

## Research on Space and Environment Design Based on Interior Design of Left Behind Children's School

### -- Take the Design of A School for Left-Behind Children in Jichun County, Huanggang City, Hubei Province

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#### Abstract

Left-behind children are a social problem in our country. According to the national research report, the total number of left-behind children in our country has exceeded 70 million, accounting for 1/5 of the total number of children in the country. In the two sessions in recent years, the problem of left-behind children has become the focus every time. Although the government makes continuous efforts to repair the relevant policies every year, it is worth our consideration whether we can fundamentally solve various social problems arising from left-behind children. Therefore, the education of left-behind children has become a problem we must face.

#### Keywords

Stay behind for garrison or liaison duty; Children; Problem.

#### 1. Introduction

With the continuous acceleration of the urbanization process and the continuous development of the economy, the problem of left-behind children is also deepening. The issue of left-behind children has also gradually become the focus of discussion and attention. Because the amount of living in Ayutthaya is very high, they have no way to support their children's education problems with their meager wages. So the best thing to do is to go to the city to work hard and leave the children in the same place. This has led to the problem of left-behind children. During this period, Hunan, Hubei, and Henan have the highest share of left-behind children. This is 79.7 per cent of the total number of left-behind children in the country. Since the number of left-behind children is increasing year by year, it is a major responsibility facing society to discover and solve the various phenomena that exist among left-behind children today. Geographical location and population analysis

Jichun County is located in eastern China, located in the eastern part of Hubei Province, in the southern foothills of Dabie Mountain, and on the north bank of the middle reaches of the Yangtze River; It has an area of 2,397.6 km<sup>2</sup>(s). The total population is about 1.1 million people. The scenery is beautiful, the scenery is pleasant, the climate is mild, and the four seasons are distinct. The traffic is very convenient. Jichun County has 15 townships under the county, with a total of more than 2,000 left-behind children. A sample survey of 200 left-behind children was conducted with the help of the local government and schools, and the detailed communication with the left-behind children was conducted to investigate learning, mental health, growth and ideological education. Left-behind children were found to be concentrated in poor townships and economically underdeveloped areas.

## **2. Education of Left-behind Children**

### **2.1. Analysis of the Problems Identified in the Survey of Left-behind Children**

#### **2.1.1. Learning Questions**

According to the survey results, left-behind children generally do not love to learn. 90% of children believe that the absence of their parents has an impact on their learning; Only 10% of children think that their parents are not around and have no impact on their learning. The survey found that some children's families are actually very wealthy. However, there is no parental care and support for them at home. They even developed the idea of being bored with school. The main purpose of the establishment of schools for left-behind children is to improve the conditions for running schools in rural areas and to support the return of out-of-school children in poor areas to school. Let knowledge change destiny, starting from the principle of equitable education, so that children in poor areas can get the hopeful opportunity to change the status quo, so as to get rid of poverty and reduce the illiteracy rate.

#### **2.1.2. Psychological Problems**

Based on face-to-face interviews and questionnaires, some children do not even recognize themselves as left-behind children. Think of yourself as inferior to other children. They will be discriminated against and ridiculed by other children. Coupled with the fact that their physical and mental will is in a period of development, it is easy to cause emotional loss of control and impulsiveness. The psychological problems of left-behind children mainly include: self is relatively closed, personality is relatively withdrawn, and emotions are easy to be impulsive and out of control; There is also inner confusion; There is no one at home to help them establish a correct outlook on life and values. The main reasons for these problems are: left-behind children are generally under the age of 16, and they are separated from their parents for a long time at a young age, and the family is mainly guarded by elders or other relatives. The instability of the family environment leads to their lack of security and belonging. Thus bringing a strong sense of loneliness. Since they are in a period of physical and mental development, they will not be able to rely on some things. As a result, their reluctance to communicate with others makes these children prone to form a lonely, autistic, closed psychology. Most of the reasons for this are because there is no one in the family to help them establish a correct outlook on life and values.

### **2.2. The Physical and Social Problems of Left-behind Children and the Impact of A Good Educational Environment on Them**

#### **2.2.1. Physiological Problems**

Left-behind children do not receive parental care for a long time. As we age, our minds mature and our bodies change. The physical problems of left-behind children have also become one of the most important problems for left-behind children. The establishment of left-behind children's schools, part of the curriculum set up by schools can correctly guide children's physiological changes and establish correct physiological guidance for them.

