

On the Cultivation of Self-responsibility Among Children of Migrant Workers in Primary Schools

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Abstract

Responsibility and a sense of responsibility should be instilled in primary school students. This is crucial for their learning development, personal growth, and self-awareness. It has a significant impact on nurturing students' talents. By implementing a model that focuses on responsibility and accountability in primary school students, we can help them develop a positive life attitude from an early age and build a strong foundation for their future growth. Starting with an exploration of the importance of fostering students' sense of responsibility, this paper examines the significance of students' sense of responsibility for both individual students and society as a whole. It analyzes the factors contributing to students' lack of responsibility from three perspectives: family parenting styles, school training methods, and societal influences. Furthermore, it proposes strategies and approaches to nurture primary school students' sense of responsibility through three main avenues: fostering collaboration between home and school, building a sense of collective responsibility within the classroom, and managing extracurricular activities effectively.

Keywords

Migrant worker children, primary school students, sense of responsibility, quality training

Self-responsibility refers to an individual's emotional experience of whether the behavior choice, behavior process, and consequences made by the individual in assuming the responsibility for their own development meet their inner needs. Its external manifestations are hard to study, pay attention to personal cultivation, take care of themselves, and pay attention to their own health and life. As early as in 2010 promulgated the "National Medium and long-term Education Reform and development Plan Outline (2010-2020)" proposed to "focus on improving students' sense of responsibility." With the development of the times, the proportion of only children is increasing, and all sectors of society pay more and more attention to the self-responsibility education of children and teenagers (Cooper Liz & Marder Ben, 2023). According to research findings, when parents give positive care to students, such as support and trust, more conducive to children's care for others, while promoting the cultivation of their sense of responsibility. The children of migrant workers are a part of the current primary and secondary education group that is easy to ignore. The parents of these students are under great pressure from employment, the economy, and other aspects, which leads to complicated ways of communication between students and parents, while the parents of migrant workers have different educational levels, resulting in different ways of family rearing for their children, and even lack of family education. Under the influence of different family conditions, students have different levels of self-responsibility in the process of learning and growing up. Based on the practical education and teaching experience of the sister schools of migrant workers in primary schools (Guo Yungui & Wang Wei,

2022), it is found that the children of migrant workers in primary schools do have some problems with a weak sense of self-responsibility.

For example, they can't take care of themselves, even wash red scarves, socks, etc.; They will not care about their study performance; When I meet problems, I dare not face them; Lack of confidence in themselves, and so on (Helen, 2022). We cannot envisage how a person who cannot be responsible for themselves can be responsible for others and society in the future. The level of self-responsibility will affect the academic achievement of children and adolescents in school and the level of social interaction. The children of migrant workers belong to a group with different characteristics in family education. As for how to cultivate the sense of responsibility of primary school students in this group, in the absence of family education, teachers' attention is particularly important for the education and cultivation of students' sense of responsibility. This paper discusses some shallow ideas and suggestions on this issue (Apoorva Bhatnagar & V.K. Singh, 2021).

1. The significance of cultivating students' sense of responsibility

Cultivate students' sense of responsibility is of great significance for children's lives. In the hot issues of education in today's society, it is clearly put forward that "moral education is the first, the five education at the same time", and form good behavior habits in students' study and life. Teachers intentionally cultivate students' sense of self-responsibility to carry out moral education. For students in their future career development, can in a good working environment, and living environment, for the future to create a better life. Therefore, we should pay attention to the following points in daily education:

(1) Be responsible for your own learning and cultivate self-responsibility. In school life, students' grades are the key point that teachers must pay attention to. Many parents, especially those who are migrant workers, often ignore other aspects of their children and only pay attention to students' grades. While many primary school students have no attitude towards their grades, they will realize their importance only when their grades are linked to their parent's emotions. In order to learn each subject well, educators should train students to first have a clear learning goal, in order to do well in daily learning, in order to persist, enjoy learning in the classroom, and find a sense of accomplishment. Usually can study diligently, so as to learn well, learn fast, and lay a good foundation for future life's learning abilities (Zhou, 2020).

