

Research on the Difference of Urban and Rural Home Environment from the Perspective of Family Education-Taking Basic Education as an Example

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Abstract: *Family education is the first teacher for children to teach, is the innate environment for children to learn, is an important driving force. In the content of family education, there are many influencing factors, and the improvement of home environment has a far-reaching impact on children's education significance. The subtle "infectious" education from families is deeply rooted, especially in childhood. Studies have shown that children at the age of 6-12 will determine their life ideals according to the family education environment, parents' words and deeds, and strive for them all their life, and it is not easy to be changed in adulthood. This paper compares the differences between urban and rural home environment in Luojiang area, especially the similarities and differences in the living environment of urban and rural primary and secondary schools, to create a learning environment suitable for children's physical and mental development and can assist parent-child family education; and provides solutions to improve the poor learning efficiency and the phenomenon of students' passive interest in learning. By virtue of the emotional regulation advantages of the community and the family living environment, the synchronous development and stable improvement of urban and rural family education, so as to provide intellectual support for promoting the quality of urban and rural family education, improving the steady development of the integration of basic education in Luojiang region, and promoting the regional prosperity in Luojiang region.*

Keywords: Home education, Home environment, Home parent-child area, Primary and secondary schools.

1. The Current Situation of Family Education in Different Home Environments in Urban and Rural Areas

The difference between urban and rural household education environment is an obvious phenomenon. With the development of China's economy and the weakening of the gap between urban and rural areas, although there are no significant differences, there will still be subtle differences due to the differences between parents' attitudes towards their children's education and their education methods.

In terms of education, urban families, influenced by educational resources and living environment, generally provide reading areas, working areas and toy and game areas for children, which will have significant effects in the development of children's intelligence and interests. The setting of these environments makes children "recognition" of their parents positive, and urban families will leave space for their children to learn in their parents' office area, which is very beneficial to strengthen the intimacy of parent-child relationship [1].

Rural families, in terms of child education tend to "free-range", combined with the socialization of left-behind children, many students in the family education will follow grandparents life, reading, doing homework, there is no fixed place to guide, games and parent-child activities is no guarantee, these for the body and mind in the construction of primary and secondary school children, is a lack of family education.

In foreign countries, families will provide a better living environment to create conditions for children's growth. At the same time, also pay more attention to the interaction between family education and living environment, will improve the living environment to optimize the effect of family education,

for example, not in the factory in the middle to both sides of the students mode layout, not in factory type "cement color, pure white" color layout learning environment, more is close to the experience of students learning, cooperative learning, sharing learning, to create conforms to the psychological needs of school-age children's learning environment.

Combined with the above current situation, My research is based on the differences in family education environment between urban and rural primary and secondary schools, With the help of the emotional regulation advantage of the soft decoration in the community and family living environment, By informing and using practice cases, To guide the primary and secondary school parents to complete the improvement of the family education environment [2]; To educate the concept of "home" in the traditional Chinese culture to enhance the students' learning consciousness; Because the change of the environment has a significant effect on shaping people's character and conduct, Let students 'parents improve the family education environment to change students' low learning efficiency, poor concentration and passive learning interest, To improve the parent-child, family education relationship, To provide the basis for promoting the quality of urban and rural family education.

2. The Importance and Construction Idea of Family Education Environment are "Two Centers" and "Three Ecology"

First of all, education requires an environment. When many families choose the educational environment for their children, they first choose the area rich in educational resources. In addition to the teaching environment around the family, the quality of teachers and the infrastructure, the distance is also very important. Therefore, the story of "Meng's mother moved three times" has been happening now, and the family has been

chasing the environment, but the fact is that the parents' painstaking management, for the students, it is not fully understood. Sometimes students will delay their learning because they need to adapt to the new learning environment. Then why not take the initiative to build a student's own, long-term and effective learning environment?

Chengdu area is rich in educational resources, so students can choose to study nearby, and there are more opportunities. In terms of the educational resources that can be selected, students can receive the educational resources with clear subject classification, more professional teachers and higher teaching quality. However, the educational resources available to students in rural areas are very limited, and there is little selectivity for resource allocation given by educational institutions [3]. For example, in Luojiang area, within the 5 kilometers of Luojiang Middle School, ShenXuetang Junior High School and Qiyi Pavilion Middle School, there are no more than 15 art and managed institutions, while other Jinshan Town and Yanjia Town in Luojiang are far apart, so it is inconvenient to choose. But it is well known that these resources play an important role in the process of student development. In the limited educational background, family education will also be affected.