#### **2.2.2. Social Problem**

As the age of left-behind children continues to develop, the social problems they face also need to be taken seriously. For example, there are hidden dangers in personal safety, easy to contaminate bad habits and the quality of daily life is reduced. The development of left-behind children is mainly done by the family and the school. Most left-behind children have a weak sense of self-protection due to their generally younger age and relatively withdrawn personality. Plus the parents aren't around. Can't learn about the child's situation in time. It is also impossible for the unilateral supervision of schools to discover in a timely manner the various personal safety hazards of left-behind children. As a result, the undesirable people in

society often regard them as objects of oppression. The establishment of schools for left-behind children can be guided by good and correct values and outlook on life in a timely manner during their growth. Due to the fact that in rural areas, the social culture is relatively single and backward. Therefore, the establishment of schools for left-behind children is of certain significance. Schools should be the "protagonists" in the education of left-behind children, because in the absence of family education, school education shows its importance. First of all, left-behind children's schools cannot simply pursue the promotion rate. The educational philosophy of the school should be renewed, and the left-behind children should be allowed to increase social and health concerns. You can't just gamble on learning. Second, the school implements a boarding school. The biggest problem for left-behind children is the vacancy of night management, and the period after school that should have been taken over by parents is now blank. It is a concentrated period of problem outbreaks. The implementation of the boarding system in schools, which is centrally managed by the school, will reduce the incidence of problems. At the same time, their independence can be strengthened. Third, the school has set up a life teacher to communicate with the classroom teacher regularly and communicate with the parents in a timely manner. It is convenient for parents to keep abreast of their children's school situation. Regular parent-teacher meetings or regular batch visits are held to fully communicate with parents. Help children solve the problems they encounter, so that students can also feel the presence of family affection in school. Secondly, schools should implement a child monitoring system, establish archives, manage them by special personnel according to the situation, and solve various problems of left-behind children in a timely manner. Finally, the establishment of left-behind children's schools can not only establish a correct outlook on life and values for children, but also give children correct guidance psychologically. As long as targeted education and management are carried out, an environment and space for the healthy growth of left-behind children will be created.

### **3. School Design Schemes for Left-Behind Children**

The design appearance of the school adopts a modern and simple style, and the three buildings in the main body are heavily decorated with simple white, interspersed with log color materials. A large number of solar panels are set up on the roof of the building, using clean energy to respond to the call for sustainable development. The staircase wall has a large number of windows to increase the daylighting. The various functional areas of the school are interconnected, increasing connectivity. The internal functional areas are clear and rich to meet the needs of teachers and students during their time in school.

#### **3.1. General Description**

Taking Jichun County, Hubei Province as an example, the purpose of designing the left-behind children's school is to solve the most basic educational problems of left-behind children and to solve some of the social problems borne by parents who are not around. The design of the left-behind children's school is mainly to meet the needs of the left-behind children in the 15 townships around Jichun County, so the design needs to meet the basic requirements of normal schools. Establish a relatively complete infrastructure to meet the needs of children. At the same time, it also plays a role in supervising the children when parents are not around, so the school design has a certain significance.

#### **3.2. Site Analysis**

Site Analysis Reference 6 The school site was selected in Jichun County, Huanggang City, Hubei Province, with 15 townships under Jichun County, which can meet the needs of most left-behind children at one time. The school is located around the town and can meet most of the children's

procurement needs. Beautiful surroundings with abundant vegetation. At the same time, the school is located at the intersection of the main road, and the traffic is very convenient.

### 3.3. Morphological Analysis

Morphological analysis There are three main buildings in the school form, and the three main buildings have corridors connected to each other. At the same time, the school has set up a corresponding functional area, an indoor stadium that allows children's activities to no longer be restricted by the weather, and sets up different activity areas to increase children's extracurricular activities; The setting of the psychological counseling room can make the children's psychology healthier and no longer have to be troubled by various psychological problems; The comfortable dormitory environment allows children to get full rest and relaxation, so that they have plenty of energy to cope with learning and activities every day.

### 3.4. Light Analysis

Light analysis The school is located in Huanggang City, Hubei Province, Huanggang City is in a temperate continental monsoon climate, the average annual sunshine time is 6.2 hours, and the sunshine is sufficient, which can fully meet the children's usual learning and life.

## 4. Summary

Left-behind children hope primary schools were established to help children in poor areas to return to school. Left-behind children hope for the establishment of primary schools and strive to improve the conditions for running schools in rural areas. Let children get the education they deserve. Knowledge changes destiny so that left-behind children can receive a fair education. The purpose of the design of the Left-behind Children's Hope School is to allow children to get better education. Although the origins may be different, the education and educational environment are the same. Left-behind children are the main body of social concern now, so the design of the left-behind children's campus is of great significance.

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