

# Analysis of Education Strategies for Left-behind Children in Relocated Kindergartens under the New Situation

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**Abstract:** In the new situation of relocation work, for the education of left-behind children, left-behind children's own physical and mental health development and social harmony and stability will have a corresponding impact. According to the investigation and analysis, the main reasons for the impact are as follows: education, life, work and so on. Therefore, in the process of concrete work, we should pay great attention to the psychological and behavioural influence on left-behind children from the aspects of time and space. Based on this, this paper will start from the importance of school moral education construction work, accelerate the promotion of relocated children can quickly adapt to the new environment, new life, for subsequent learning to provide a solid foundation to ensure support.

**Keywords:** new situation, relocation, left-behind children, education strategy

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## Introduction

Children's education requires the care and assistance of parents and schools, but for left-behind children, the educational guidance of society is also very important. Parents, schools and society all contribute positively to the quality of education and future growth of left-behind children. According to the statistical analysis of big data, the main problem of most left-behind children is the lack of parental companionship and care, which leads to a more serious impact on the personality shaping of left-behind children. In addition, the age of the guardians and the negligence of kindergarten and school education and guidance management have led to the emergence of many problems in the healthy growth of left-behind children, affecting their learning and development.

### 1. Brief description of the education of children left behind in kindergartens

According to research analyses, parents in most areas choose to go out to work in order to improve the quality and standard of living of their families. In such a situation, the left-behind children can only be looked after and supervised by the elderly members of the family. However, as the guardians cannot replace the role of parents, they are not strict in teaching the children in many aspects such as daily life and study. Sometimes, some education and guidance methods are not scientific and reasonable, and there is also a serious situation of indulgence and a serious lack of education and guidance in ideology and morality. At the same time, because children are relatively young and do not have the ability to distinguish between right and wrong, good and bad, they are easily influenced by external factors and form wrong ideas and consciousness.

In addition, some parents do not accompany their children during their growth, resulting in a lack of

parental love and care for the children, which leads to more serious mental health problems among the children. The parents of the left-behind children in the kindergarten usually go out to work after a few months, and they come back less often, and some of them do not come back to visit their children for a long time. As the guardians around the children are relatively old, they are weak in the practical use of smartphone devices, and can only be contacted by phone, which is not very effective. Because left-behind children lack parental care for a long time, they are separated from their parents for a long time and become alienated and unfamiliar. Even in serious cases, they may develop a sense of loneliness and low self-esteem. The main reason for the emergence of negative psychological problems is that the children themselves lack a sense of security, withdrawn and introverted character. Therefore, it is necessary to put forward appropriate and reasonable solutions and measures to the problems of left-behind children in kindergartens in a timely manner, so as to avoid hindering the subsequent development of young children's learning and growth.

## **2. Educational strategies for left-behind children in kindergartens in the new situation of relocation to other places**

### **2.1 Scientific and rational setting of awareness-raising activities in schools**

In the new context of educational guidance for kindergarten children in the context of relocation, the primary problem faced by children who have been relocated during this period is the problem of educational integration. After the relevant data research shows that due to the differences between the teaching environment and teaching level of each region, the first step can be taken at the school level.

We can start with the school level. Especially when the left-behind children go to a new environment, they meet new teachers, new teachers, new teachers, new teachers, new teachers and new teachers. Encountered are new teachers, new classmates, if the children can not adapt to the new environment will have a more serious impact on the children<sup>[1]</sup>. At this time, it is necessary to use novel methods to promote young children can quickly adapt to the new environment and new life. The implementation of the work process, the need for left-behind children at different levels of the inner level of the inferiority complex, in-depth research and analysis. The main reasons for this situation are twofold: first, because left-behind children will inevitably have to adapt to the new environment, at this time, teachers need to help left-behind children to eliminate the sense of strangeness, and actively guide the left-behind children to participate in kindergarten sports activities, handicrafts, speeches, song and dance competitions and other collective activities. By participating in these activities, they can quickly adapt to the new environment and enhance their relationship with their teachers and classmates.

The second point is that the children left behind may have misconceptions and a lack of understanding of the social division of labour and work. Therefore, under the new circumstances, it is necessary to set up more publicity and guidance activities in schools according to the actual situation of relocation, and to increase the strength of publicity and construction. Schools can set up publicity columns in the park, workers report sharing sessions, etc., using this way to vigorously publicize and guide the positive impact and contribution of migrant workers to the development of urban construction and social economy.