(2) The formation of good moral character requires self-responsibility. A student with a good academic record can only mean that on the one hand is excellent, but more importantly, to have good moral character. Students with a high level of self-responsibility are bound to have a higher level of self-confidence, self-esteem, self-love, self-care, and other aspects. Therefore, in school life interpersonal communication will get confidence and affirmation, so in the learning attitude, happiness and other aspects of the performance are more prominent, higher than those students with low levels of self-responsibility. For example, if you have a greater sense of collective responsibility in-class activities, you will be praised by the teacher and gain confidence from the welcome of classmates in class, thus forming a good moral character. To sum up, good morality and a sense of self-responsibility complement each other. To have good moral character, we need to cultivate a sense of responsibility.

2. The significance of primary school students' sense of responsibility to society.

According to the survey, it is found that primary school students have a sense of responsibility, including the concept of social responsibility. For example, primary school students with a sense of social responsibility have been able to give up their seats to the elderly on the bus and offer a helping hand to people in need. The sense of responsibility cultivated in primary school will also be gradually strengthened with the rise of grades and the deepening of education level. Therefore, the sense of responsibility of primary school students is of great significance to the society and the country. No one exists in isolation. He is an integral part of society. A person's quality and ability will have an impact on the whole. If in real social life, some people lack responsibility to others and society, in the daily behavior of their own interests as the center, in the overall situation can not give up the big, often do immorality and other selfish things at the expense of others, causing great negative impact on the society. Therefore, everyone must have a strong sense of responsibility and responsibility.

3. Analysis of the reasons for students' lack of responsibility

3.1 The way of family upbringing leads to students' lack of sense of responsibility

At the same time, as the first cradle of children's growth, children's first teachers "parents" are particularly important for children's upbringing. Parents' participation in children's growth and parents' behavior will have a subtle impact on

children. It not only affects the child's development in emotional cognition but also affects the child's objective understanding and evaluation of himself (Zhou, 2020), thus affecting the child's sense of responsibility and other aspects. The children of migrant workers belong to groups with different characteristics in family education, and the social and economic status of their parents and other social factors have an impact on their parents. Even many children of migrant workers are left-behind children, raised by the older generation. Their parents have low cultural quality and are unable to start the education of their children. They can only leave it to themselves in peacetime, and there is even a lack of communication between children and parents. All the above phenomena are the reasons for the lack of sense of responsibility and responsibility of students from childhood, and these reasons are always interacting. It is necessary to train students to have a strong sense of responsibility and the joint efforts of school, society, and family.

3.2 Schools lack the cultivation of student's sense of responsibility

In today's society, school education in our country is mostly quality education and the evaluation of students' excellent or not is mainly based on academic performance. The teachers' evaluation of students mostly stays in dividing students according to their grades, and the education of ideological quality is lacking. In the class group, there is less education on the sense of integrity.

3.3 Social factors have an impact on students' sense of responsibility.

In the rapid information age, students are exposed to various media with complex information. Students are easy to be affected by some bad aspects. Some Internet words and videos are worshipped as idols by students and even have an atmosphere of imitation. However, primary school students are not yet mature and have no ability to distinguish right from wrong. These adverse factors also have negative effects on the minds of primary school students.

4. Ways and methods to cultivate students' sense of responsibility and responsibility

4.1 Home-school cooperation to guide parents to actively educate

Family factors vary, but schools should strive to encourage parents to join hands with school education to form a home-school synergy. School education sets up the corresponding lectures, and invites parents to listen to realize that in family education, parents should use as much possible emotional warmth, tolerance, support, and other positive parenting methods, so that children grow up in a relatively democratic family atmosphere, is conducive to the formation of optimistic perseverance character of children, enhance the sense of responsibility. Parents participate more in parent-child interaction, with their children undertaking some housework together to complete some goals or things, face difficulties, and challenges together, and give their children support and encouragement so that they feel trusted, recognized, and more Self-confidence not only enhances sense of self-efficacy, but also cultivates and promotes its sense of responsibility.

