

Research on the Impact of Online Media on Rural Left-behind Children

Jiaqi Wang

Jinling High School, Nanjing 210000, China

Abstract. This article uses the interview method on ten middle school students from Daliangshan, Sichuan, analyzes the negative and positive impact of network media on rural left-behind children, attaches importance to the issues of rural left-behind children using network media, and analyzes the causes of the perspective of children's psychological cognitive development and family. Finally, a strategy to improve the online media literacy of rural left-behind children is put forward.

Keywords: Rural Left-behind Children; Online Media; Socialization.

1. Introduction

With the rapid development of China's urbanization process, labor has flooded into cities on a large scale from rural areas. Many youths living in rural areas have come to work in more economically developed cities. By 2022, there are 170 million migrant workers working abroad in China, forming a large-scale migrant family. Due to economic income and other reasons, it is difficult to solve the schooling problem of their minor children, and they have to leave their children in their hometowns for other family members or relatives and friends to take care of them, resulting in many left-behind children. Since 2000, the number of left-behind children in China has sharply increased. From 2000 to 2015, the number of left-behind children in China increased from 29.04 million to 68.86 million, an increase of nearly 40 million, an increase of 136%. Until 2022, the number of left-behind children in China fell to 906. Although the number of left-behind children has dropped sharply, it is still a huge vulnerable group [1]. The essential feature of staying behind is the separation of parents and children. Left-behind children refer to minors who are left in the place of household registration because both or one of their parents go out to work. They have been separated for more than half a year are under the age of 18 and need other adult guardianship. [2] For left-behind children in rural areas, most of them live in backward rural areas, with teaching equipment, teachers, and relatively closed school environments, and lack the supervision and care of their parents. Therefore, the socialization and healthy growth of left-behind children have always been a topic of concern in academia.

With the development of the Internet and media, the Internet, smartphones, tablets, and other new media are increasingly involved in the lives of left-behind children in rural areas. According to the statistics of China's Internet development report, as of 2018, the proportion of rural left-behind children under the age of 10 who first came into contact with the Internet reached 91.8%, and the proportion of rural left-behind children surfing the Internet every day reached 45.7%. It can be seen that the network and media play an increasingly important role in the social development of rural left-behind children [3]. However, the Internet is a "double-edged sword", unhealthy content such as good and bad information and violence has a negative impact on the growth of left-behind children in rural areas. Therefore, this article will discuss the impact of the use of online media on rural left-behind children. This article will study the influence of network media on the above factors through interviews and literature review, and propose an optimization strategy to improve the network literacy of rural left-behind children, to reduce the negative impact of network media on rural left-behind children.

2. Research Methods

This study adopted an interview method, which was conducted by ten female middle school students from Daliangshan, Sichuan. I designed the interview outline from the following dimensions: (1) Behavioral habits of using network media, including the duration, frequency, and scene of using network media. (2) The ability to use network media, including screen, screen, and integrate network information. (3) The ability to disseminate information. (4) Restrictions on the use of network media by dependents on left-behind children.

