

Causes and Solutions to the Lack of Educational Resources in Pastoral Family Education

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Abstract: This paper aims to study the phenomenon of insufficient family educational resources in pastoral areas, analyze the underlying factors, and propose feasible solutions. Due to the unique geographical location, economic conditions, and cultural traditions in pastoral areas, issues such as unequal distribution of educational resources, insufficient teaching staff, and low parental emphasis on education are common. These challenges not only reduce the educational level of children in pastoral areas but also hinder local social and economic development.

Keywords: Pastoral Families; Educational Resources; Challenges and Strategies.

1. Introduction

Pastoral areas occupy an important position in China's border regions, and the lack of family educational resources in these areas has long been a focus of the education sector. Constrained by geographical location, economic conditions, and cultural differences, family education in pastoral areas faces numerous challenges. This paper aims to analyze the root causes of these challenges and explore effective countermeasures, providing references and guidance for the advancement of family education in pastoral areas.

2. Causes of the Lack of Family Educational Resources in Pastoral Areas

2.1. Low Educational Background of Pastoral Parents Leading to Poor Family Education

The educational background of parents in pastoral areas is generally low, directly affecting the effectiveness of family education. According to a survey conducted in schools in pastoral areas, approximately 85% of parents have only a junior high school education or lower, 60% struggle with verbal communication in Mandarin, and about 15% cannot communicate in Mandarin at all.

This situation negatively impacts family education in several ways. Communication barriers between parents and teachers hinder parents' understanding and support of educational suggestions, reducing the effectiveness of home-school collaboration. The widespread use of non-Mandarin languages in daily life and reliance on digital media further complicates parents' ability to access and learn family education knowledge from online resources. Together, these factors lower the overall quality of family education in pastoral areas.

2.2. Lack of Emphasis on Family Education Among Pastoral Parents

Although parents in pastoral areas recognize the importance of family education, their understanding often remains superficial, lacking depth. Their concepts and methods of family education are influenced by traditional practices handed down from previous generations.

Some parents, aiming to reduce childcare responsibilities or take advantage of national policies, send their children to boarding schools regardless of age, personality, or distance from school—even when the school is only a short walk away. This practice leads to significant deficiencies in family education. The neglect of family education by parents slows the overall progress in improving family education levels in pastoral areas.

2.3. Lack of Knowledge and Methods for Family Education

The limited education of pastoral parents results in a lack of awareness and effective methods for family education. In developing children, parents often lack strategies for cultivating good habits. In cooperating with schools, they are unsure how to work with teachers to help children develop strong learning habits. In addressing children's problems, parents often resort to extreme measures, such as corporal punishment or overindulgence.

Most parents are unfamiliar with children's psychological development, educational principles, and scientific methods. Moreover, they lack the willingness to learn, relying instead on their own childhood experiences and maintaining the traditional belief that "children grow up naturally." This laissez-faire attitude further hinders the quality of family education.

2.4. Parents Do Not Pay Enough Attention to Special Talent Education

With the increasingly high standards for talent required by society and the intensification of social competition, parents not only pay attention to their children's academic performance, but also place emphasis on the cultivation of their children's special talents, expecting that their children will stand out in the future with their special talents. This has made special talent education a key focus in family education today. However, despite every parent's beautiful aspirations for their children, the fact that they were born in different regions and different families can lead to huge differences in the development conditions and opportunities available to them.

The vast majority of herders do not recognize the importance of special talent education in family education. Even if their children have a certain talent, the educational

environment in the pastoral areas cannot provide them with the necessary support, which may be an important reason why pastoral parents do not pay much attention to special talent education. This situation was further verified in the in-house survey conducted in this study. Children in pastoral areas are often not able to receive different degrees of training and training in painting, calligraphy, musical instruments, English, and dance like children in urban areas by hiring tutors or participating in extracurricular interest classes or special talent classes. They have very few opportunities to learn and train in special talents, and they are mainly influenced by the traditional customs of their families, villages, and communities, and are trained and guided by their parents, relatives, or local cultural inheritors, without regular and specialized talent classes. This will undoubtedly hinder the all-round development of pastoral children and limit the improvement of their comprehensive quality, making them relatively disadvantaged in future talent competitions.

2.5. Lack of Parent-Child Interaction Communication in Families

Communication refers to the process by which people exchange information, including ideas, thoughts, knowledge, emotions, and behaviors, through certain means or methods during interactions. Communication consists of two parts: time and content. Interaction and communication within families, especially parent-child interaction and communication, are the basic forms of family education implementation. Effective parent-child communication is conducive to the establishment of good parent-child relationships and the improvement of family education quality.

