



Be a Good Listener—Exploration of Education Transformation Strategies for Left-behind Children

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Abstract: The education of left-behind children is an important issue in the development of education at present. The emergence of left-behind children is caused by economic transformation and social development. Rural people have always be willing to change their living conditions and improve their living standards, so the parents of rural children have to leave their hometown and come to the city to find a better chance to make a living, but some rural parents are still engaged in the rural orchards, small workshops and other self-employed business. Whether migrant workers or start a small business, or stay in the countryside to operate small business, child's education is bound to be affected to some extent, as a result, the vast majority of the seventy percent of the rural parents wish their children to be looked after by old people, and the parents are not at home for a long time, so they can't take care of the children in learning and life. As a compulsory education worker, we should understand the characteristics of left-behind children and carry out an analysis and research on the education of left-behind children.

Keywords: left-behind children, education, rural areas

The balanced development of education is inseparable from the attention to rural education. Rural education occupies a considerable proportion in China's educational undertakings, and rural education is often easy to be ignored by the public. In fact, there are many children in the countryside who are eager for learning. In fact, they wish someone can listen to their inner voice to feel the warmth of family^[1]. It is the purpose of compulsory education to make every child grow up and learn in a healthy and happy manner. As a rural educator, we should start from paying attention to left-behind children in rural areas to truly discover the shining points of children. Besides, we should trust and appreciate children, and devote our love to them, so that children can get rid of loneliness and have a good learning and living environment.

1. Understand children and listen to their aspirations

In daily teaching work, we find that some left-behind children in the class are different from ordinary students in psychology and behavior. For example, the vast majority of left-behind children are very silent, it i[

s more difficult for them to trust surrounding classmates and they show unfriendly attitude to classmates. Some teachers find this situation and they hold that the child's psychological development is not in health state, and sometimes the teachers will even criticize the children with non-ideal the educational results. Actually, left-behind children and students, in general, show different psychological and behavior characteristics, which lies mainly in their living environment and the contact of different things, as a result, it can lead to different personal values of left-behind children, teachers should understand the left-behind children from the perspective of left-behind children and conscientiously listen to the heart-felt wishes of the left-behind children^[2].

For example, there is a left-behind child in the class, he will never lend any school supplies to other students, even if the student is indeed in need of the supplies, on such occasion, many students in the class think that this student is very stingy, and even some students think that he is deliberately for doing so to embarrass others in a deliberate manner. But the head teacher found that the left-behind child never took pleasure in his misfortune in class, and that his life was always very simple. Therefore, to solve this problem, teachers must put themselves in the perspective of left-behind children to explore problems and strategies. First of all, the head teacher made a home visit and learned that the student's parents had been working abroad for a long time, and it was his grandparents who took care of his food and daily life. They had no pension, and the only source of income was his parents' salary. The parents' meager income can only support the food and clothing of the family and the education of the children. Therefore, in order not to add extra burden to his parents, the student is very frugal in life, and they never spend a penny in disorder, and he is not willing to lend his belongings out, which is why the student almost never lends his belongings to other students in school. After the teacher understands the condition of the student, the head teacher should can show his sympathy to the student from the perspective of the student and the other

students are kindly required in the class to understand the left-behind child. For this reason, after asking the opinions of the left-behind children in the class, the teacher launched a class activity, mainly to commend the "Filial piety--understanding parents". The students who received the commendation were mainly those from poor families who understood their parents' hardships and were thrifty in daily life. In this way, students can understand left-behind children, understand their behaviors in class, eliminate students' misunderstanding of left-behind children, and let every student listen to the voice of left-behind children.

2. Trust children and realize their value drive

Every child is a member of the class and has made an indelible contribution to the development of the class. Left-behind children are the same, and their value in the class should be affirmed. In traditional education, teachers generally believe that left-behind children are bound to be different from ordinary students in learning habits and thoughts due to the long-term lack of parental discipline and supervision. Therefore, some teachers classify left-behind children as underachievers in the class. This behavior is an obvious manifestation of distrust of left-behind children^[3]. As a compulsory education worker, we should trust every child and treat every child equally in home education and class management. First of all, in class, we should answer relevant questions to left-behind children according to their learning basis and give them a chance to show themselves. No matter how good the quality of left-behind children's answers is, teachers should give verbal encouragement and affirm their thinking results. Secondly, teachers should be good at discovering the shining points of left-behind children. For example, some left-behind children in the class are very active in labor although their grades are in average level, and they can be seen in every class work. Teachers should record this scene and praise the students in class meetings and affirm the value they have created for the class, so as to enhance the confidence of left-behind children and the drive to realize their self-value. The mere trust of the teacher is far more enough, we must transfer this trust to the heart of every student in the class, as a result, we can carry out sports activities such as tug-of-war, for example, guide them how to show the best side in the game, sure they are in the game. At the same time, we should affirm the creation of the value of class honor for left-behind children. Left-behind students are as important as other students in the class. Teachers should not deny the value of left-behind children because of their special growing environment and their learning performance. Teachers should trust left-behind children, so that the value of left-behind children can play in the class.