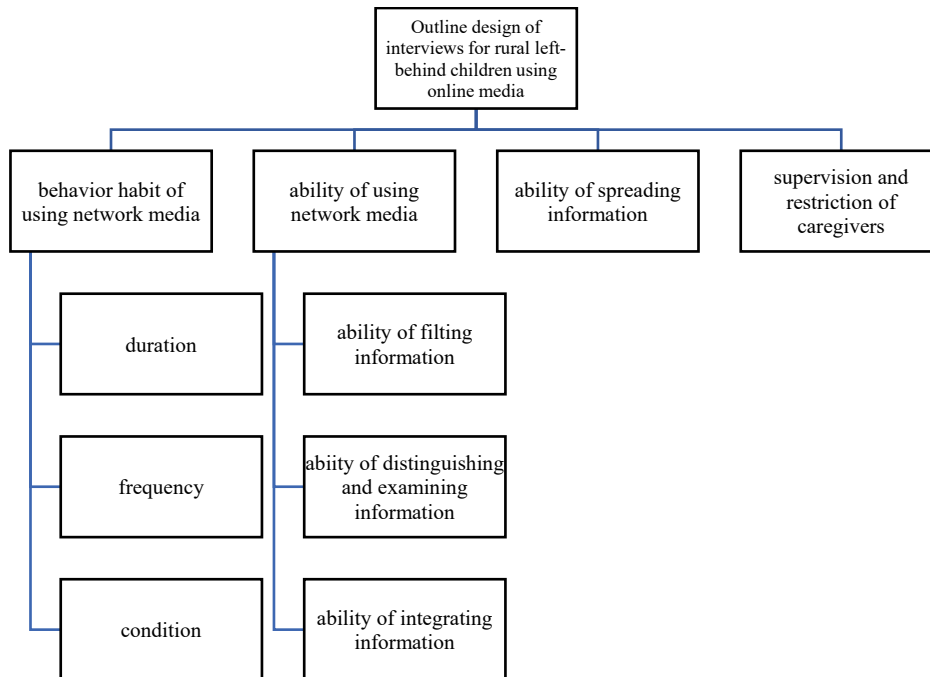


Fig 1. Outline of the Interview

3. The Impact of Online Media on Rural Left-Behind Children

3.1. Problems in the Use of Online Media by Left-Behind Children in Rural Areas

3.1.1. Lack of Skills in the Use of Network Media

The ten children in the interview mentioned that they all rely on their own learning and use of network media, and there is no special guidance and explanation, so their level of use of network media is uneven. Especially when encountering some professional or academic questions, I don't know which answers are of reference value. That is to say, rural left-behind children cannot efficiently identify effective information when using online media to query professional questions. Therefore, the network media literacy of rural left-behind children is still in a spontaneous learning state, and the use of network media skills is in a state of self-exploration. Through investigation, Yin Wen and others found that rural left-behind children are relatively confident in their ability to retrieve information, but they lack positioning target information, expression ability, and professional guidance [4], are unable to obtain authoritative knowledge materials, and may be misled by wrong network information.

3.1.2. The High Frequency of Network Media Makes Children Overly Dependent on Network Media and has a Negative Impact on Their Socialization

In society, the media is an important channel for political and economic activities and entertainment. In order to achieve their goals, individuals have to rely on the mass media most of the time. Through interviews, it is concluded that 85% of the respondents have used online media for more than 5 years, and 15% of the respondents have used online media for 3-5 years. It can be seen that most children have used online media for a long time. During winter and summer vacations, 50% of children use

online media for 4-5 days a week. 0% of respondents use online media every day. It can be seen that the use of online media by rural left-behind children is relatively high. In terms of duration, 70% of respondents use mobile phones for 3-6 hours a day, and 10% use mobile phones for more than 6 hours. It can be seen that rural left-behind children use network media for a long time and in the absence of effective supervision by guardians, rural left-behind children use network media for a longer time. To sum up, rural left-behind children have a strong dependence on online media, and online media are increasingly participating in the growth of rural children. However, children's over-reliance on online media may have a negative impact on children's social skills, intelligence, and interpersonal skills in real life [5].

3.1.3. The Purpose of Network Media is too Simple

The dependence of rural left-behind children on online media is mainly manifested in understanding, orientation, and entertainment (understanding, orientation, and play). Understanding dependence, including self-understanding and understanding of society. Self-understanding refers to understanding and explaining one's beliefs, behaviors, personality, etc. through the media; understanding of society refers to learning and interpreting events and social culture through the media. Targeted dependency, including self-direction and interactive orientation. Self-orientation is to determine consumer behavior through the media; interactive orientation refers to media information to obtain tips on how to deal with personal relationships and social relations. Game dependence is self-entertainment and social entertainment. The mobile phone usage rate of rural children has exceeded that of extracurricular books and TV, and their media use content is mainly for entertainment and leisure. In the interview, we found that 70% of the respondents preferred the use of online media such as mobile games, online novels, and casual short videos, and 30% of the respondents used online media to find learning materials or learn. This shows that there is a serious game dependence among the interviewees. An interviewer said that friends around him often indulge in funny videos or games and delay their studies. When children begin to enjoy the game process, they will be unable to extricate themselves and control themselves because of the process of excitement and excitement, which will cause some problems. For example, in online games, there are often "network trolls", which often use typing or voice to abuse others. Because of their weak self-control ability, left-behind children in rural areas are easy to imitate this behavior and form a bad social atmosphere.