However, the reality is not satisfactory. It can be seen from the results of the questionnaire that the time for communication between parents and children in pastoral areas is very limited. The reasons mentioned in the previous chapter are mainly the wrong idea of parents shirking responsibility and the boarding school mode. At the same time, through on-the-spot interviews with parents in pastoral areas, we learned that there are differences in understanding of the content of communication between parents and children, and there is a generation gap in communication. This reflects not only the lack of communication between parents and children, but also their different feelings and perceptions about the social and school environment. The phenomenon of lack of communication or poor channel is widespread, which is not conducive to the smooth development of family education and the formation of a good parent-child relationship. In addition, in the interview with parents, when asked "please use a sentence to say the most want to say to the child", most parents' wishes are focused on the hope that their children can communicate with themselves more, showing the psychological needs of expecting mutual understanding and respect, such as parents often talk about: "Only love for children, but I hope that children can understand the way parents express love", "Please listen to their own ideas", "Please support their own approach, a little more understanding" and so on.

3. Solutions to the Lack of Family Educational Resources in Pastoral Areas

3.1. Changing Parents' Mindsets and Guiding Learning

Parents' cultural literacy, attitudes, and behaviors have a subtle yet profound impact on their children. To better educate their children, parents need to abandon outdated educational concepts, improve their own qualities, and learn family education knowledge. Schools in pastoral areas can play a vital role by intervening to help parents change their mindsets and master scientific family education knowledge and methods.

3.1.1. Using Parent Meetings as a Communication Platform

Parent-teacher meetings are a valuable opportunity for in-depth communication, especially in pastoral areas where parents are often busy or face language barriers. Teachers can use these meetings to address common issues and share the importance of family education through micro-lectures or videos.

3.1.2. Conducting Home Visits to Influence Parents' Traditional Views

Home visits allow teachers to engage in one-on-one interactions with parents, making a strong emotional impact. Parents highly value and appreciate teachers' personal involvement. During visits, teachers can guide parents to adopt new perspectives and share practical family education techniques. Activities like "Community Home Visits" or "Three-In, Two-Link, One-Friendship" initiatives enable teachers to deepen their understanding of students' home environments.

3.1.3. Leveraging Online Platforms to Share Family Education Resources

Pastoral parents are often aware of their shortcomings in family education but lack effective methods. Teachers can recommend online family education resources, such as expert lectures, to provide inspiration and practical strategies for improving their educational skills.

3.1.4. Run Parent Schools Well and Strengthen Home-school Cooperation

Parent school is a good way to popularize family education knowledge, but also a learning organization to help parents educate their children. A successful parent school will change the parents' educational concept and strengthen the self-consciousness of leading by example, so as to enhance the parents' cognitive level and improve the family education environment. However, in the pastoral area of research found that at present in the pastoral area, the parent school has not been well promoted. Based on this situation, it is the most important work to popularize parent schools and make them cover every township in pastoral areas as soon as possible.

When the school opens the parent school, according to the continuous improvement of community functions and the development of the network, a number of new community parent schools, radio and television parent schools, online parent schools, weekend parent schools, etc. Regularly organize parents to study, or organize teachers and class teachers to go to the village where students are concentrated, make parents' schools to the students' doorways, and conduct education and training for parents to improve the quality of

parents and change the concept of education. The teaching form of parent school should be flexible and diverse, and it can adopt classroom teaching, special lectures, family education forums and other forms. It is important to emphasize the subjectivity of parents, attach importance to the participation of parents, the interaction between teachers and parents, and parents and parents, and realize home-school communication, the exchange of tutoring experience and joint improvement in the interaction. The content of parents' school education includes not only the knowledge of school education and family education, but also the knowledge of practical technology in pastoral areas, life health knowledge, animal husbandry science and technology training. This not only greatly enriches the content of parents' school learning activities, but also closely links parents' school with social life and production in pastoral areas, which is conducive to enhancing the attractiveness and vitality of parents' school. At the same time, it also radiates out the educational function of the pastoral schools, making the parent schools in the pastoral areas a bridge and a link to promote the harmonious development of the pastoral education and the community.