Cooperate with the school, attach importance to the children's daily education, parents attach importance to the homework tasks assigned by the teacher and other moral education activities, and use the parents' attention to drive the children's attitude. For example, in the "labor skills curriculum" promoted by the state now, in the primary school stage, parents cooperate with the school to carry out the corresponding labor skills training for the child, not to replace the child to complete, so that the child can realize that his part is his own responsibility, cultivate the ability of independence from childhood, and grow up to withstand the wind and rain to let go and not indulge, and give him encouragement and support deep inside. After mastering a skill, accompanied by the child to experience the value and sense of achievement of self, self-efficacy will be further improved. If the family and the school can play an active role in the child, then the child will be able to feel more warmth and goodwill in the future, which has a great impact on the child's mental health development.

4.2 Collective power, enhance the sense of responsibility in the class

The class in which children live every day is the best place to cultivate a sense of responsibility. From study to daily life, there are many class affairs, usually only a few class committees in the class. A sense of collective responsibility is not stimulated when other ordinary students are not given responsibility. At this time, the head teacher can set the complicated affairs of the class into different positions, and there are special people responsible for management so that each student can "be an official" and perform their own duties. When the students are serious and responsible, timely praise and strengthen the students' behavior. Tao Xingzhi said: "Children have a natural desire to be recognized." When students make progress, they should be encouraged and rewarded in time, affirmed in front of the whole class, and certificates of honor can be issued appropriately.

As a head teacher, we should pay attention to children's lessons. In every class, we should infiltrate the relevant ideological and moral education, so that students can be influenced by education imperceptibly. The classroom is filled with daily life, the most have the role of dripping water. It is necessary to cultivate students' learning habits in every class. For example, they should be able to bear hardships and take responsibility for themselves in their study. In the classroom to observe the classroom discipline, to cultivate the good habit of consciously abiding by the discipline. Homeroom teachers should also extend students' education to all subjects. They should take the responsibility of cultivating students' active learning in class as their own duty.

Set an example, teachers themselves as models, but also set a good example for the students.

In terms of the training stage, the lower grade can be the stage of understanding oneself. Self-awareness is the primary stage of cultivating students' sense of self-responsibility, including recognizing the status quo of self-intelligence, emotion, personality, behavior, and its development possibility. According to the metacognitive theory, teachers can guide students to recognize themselves as an object, and ask "Why am I like this? How can I be? To have a deep and clear understanding of my strengths and weaknesses, especially to recognize my irresponsible behaviors and habits; Middle grade can be the stage of self-development, self-development is based on self-understanding, which refers to the process in which students learn to use metacognitive theory under the guidance of teachers to develop their intelligence, emotion, personality and behavior and achieve coordination. In other words, students understand and master the specific contents of metacognition in various fields of intelligence, emotion, personality, and behavior, and begin to use metacognition in this field to plan, make decisions, and regulate the development of their intelligence, emotion, personality, and behavior. At this stage, according to the degree of self-understanding, students can carry out self-education and self-practice activities with questions such as "How can I correct my shortcomings" and "How can I be responsible for myself"; The senior year can be the stage of self-development, self-development is the process of students gradually learn to use cognitive ability to strengthen self-awareness, gradually consciously develop their own knowledge, feelings and actions, and try to realize themselves. In this process, students transfer the sense of self-responsibility they have developed into various activities and internalize it into their own quality. It is the highest stage of cultivating students' sense of self-responsibility. It shows that students can pay attention to their own knowledge and behavior anytime and anywhere, have strong self-learning, self-protection, and self-regulation abilities, and have a strong sense of "self-care, self-confidence, self-improvement and self-love".

4.3 Set goals and manage personal extracurricular life

To train students to be responsible for their own lives and their families, they gradually develop a sense of responsibility and learn to consciously take care of themselves. They come to understand that they are responsible for their own well-being, and they consciously strive for a healthy body now to ensure a better future and to contribute effectively to society. Starting from the study of small goals in life, teachers can help students set achievable goals, such as passing the monthly exams, committing to morning exercise for a month, and so on. Step by step, individuals can move forward independently, set goals for themselves in their own lives, and strive to achieve the ultimate realization of the value of life.

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