3.1.4. The Authenticity of the Information on the Network Media is Poor, Making it Difficult for Children to Distinguish between True and False, and Blindly Chase the Trend

As a relatively open and free platform, the authenticity of network media information is worse than that of other information such as paper books. Therefore, rural left-behind children are easy to trust online information when collecting information, making it difficult for children to distinguish between true and false, thus misleading rural left-behind children to have wrong perceptions and affecting their communities. The process leads to many problems, such as blindly chasing the wind. In the interview, we learned that one of the ten interviewees had gone to make money because he believed the information about the big factory spread on the Internet, and he was almost deceived. However, 90% of the respondents said that they would not easily believe the information about working and making money spread on the Internet.

3.2. The Positive Impact of Online Media on Left-Behind Children in Rural Areas

For rural left-behind children, online media can also help them obtain more learning resources, broaden their horizons, and show themselves to the outside world to a certain extent. With the development of network media, more and more resources are shared on the Internet, including learning courses and materials at all stages, so that rural left-behind children who have difficulty accessing a variety of educational resources have the opportunity to learn independently. At the same time, the correct use of online media can enhance the learning interest of left-behind children in rural areas. During the interview, an interviewer once revealed to the author that online media helped her

learn English more conveniently, find words, and communicate with foreigners online. These functions made her have a strong interest in English and also allowed her to see the world outside the countryside, broadening the horizons of rural children. In addition, many left-behind children are raised by generations, and the parents of left-behind children work in different places, resulting in the lack of companionship and attention of left-behind children from an early age, and the lack of parental education. However, in the process of socializing on the Internet, you can not only get friendships but also get the care and companionship of your peers. At the same time, video calls have become a family bond between parents and children. The network media can not only maintain the family affection between left-behind children and their parents. In the process, parents also perform their supervision responsibilities through the learning of children through the network media.

4. Analysis of the Causes of the Use of Online Media by Rural Left-Behind Children

At present, online media is the media that left-behind children in rural areas have the most contact with. However, due to children's lack of maturity and self-control, the stimulating sensory experience brought by online media may lead to physical problems and other social problems. The juvenile crime of Internet addiction caused by indulging in the Internet is even more common. Therefore, this article will explore the causes of this problem from children's own factors, family factors, and social factors. First of all, from the perspective of its own factors, according to Piaget's theory of cognitive development stage, childhood thinking is intuitive, image thinking, lack of judgment and discernment, lack of rational logic, and children's mental development are not sound [6]. Therefore, children at this stage are more likely to be influenced by network media. Imitation behavior may accompany the growth and continuous strengthening of children and eventually form a long-term behavior or a fixed way of thinking. Secondly, children have less life experience and weak self-control and management skills, so it is easy to use network media frequently, resulting in dependence and even addiction. Taking online games as an example, the picture, sound, plot design, and advanced design in the game bring children the bursting visual sense which can attract children's attention. For children, online games are like a new world, and the game atmosphere and advanced design of games will make children deeply immersed in it, unable to effectively balance the time of learning and entertainment. Children's addiction to online games may lead to a decline in students' confusion about future planning, survival ability, and self-care ability, which will lead to a decline in self-identity. It is impossible to form a correct, reasonable, and positive world outlook and outlook on life, resulting in serious psychological problems, affecting children's interpersonal communication and lifestyle, academic performance, and socialization process.