Although Luojiang area family education resources than cities such as Chengdu, Mianyang, but in the continuous economic development, family education is rapid development, many areas are in the transition zone of rural to urban development, living environment is in this transition stage, urban residential, village, community activity center word, children living between the city and villages, most of the time will appear not real, even the phenomenon of learning mood gap. Therefore, in building the family environment, starting from the construction of family education and living environment, to close the gap in students' learning emotions, change the low learning efficiency, poor concentration, passive learning interest is a good entry point.

Therefore, we to improve students for the purpose of comprehensive learning, establish "center": on the one hand is community, family, on the other hand, school in urban and rural areas, with community, family as the center, with school education as the kernel, establish learning venues, family education environment is given priority to, community environment sharing education, let students have learning environment and interest, can the school education content, back to the family, back to the community, realizing a complete coverage of family education resources fully sharing and family education education. In the mature community in Sichuan today, this needs the form of community venues for students to exchange and learn, need families to provide students with continuous learning, or interactive learning places, give children a focused space, and give parents to activity space, do not let family education education become arbitrary, do not let family education become perfunctory.

Such two centers will eventually form three ecological circles that benefit from education. First, the urban and rural family parent-child education activity ecosystem, that is, to create a student and interactive learning environment within the family, so that the tutoring environment is fixed, the personal activities are fixed, and the companionship is fixed. Second,

the ecosystem of parent-child education activities in urban and rural communities, that is, to establish an ecological environment in which students of different school age groups can interact and communicate with different educational ideas. Third, the parent-child interaction ecosystem in urban and rural campuses, that is, to establish an ecological environment for mutual communication between schools and students' families. For example, teachers' home visits are turned into a community activity, so that students' teachers can make home visits with parents in the community, and complete the communication of educational wishes through activities and communication.

3. The Integration Strategy of Family Education Concept and Home Environment Design in Basic Education

In the background of basic education, primary and secondary school students' passive, and random, poor concentration is the characteristics of students' learning, to find students' learning interest, is effective; the establishment of good affection, trust, all need to pay attention; and color, aesthetics, interaction, simple and easy to understand, and the learning environment, one of the above content, is a good entry point. Even children's recognition of the family is established at this time, they are eager to be valued, recognition, desire, rather than optional, neglected, (studies show that childhood is not recognized psychological trauma, it is difficult to be cured), it has their own learning environment, by positive guide and recognition students more confident, more sense of responsibility, in their admitted family environment of learning, more focus and sense of belonging, don't easily deprived of children's learning environment.

To create a parent-child interactive home environment suitable for the development of students' mental health, the design contents include:

To promote children can effectively learning, active learning, in parent-child activities, learning design to fully consider children's psychology, different children demand for environment, so in the family parent-child education ecosystem design, to fully listen to children's wishes and requirements, even let children involved, such as buy tables and chairs shape, metope color and material, open or closed environment, etc. It can be designed from these several aspects.

First, to set up the exclusive learning space for children in the family education environment. Studies have shown that children between 6 and 15 years old, will have a strong sense of self-identity, they urgently need to get the identity of the surrounding people, including the identification of the environment, the identification of the sense of belonging. Children also need an exclusive space like their parents, or their own toys, their own bed, their own desk, their own room. In the urban education environment, parents give their children enough exclusive space, while in the rural home education environment, children are mostly in a free-range state. From the perspective of children, they will feel unvalued, but from the parents simply urged "you do homework", children do not know where to do homework, because of the double denial of the environment and task, resulting in

children's next thing is difficult to continue; for parents, this is a very perfunctory way of education.

The correct way of family education is to give children learning space and environment, let children clear where to learn, is a table? Or a stool? And the company of the parents, the parents are sitting on the side of the children? Or opposite to the child? These will have different effects on children's psychological learning. Sitting on the side, children are easy to form dependence on their parents; sitting opposite, children are easy to produce independence, enhance self-judgment consciousness, but also easy to produce opposition. I myself do not recommend that children face the wall to learn, children's loneliness will rise.

Second, set up a parent-child activity area in the home environment. It is very important to enhance children's sense of identity with family affection. The influence in the family has a profound influence on children. Parent-child activity area is an important place for words and deeds, in the home environment, parent-child activity area is not too big, but must have, can be the living room, balcony, yard, community square, etc., the importance of area establishment, is to let children enhance focus, not distracted; on the other hand is to enhance the sense of identity to parental education. It is mainly to convey a concept, is to let the children to develop in a dedicated area, to complete the focus of things.