In addition, it is very important to strengthen the cooperation and communication between home and school. What family and school education have in common is to cultivate talents suitable for the future society. The combination of family and school education is conducive to forming a joint force of education and promoting the all-round development of children. This point has also been advocated by scholars such as Zhu Yongxin. In modern school education, parents should be the partners of school education, which means that parents should be the participants and collaborators of school education. In the interview, we learned that the current home-school contact methods in pastoral areas are mainly the traditional school-oriented home-school cooperation methods, such as parents' meeting, parents' group, home visits and other relatively passive methods of parents. There are almost no parent-oriented school visits and parent-teacher meetings.

Therefore, in order to strengthen home-school cooperation, both schools and parents should make joint efforts. Schools actively carry out two-way communication activities between home and school to enhance mutual understanding. Educators should put down their arrogance, communicate with parents face to face, and accept the rationalization suggestions put forward by the parents with an open attitude. In the family area, parents should change their concept from "outside school participation" to "inside school participation", becoming not only supporters of school activities, but also voluntary participants and decision-makers of school education.

3.1.5. Create a Learning Family

In pastoral areas, some parents are restricted by their own educational level, quality and ability, and are often influenced by their own family education experience when educating their children, resulting in unsatisfactory results of family education. In the face of the rapidly changing world, the rapidly growing knowledge era, and the social development background of cultural collision, parents in pastoral areas can only improve their knowledge structure, develop their potential, and make their re-socialization possible through continuous learning and accepting new ideas and concepts.

Only then can they gain a firm foothold in today's society, and only then can they assume the responsibility of educating and nurturing their children. The family is the cell of the

society, so the family of the learning society is of course the learning family.

At the same time, the new technological revolution has also changed the relationships within the family. It used to be a matter of course for adults to teach children. "Don't listen to the old man, suffer losses in front of you", "I have walked more Bridges than you have walked" and so on, the older generation can use their own experience to teach their children, age means wisdom. However, the current society has been different, and a phenomenon of "cultural feeding" with typical characteristics of the era of knowledge economy has gradually emerged. This phenomenon is particularly obvious in family education in ethnic minority areas, as Zhang Yarui found when discussing family education in Jiarong Tibetan area. The so-called "cultural feeding" phenomenon, in a sense, is the offspring to their elders (or parents) in the biological, sociological, ethical sense of a compensation. In simple terms, backfeeding is that the younger generation feeds the older generation, and the next generation feeds the previous generation. With the advent of the information age, people's vision is expanded, the boundary between knowledge is becoming more and more blurred, and a variety of virtual reality pushes children into the adult society prematurely, which brings new problems - information asymmetry, children may master new knowledge and skills before their parents.

If we continue to use traditional educational concepts to face complex objects, such education will inevitably be pale and powerless. Therefore, today's parents should update their ideas, establish a modern family education concept, and constantly improve their children's learning ability. Parents are no longer the knowledge authority, between parents and children can be teachers, learn together, and make progress together. Parents should take the concept of "learning from their children" as the concept, and grow together with their children with an equal and respectful attitude. Rather than "think of yourself as an educator." If there is any difference between learning family education and traditional family education in the past, traditional family education in the past is one-way, is the parents to instill social knowledge, experience, morality and system, and now family education must be mutual and two-way. In family education, parents should not only educate their children, but also learn from them.

3.2. Supporting Students' Emotional Needs and Providing Enriching Activities

Teachers should serve as guides for students' emotional well-being, helping them overcome psychological barriers. Weekly class meetings can include sessions on self-awareness, confidence-building, and interpersonal skills. These activities help students develop self-regulation, self-management, and self-motivation, fostering healthy emotional and psychological growth.

Schools should also offer diverse extracurricular activities to support students' holistic development. Arts, sports, and science clubs can enrich students' lives, expand their horizons, and foster their personal growth.

3.3. Utilizing Social Resources to Enhance Family Education

Social resources are extensive, and national policies advocate for their role in family education. Schools should actively integrate these resources to improve family education

in pastoral areas. For instance, establishing family education service centers in collaboration with village committees, educators, and community leaders can provide professional guidance, address family education challenges, and monitor improvement.

4. Conclusion

In conclusion, the lack of family educational resources in pastoral areas is a complex issue involving various factors. Addressing it requires coordinated efforts from the government, society, and families. Through policy support, educational innovation, and cultural integration, the family education environment in pastoral areas can be gradually improved, enhancing education quality and supporting the comprehensive growth of children. This is not only crucial for

the long-term development of pastoral areas but also for achieving educational equity and social harmony.

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