At the level of family factors, because the parents of left-behind children in rural areas work in different places, it is impossible to monitor the duration and frequency of children's use of online media, and the inter-generational relatives in traditional Chinese culture make their ancestors reluctant to strictly discipline children. The long-distance between parents and children makes it impossible for parents to respond to children's emotional demands in time, while grandparents are too old and have little contact with new things. Therefore, it is easy to create a generation gap between children and cause communication difficulties. Therefore, in the family factors, the lack of parental education and companionship will cause children to seek emotional support on the Internet. In addition, some parents will be addicted to watching videos, watching live broadcasts, and playing mahjong and ignore the company of their children [7]. Without parental companionship and supervision, children will become more and more infatuated with and dependent on online media. This also shows that in the family factors, parents and ancestors do not realize the harm caused by addiction to the Internet. Some parents will let children play mobile phones and games to pass the time. Although it will not have a negative impact on children in the short term, once it is accumulated into a habit, it is difficult to correct this habit. As far as social factors are concerned the areas where rural left-behind children are located are generally in remote mountainous areas, the economy of these mountainous areas is relatively backward, the information is relatively closed, the environment is relatively closed, the educational environment is poor, and there is a lack of professional teachers,

which limits the activity venues and social methods of rural left-behind children. Children in the city can choose summer camps and various interest classes during the holidays, but rural left-behind children, do not have the material conditions to travel and cultivate their hobbies. In addition, the lack of supervision of network media and content review makes the quality of network media uneven, which will also have an impact on the development of children [8].

5. Strategies to Improve the Online Media Literacy of Rural Left-Behind Children

Based on the problems and influencing factors in the use of network media by rural left-behind children mentioned in the above article, this article puts forward strategies to improve the online media literacy of rural left-behind children from the perspective of the parent's upbringing in the family, the improvement of parental literacy, and the monitoring of online media.

Parents or guardians of left-behind children in rural areas will form a sense of debt due to their inability to accompany the children to grow up, so they will greatly meet the material needs of left-behind children. Some parents of left-behind children bought mobile phones for their children in order to communicate with them remotely; in order to facilitate their children's learning, they equipped their children with computers. These practices have created a gap in the supervision of left-behind children's use of online media, leaving educational risks [9]. Based on this situation, schools should explain the harm of Internet addiction to parents through remote contact or online parent-teacher meetings, arouse parents' awareness of the harm of children's long-term use of network media, and enable parents to consciously restrain children's use of the Internet. Therefore, schools can teach parents to actively intervene in the use of online media by left-behind children in rural areas such as time management, content management, use guidance, and common use of online media. For example, when parents go out to work, they should increase the frequency of going home as much as possible, and maintain a high frequency of communication, so as to form good parent-child communication to meet the psychological needs of children. And if conditions permit, interact more with children, and you can do outdoor parent-child activities with children, read together, etc. In terms of time management of the use of online media, do not adopt blind coercive or violent management, which is easy to triggers the rebellious psychology of left-behind children in rural areas. Children's media use habits can be gradually guided by screening children's interesting and healthy media content with time management. In addition, install time control software on mobile phones or computers to enable students to form good usage habits.

In addition, strengthen infrastructure construction and resource sharing in rural areas. Increase the strengthening of libraries, basketball courts, music training rooms, laboratories, and other facilities. Inspire children to explore their own interests and hobbies and enrich their after-school life. Enable left-behind children in rural areas to have an environment away from the Internet. In addition, with the continuous popularization of network information, students' interests are becoming more and more extensive, and their curiosity and demand for new things are also increasing. You can use the Internet to share resources, establish multimedia classrooms, and set up interest groups suitable for the physical and mental development of teenagers. On the one hand, you can teach students positive and healthy Internet skills, and on the other hand, you can share network resources with students, such as some professional Apps. Let them use their extra energy, extra time and extra pocket money to places that are conducive to their healthy growth [10]. Encourage students to use their spare time to devote themselves to the activities they are interested in, feel the process of exploring knowledge, and experience the joy of success. The diversified social environment of online media and cyberspace is used to provide students with convenient communication channels and rich online learning courses to make up for the lack of family functions in the process of growing up left-behind children in rural areas.

Finally, we will improve the social governance of the network environment and establish a long-term mechanism for multi-party participation in governance. In terms of network supervision, establish a scientific management system and method, and establish a systematic and efficient network

supervision system. In particular, intervene in the communication content of the network media. To ensure that left-behind children have access to the information network while not being addicted to it, create a positive and healthy network environment and provide healthy cultural guidance for left-behind children. At the same time, standardize network information, clearly limit the online time of minors, and establish good network literacy for left-behind children.

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