

# Self-Abasement of Rural, Left-Behind Children and Educational Countermeasures

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## ABSTRACT

The inferiority complex of rural left-behind children seriously affects their development in thought and behavior, and left-behind children have become a social group that cannot be ignored. Society, schools, and families all need to pay attention to the education of left-behind children so that they can get out of the psychological shadow of inferiority and so that their childhood is full of sunshine, happiness, and healthy growth. Therefore, it is of great significance to deeply understand the mental health status of rural, left-behind children and put forward effective educational countermeasures for improving their living conditions and promoting the harmonious development of society.

**KEYWORDS: Self-Abasement of Rural, Educational Countermeasure**

## I. INTRODUCTION

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## **II. THE CONCRETE MANIFESTATION OF RURAL LEFT-BEHIND CHILDREN'S INFERIORITY COMPLEX**

### **A. Closed and withdrawn**

Left-behind children lack a family environment with a sense of security and belonging during the critical period of growth, which makes them lack objects to talk to and seek care for. In interpersonal communication, when there is trouble in the heart, there is no timely guidance and help, and long-term depression and anxiety form an inferiority complex, which makes it easy to make left-behind children form a self-closed, solitary, cowardly, and emotional indifference. A long-term lack of parental companionship and care can lead to children's emotional needs not being met, which can affect their self-esteem and self-confidence. They tend to become introverted, withdrawn, fearful, and insecure about things in the outside world. At the same time, this emotion will also affect their academic performance, making it difficult for them to concentrate in class and causing their academic performance to decline.

### **B. Maintaining the Integrity of the Specifications Impulsiveness and irritability**

The self-abasement of left-behind children has not been resolved for a long time, coupled with their weak will and ability to be affected by a bad social atmosphere. They often show impulsiveness, irritability, and conflict with classmates. Left-behind children are psychologically sensitive, and they are easy to alert to people or things around them. They are also easy to rebel against the discipline of teachers and guardians.

### **C. Lack of Security**

Because of the long-term emotional changes and psychological needs of left-behind children, they do not receive timely emotional care, making them think that their parents do not pay enough attention to them. When interacting with classmates, it is easy to be emotional, causing them to lose the courage and confidence to communicate. Long-term emotional depression makes left-behind children feel insecure about people and things around them.

## **III. THE CAUSES OF RURAL LEFT-BEHIND CHILDREN INFERIORITY PROBLEM ANALYSIS**

### **D. Lack Of A Social Environment That Cares For Left-Behind Children**

The growth of left-behind children needs the joint efforts of the whole society to create a good environment for them so that they can grow up healthily. People's understanding of the mental health development of left-behind children is insufficient, and the caring atmosphere for left-behind children is not strong. Most communities (townships or rural areas) have not established homes for left-behind children, cannot provide more communication platforms and activity space for left-behind children, and have not established professional

psychological counseling rooms, resulting in left-behind children's inferiority problems that cannot be timely and effective solutions.

#### **E. Schools Do Not Pay Enough Attention To The Education Of Left-Behind Children.**

In view of the inferiority tendency of left-behind children in psychological development, schools and teachers fail to deeply analyze the reasons and do not formulate targeted solutions. Although some schools have established files for left-behind children, they have not really paid attention to the education of left-behind children, only staying on paper. The activities carried out by the school are simple, and the nature of left-behind children is not stimulated; they lack platforms and opportunities to show themselves and cannot enhance their self-confidence. Teachers in rural schools are weak, and psychological counseling rooms have been set up in schools, but there is a lack of professional psychological teachers, which cannot effectively relieve the inferiority of left-behind children. In the course of teaching, class teachers and subject teachers lack professional knowledge of psychological theory, lack understanding of the psychological characteristics of left-behind children, and cannot adopt appropriate teaching methods.

#### **F. Lack of family education makes it easy to produce inferiority complexes.**

Children establish a good attachment relationship with their parents, have a stronger psychological sense of security, can understand and explore the world more confidently, and have healthy psychological development. A good attachment relationship will affect the development of children's personalities, emotions, and interpersonal relationships. Children's attachment to their parents is a natural basic need, and left-behind children have lacked parental care and love since childhood. "Intergenerational education"

"Intergenerational custody" is not a substitute for a child's attachment to their parents. The long-term lack of family affection leads to the unstable psychological development of left-behind children, resulting in the illusion of "being abandoned" psychologically and gradually developing an inferiority complex.

