of teacher-student interaction, students' responses are superficial, lacking deep communication with each other, and the integration of teacher-student relationship is hindered. In addition, itinerant children live in neighborhoods that are dominated by mobile populations, and because

of neighborhood attributes and spatial distances, their frequent interactions are usually with classmates in the same neighborhood. Therefore, the interaction among their classmates is also limited to a certain extent.

4. Analysis of the causes of the problem of educational inclusion of migrant children

Analysis of micro-level child education inclusion issues. Low individual self-awareness and low motivation for active inclusion. The low self-awareness of most mobile children makes them interpersonal, unable to deal well with others, and this awareness also makes them inactive and evasive in participating in school or class activities. In addition, they close themselves in their own world and refuse to change contact with the outside world, which makes them psychologically prone to low self-esteem, sensitivity and other emotions, and form retreating behaviors in their behavior.

Meso-level child education inclusion problem analysis. (1) The lack of school-heavy student management and the lack of good teacher-student and peer relationships. Schools do not take into account the division and attention to the student population due to the lack of human and financial resources and other parties. And the school's relevant system and management does not have a targeted management system. Most of the young teachers join the teaching team because of the school's youthful faculty construction, but they do not have enough knowledge about the issue of inclusion in education for migrant children because they do not have rich working experience. (2) Lack of various types of capital in families and insufficient access to resources for children. In terms of investment in education, most mobile families have relatively low investment in their children. The re-establishment of social resources and social support networks for mobile families is quite difficult for mobile families, and the social support networks for mobile children are in a blank state. Most parents of mobile families in this school do not have a high level of education, so the cultural capital that children receive from their parents will also be in a backward situation. In summary, the lack of various types of family capital also has a significant impact on the educational inclusion of mobile children. (3) Inadequate community services and insufficient educational inclusion atmosphere The lack of community services, the lack of infrastructure, the lack of cultural activities and the lack of a cultural atmosphere in the community have all contributed to the lack of a good educational inclusion atmosphere for migrant children in their living environment.

Analysis of macro-level child education inclusion issues. (1) Inadequate policy support and deteriorating social climate. As the urban integration of migrant children is becoming more and more serious, the policies and regulations formulated by the government, although effective, but there are also some schools management deficiencies and insufficient implementation. These phenomena urgently require the government and relevant authorities to strengthen the dissemination and popularization of information and take measures. In conclusion, the lack of policy support for migrant children and the social climate that makes it difficult for society to fundamentally achieve effective awareness are social factors that affect the completion of inclusive education. (2) The process of educational inclusion is hindered by the large gap between urban and rural resources. Policy adjustments have not fundamentally addressed the differences that exist between children of migrant children and urban residents in the process of enrolling in school, receiving education, and the educational resources they enjoy. In addition, the imbalance in educational resources may also impose certain limitations on the quality of teaching and learning in schools, resulting in differences between different regions, thus affecting the process of educational inclusion for students.

5. Suggestions for improving the inclusion of migrant children in education

Improve the national macro guarantee mechanism and provide policy support . Construct an adaptation system for urban social integration of migrant children guaranteed by the government to create an ecological environment with a low level of discrimination. The education administration should also develop and improve the enrollment policy and training system for migrant children, and strengthen the promotion of equality and equity in education. In addition, the government should increase the financial investment in schools in each region to achieve a balanced distribution of compulsory education resources. At the same time, for families of migrant children, it is necessary to strengthen the protection of their work and life, "precise poverty alleviation" and improve the working environment.

Collaborative participation of social forces and construction of a good social environment. Strengthen community support and reconstruct the social relationship network of mobile children. Communities should create a good cultural atmosphere, build culture-related infrastructure, and cooperate with various universities or public welfare organizations to carry out regular cultural activities in the community. At the same time, mass media should make full use of their opinion-led advantages to increase positive publicity for migrant children and create a public opinion environment that cares for them.

Create a favorable teaching and learning environment and improve school management mechanisms. Develop and improve various systems related to educational equity to improve their school adaptability. Teachers themselves should establish the concept of non-discriminatory education, which is the key to solve the discrimination perception of migrant children. Teachers should correctly guide students to make them realize and accept their "mobile" status, reduce the pressure brought by their misconceptions, and enhance their psychological resilience.

Play the role of affectionate motivation to achieve scientific parenting. The emotional communication between parents and mobile children should be strengthened so that it can play an active role in the growth process and promote the formation of the child's ability to be independent and autonomous. Parents should take the initiative to shape and cultivate their children's inner personality traits, too much indulgence can adversely affect the level of social adaptation and the construction of self-efficacy of children, and even lead to the development of bad habits.

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