For the construction of parent-child activity area in home environment, for quiet children, make short activity content to allow children to complete the focused exercises indoors; for more active children, set up a larger area to go to the community square or a corner of the yard. The content of education is to teach by words and deeds, to children through environmental rules and rules, so that children feel parents' self-control and responsibility, so that children develop a sense of responsibility.

Third, the establishment of community home education activities venues. With the improvement of urbanization, it is imperative to create a home education environment for children in the community. As regional members and parents, they have the responsibility and obligation to promote the construction of community children's home education environment for children. Children are not just about personal growth, More need communication with the social environment, More need to communicate with children of the same age, Urbanization, the development of residential buildings, Like in the past, "children visit", do homework together, play together less and less; Plus the establishment of parents' safety awareness, There are comprehensive requirements for children's diet and travel safety, As a result, children's after-school interaction content is becoming more and more simple, Mutual learning among the children, Parents 'exchange of ideas on children's education, And also less and less, In essence, among the sources of educational resources and social resources, Is very close, But the communication is being disconnected, Establish community home education activities, Is to promote communication, To assist in the physical and mental health development of children, Instead of blindly do not conform to the actual "distance" for education, Does not fit the actual situation of urban and rural areas.

Community home education environment creation is an effective environment that can meet the needs of travel safety and food safety. Parents should contact the village community and the community to form their own children's activity areas. For the design of time, it can be opened on a fixed date, and the community staff is organized to accompany them. The content design of the activity should not be too rigid to fill the poor space between home parent-child education and campus education environment and children's psychological changes.

Fourth, matters needing attention, for the above three changes of home education environment, can be improved from the children's identity, focus training, children's emotional adjustment, and then the specific planning can be made as follows:

Note one, in the spatial layout: set up more open learning areas. The concept of open, on the one hand, refers to the room is not closed, refers to the area of at least 1 wall is not closed, which can ensure that children in learning, vision is broad, behavior is independent; on the other hand, children should have psychological relaxation, which can assist psychological counseling. For example, "You do your homework here, and you have a problem calling for me". It is suggested not to learn in the study, because write a wrong word, deny all the children's learning content, must give children more recognition.

And closed space is not conducive to the interaction between children and loved ones, will increase children's closed consciousness, increase loneliness, and not easy for family regulation, especially parent-child education activity area, for example, when tired, children education children to rest, parents can think of a temporary, generally not more than 2-5 minutes of physical task, finished let children continue to learn in exclusive learning area, so as not to affect children's attention.

Note two, in the color design: the conclusion of the International Color Research Association, children between the age of 6 and 13 to the love of color is different from other age groups, and easy to be in an excited state, girls like colorful dolls, boys like colorful toys, children in this age group are in a strong interest in colorful things. So, the proposal is living in household environment design, use the article of rich colour more, wait like latex paint, desk, bed, carpet. In addition, in the color, the more bright color, the more likely to cause children's excitement, such as red, yellow, blue, green, orange, children for a long time in high excitement environment, not conducive to the habit of focus, and easy to tired, so in color design, can be "powder" processing, add white color, reduce the color purity, but can maximize the characteristics of the primary color, such as sky blue, pale pink, light yellow, etc.; and bright color, children positive, easy to cause pink, blue, yellow, white, dark color easy to make children depressed, such as brown, black, mahogany color doors and Windows.

Therefore, in order to avoid excessive interference factors in the layout and color design, parents design color with one color and the rest color rich; except for the above reference, children must be involved in the selection, the important reason is to increase the participation of children in the role of

family education.

4. Research Summary

With the acceleration of urbanization, the gap between urban and rural areas is weakening, which is not only reflected in the allocation of educational resources. As the first and lifelong link, family education must not be ignored. And education cannot only rely on language, system, education institutions, as a family education living environment is very important, must not ignore the osmosis, through education method, parents close attitude to the environment, attitude towards learning, is the students' knowledge, attitude to professional learning.

Through practical research, the method to enhance students 'concentration and interest in learning is to enhance students' sense of identity and sense of belonging. And with the pace of urban and rural combination, provide children with urban and rural consistent learning environment, from family to community, from closed to open interactive learning environment, from layout to color to form parent-child education environment, three-dimensional integration is the method of improving children's learning utility, for the family education in the family education participation and lack, to close the gap between urban and rural education effect.

Acknowledgement

Deyang Philosophy and Social Science Key Research Base
Family Education Service Guidance Research Center Project
Project No.: JTJY2024017.

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