### **IV. THE EDUCATIONAL COUNTERMEASURES OF RURAL LEFT-BEHIND CHILDREN'S INFERIORITY**

#### **G. Create a social environment that cares for left-behind children.**

Education authorities should make good use of the advantages of online media, strengthen publicity, and guide and encourage more people to give emotional care to left-behind children. Encourage communities or social groups to set up homes for left-behind children so that left-behind children can actively participate in collective activities, experience the warmth of the big family, and alleviate their inferiority problems. Guide more volunteers to participate in the care of left-behind children.

Action to send warmth to left-behind children; To integrate all resources to intervene in the inferiority of left-behind children, such as setting up a psychological consultation room specifically aimed at the inferiority of left-

behind children, by professional psychological counselors to carry out psychological counseling and counseling, dispel their sense of helplessness and abandonment, and enhance their self-confidence.

## **H. Schools should pay more attention to self-abasement education for left-behind children.**

Sukhomlinsky said that the whole secret of educational skill lies in how to love children. In the process of growing up, in addition to family members, the most frequent contacts are teachers, and the most active place is school, so the main position of the education of left-behind children's inferiority complex is in school. Left-behind children lack parents' care for a long time, and teachers should timely understand their psychological needs.

Feed their hearts with love. In view of the psychological problems of left-behind children, schools can take corresponding psychological intervention measures. For example, for left-behind children with anxiety, depression, and other psychological problems, teachers can intervene and guide them by means of case analysis and group counseling.

### **(1) Improve the theoretical level.**

Teachers should first improve their own theoretical level and learn books and articles about the psychological problems of left-behind children and educational countermeasures in order to educate left-behind children properly so that their psychological development is healthier. In view of the inferiority complex of left-behind children, teachers should guide and educate left-behind children to make positive, objective, and correct evaluations of themselves so that left-behind children can understand that they will excel as long as they work hard.

### **(2) Exercise the quality of will.**

Teachers should exercise the will quality of left-behind children and establish self-confidence. Inferiority complex is mainly due to a lack of self-confidence, so we should pay attention to the training of left-behind children's will and self-confidence in life and study. Schools should often carry out some social practice activities through solidarity and cooperation while improving collective cohesion and training left-behind children to be stubborn.

Strong-willed qualities. In addition, teachers can put forward some simple questions in class for left-behind children with low self-esteem to answer, gradually increase the difficulty according to the children's performance, and timely encourage and praise the children so that they can gradually build up self-confidence. We should also be good at seizing the shining points of left-behind children, creating conditions for them to complete what they are interested in, good at, or good at, and encouraging them no matter how well they do, and telling left-behind children with loving eyes that teachers care about their growth.

### **(3) Carry out diverse activities.**

Teachers can carry out a variety of activities, such as poetry recitation, small painters, etc., to narrow the psychological distance between teachers and left-behind children, parents and children, guardians and children, so that left-behind children feel the warmth of the class family, create opportunities for left-behind children to engage in interpersonal communication and show themselves, and alleviate the inferiority of left-behind children. In addition, the teachers can also regularly carry out all kinds of parent-child activities, the use of class meetings to let left-behind children video chat with their parents, so that parents understand their children's performance at school, so that children understand their parents' work outside, so that they realize that their parents go out to provide them with a better living environment, in fact, it is more love their performance, and enhance the feelings between children and parents. Organize left-behind children and their actual guardians to participate in home-school activities such as "jigsaw puzzle" and "two-person three-foot walk" so that left-behind children and their actual guardians can narrow the distance in interactive activities, experience the beauty of family affection, and enhance their self-confidence.

### **I. Optimize family education methods.**

Society and schools should actively guide the parents of left-behind children to learn and master the education methods of left-behind children by using the Internet or parents' meetings. Parents should often contact their children, not only to meet the needs of the child's material life but also to care about the growth of the child's inner world, timely find the child's inferiority complex in life and learning, and encourage and guide the child to face the problem bravely with a positive attitude to solve it. Schools and families can provide emergency contact information for left-behind children, such as telephone numbers and network contact information. In cases of emergency, left-behind children can get timely help and support through these contact methods. The actual guardians of left-behind children should often pay attention to the emotional and psychological changes of the children in the way of heart-to-heart talk and help the children solve the difficulties encountered. Encourage parents or guardians to take their children to travel and participate in summer camps and other activities during holidays to eliminate children's sense of loneliness, enhance mutual trust, and make children feel better. Through the warmth of the family, we can eliminate the psychological inferiority of left-behind children.

Left-behind children in rural areas are a group that cannot be ignored. The inferiority complex of left-behind children has had adverse effects on their healthy growth. It is necessary for society, schools, and families to jointly create a good educational environment, guide them to overcome inferiority complexes with scientific educational methods, learn with a sunny and enterprising attitude, and live with a positive and optimistic attitude.

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