At the same time. We should also pay attention to the promotion of traditional Chinese culture and history, and at a fundamental level, make children have a new knowledge and understanding of the migrant labour of their parents. At the same time, this approach also facilitates children's understanding of their parents' work from a higher level. At the same time, the school can also create a resource-sharing platform, so that children and migrant workers can have an in-depth understanding of relocation, and so that

classroom teachers can establish effective contact with migrant workers, and give full respect to left-behind children and migrant workers, in order to create a sense of equality.

## **2.2 Shaping a healthy personality in the context of everyday life**

In the process of kindergarten education and guidance for left-behind children in the new situation, it is also necessary to pay attention to moral education and guidance work<sup>[2]</sup>. At this time, teachers need to go deep into the children's grass-roots level to understand their actual learning situation, psychological development, etc., and become good friends with the left-behind children in the park. Through the way of interaction and communication between friends to understand the actual needs, the existing curriculum and practical activities in the park to optimize and innovate. Behavioural training activities, physical training activities, will quality training activities, etc. can be set up to educate and guide the left-behind children. Through this way and behaviour to exercise the will quality and ability of young children, as well as targeted to improve the left-behind children's own awareness and ability to resist setbacks. At the same time, you can also make full use of the resources of foreign environments, set up practical exploration activities, and actively guide children to set up investigation teams. Led by teachers to learn more about society, history, real life situations, etc., the use of this approach can further strengthen the left-behind children to apply the knowledge and norms of daily life into practice. They can also absorb the excellent traditional Chinese culture, experience different roles in the society, and activate the children's inner sense of responsibility and patriotism. In addition, by setting up practical activities, it is also convenient for teachers to explain the knowledge of moral education. Thus, it can effectively eliminate the utilitarian outlook on life and values of left-behind children, and provide help and sufficient resources for cultivating and shaping their personalities.

## **2.3 Emphasis on the implementation of intellectual education and guidance**

In the new situation in the context of most kindergartens have appeared in the form of bilingual teaching, the first point, the process of guiding the education and teaching in the park also pay more attention to the interactive communication and contact with children<sup>[3]</sup>. After the left-behind children finish their learning tasks for the day, teachers also encourage the left-behind children to go home and share what they have learnt today with their guardians. Through the use of after-school sharing, it can not only help children to consolidate and review, but also enhance the close contact between left-behind children and their guardians. However, according to the analysis of the survey, a larger part of the children, after learning the English words for fruits in the garden, share them with their grandparents and grandmothers when they go home, and it is very likely that their pronunciation is not standardized and regulated. At the same time, because the elderly at home have not participated in formal grammar training, naturally, they cannot detect the problems, and the children cannot consolidate and improve their pronunciation. Therefore, teachers should also increase communication and contact with the children, and use online communication to increase contact with the guardians of the left-behind children. For example, a fixed time of the week through online communication, and actively guide the left-behind children to tell what they have learnt and gained in the park. This will also make it easier for teachers to identify specific errors in a timely manner, as well as to further strengthen the basic knowledge and abilities of left-behind children.

Secondly, kindergarten teachers should also create rich practical activities in accordance with the actual situation. In the process of designing activities, the lack of ability of left-behind children is also taken as the main core, and multiple teaching resources are introduced to create rich and diversified practical activities. The main reason for exploring the lack of ability of left-behind children is the lack of

independent exercise opportunities. For example, most of them have to wear clothes and organize school supplies on behalf of their elders at home. In the new situation, all these should be given to the children to do independently. Therefore, teachers in the park should also integrate competition mechanisms into the design of practical activities, such as: “dressing, arranging school supplies, eating competitions”, etc., before the actual competition, teachers should conduct demonstration exercises through the way of visual presentation, so that children can master the relevant skills. When the left-behind children maintain an optimistic and positive attitude during the competition, the teacher should encourage and praise them regardless of their performance. In addition, teachers should also inform the guardians of the basic information and results of the children’s participation in the practical competition activities. This will also make it easier for the guardians to implement follow-up skills training for the children when they return home, and to reasonably avoid the factor of children’s ability problems.

### **3. Conclusion**

All in all, under the new circumstances, no matter whether the parents choose to go out to work or stay in the local community, the parents need to pay great attention and concern to the children left behind in the new situation. Parents need to pay close attention to their children who have moved away from their homes. At the same time, they should take the initiative to pay attention to the actual learning and living conditions of the left-behind children in the school, and take time to listen to the children's inner thoughts, but also use positive guidance, encouragement, you send to the left-behind children to appease their inner emotions and psychological problems. In addition, the school teachers should also be from the achievement level of left-behind children to make reasonable adjustments, and actively establish the correct outlook on education, values, etc., can not over-emphasis on the results to focus on the process. In addition, parents should set a good example for the left-behind children in their daily life and establish an optimistic and positive attitude towards life, as well as create a warm and harmonious family atmosphere and family environment for the left-behind children.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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