3. Really love children and let them feel the warmth of family

Because the left-behind children in rural areas can not get the care and care of their parents for a long time, most of them are lack of love psychologically. In the class, many left-behind children see other students' parents come to pick them up every day, and sometimes they will cast envious eyes. As a teacher in charge, we should find this problem. In the education process of left-behind children, we should follow the concept of caring for the healthy growth of children and let left-behind children feel the warmth of their own home in school. First, the teacher must from small things, reflects the care of left-behind children, such as daily learning in school life, some left-behind children may because a few small accident, and appear the phenomenon of fall or finger was knife cut, teacher saw to timely care and nursing care for children, this time the teacher wants to like their parents, Carefully deal with the injured parts of the children, and take the children to the clinic, so that the left-behind children can feel the love from the teachers when they are in difficulty^[4]. Secondly, in the small details of life, teachers should pay attention to the growth of left-behind children from time to time, such as the change of the weather, telling them that they should add more clothes when it is cold, and reminding them to go to bed early at night when they are in poor mental state. In terms of learning, teachers should pay attention to the academic performance of left-behind children. They can help left-behind children with their lessons free of charge at night, so that they can get the greatest help from teachers in learning and improve their sense of belonging to school. Not only should teachers do a good job in caring for left-behind children, teachers should also encourage the whole class to care for left-behind children, so that the class can form a loving atmosphere. For example, teachers can launch a bulletin board on the theme of "the healthy growth of left-behind children", asking students to describe what left-behind children are, the problems in their growth, how to care for left-behind children, my care for left-behind children and other relevant contents on the blackboard. Teachers should also conduct one-on-one left-behind children support activities, and make a non left-behind children in the class, to help another study of left-behind children in the class, the teacher will daily learning of middle school students to help each other lens, on the blackboard at the back of the class, encourage the love always continue, and form a kind of class culture.

4. Appreciate children to build up their self-confidence

Parents are the first teachers of children. In daily learning and life, every child's growth is inseparable from their

parents' appreciation and encouragement. A simple encouragement from parents can establish self-confidence for children. However, for left-behind children, a word of encouragement from their parents is hard won, so many times left-behind children have to face a lot of things on their own, even if they repeatedly hit a wall in the end, they have to persevere without anyone's encouragement and appreciation. Based on this, as a rural compulsory education workers, to the growth of left-behind children as their own affairs, which is an important, from the perspective of the concerned about their children grow, appreciate the child care children, rekindled left-behind children's self-confidence, don't let the left-behind children feel inferior in front of the class, let the left-behind children present their most glorious face in front of the class. For example, we hardly see left-behind children in many cultural and sports activities. It is not that left-behind children do not have the ability to participate in activities, but that left-behind children lack confidence in themselves and subconsciously believe that they are not competent for activities before they participate in them. In view of this situation, teachers must give more appreciation and praise to children, and then provide systematic guidance to left-behind children, such as: The speech competition will be held. Teachers will spend one hour every day to conduct professional training on the speech skills of left-behind children in the class. They will carefully guide the children from timbre, pitch, facial expression and body movements to improve their speech skills. Before the competition, the teacher should lead the left-behind children to get familiar with the competition site and stimulate their confidence. Before participating in the competition, teachers should give more encouragement to left-behind children and cheer for them. No matter what the final result of the competition is, teachers should positively affirm the ability of left-behind children.

5. Pay attention to children and cultivate their physical and mental health

Teachers need to pay more attention to the physical and mental health growth. Due to age, grandparents can only care about the food and daily life of left-behind children, but for the study and mental health of left-behind children, grandparents seldom care about and have no more energy to care about. If left-behind children are exposed to the bad habits of society, their physical and mental health will be greatly affected. In the educational work, the author often finds that many left-behind children lack parental supervision for a long time, resulting in unrestrained behavior and thoughts. Finally, they fall into the bad habits of the society, resulting in the phenomenon of problem students. Based on this, teachers should care about children's physical and mental health, through the small details of life and study to comfort and care. For example: some left-behind children in the class like fighting very much. Once there is a conflict with their classmates in the class, they will start to fight if they disagree with each other. This is a very bad behavior, a long time will develop a violent psychological tendency, is not conducive to the healthy growth of children. Based on this, through psychological counseling, the teacher teaches the domestic violent cases related to adolescent fighting with the children, so that the students can understand that some teenagers regret for the rest of their lives because of temporary impulse. The teacher tells the children that fighting is a very bad behavior and it is easy to develop the psychological tendency of violence. Teachers through the influence of words, so that children's body and mind step by step toward a healthy direction of growth.

6. Conclusion

Left-behind children are a very large group in rural areas, and the growth of this group is the most worthy of teachers' concern. In daily teaching work, teachers should first understand the living status of left-behind children and the problems they encounter in life and study, and carry out effective education and teaching work from the aspects of understanding, trust, true love, appreciation and attention.

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