

# The Education of Children of Disadvantaged Groups from the Perspective of Sociology and Its Thinking Construction

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**Abstract:** *In the new era of China's rapid social and economic development, the problems related to the education of children of vulnerable groups are increasingly prominent, and the current situation has aroused strong repercussions in all walks of life. Based on sociological observation and focusing on optimizing the education status of children of vulnerable groups, we should not only improve the education quality of children of vulnerable groups, but also optimize the current social structure. In the basis of the relevant research results and practical experience, this thesis first discusses the definition of vulnerable groups, then analyzes the significance of doing well in the education of children of vulnerable groups from the perspective of sociology, and finally puts forward the optimization ideas for the education of children of vulnerable groups. It is expected that through the analysis and discussion of this thesis, it can provide more relevant practitioners with inspiration to open up research ideas.*

**Keywords:** *Sociology; Vulnerable groups; Children; Education*

## 1. Introduction

The definition of vulnerable groups in sociology is basically defined as: there are poor, low-level vulnerable social groups in terms of economic interests, quality of life and personal affordability when implementing social resource allocation, which shows high particularity. This group often does not have more social wealth, and in most cases can not form an effective influence on the improvement of policies and regulations. In this context, it is necessary to continuously improve the education level of disadvantaged groups and their children, so that they can better understand the world and become the main force in building a harmonious society. According to this, social groups in the new era need to pay more attention to the education of children of vulnerable groups, and change their social status with high-quality education, so as to promote the modernization of our society.

## 2. Overview of vulnerable groups

Vulnerable groups refer to groups that do not have relatively high power and strength and fail to achieve favorable situation in social distribution. The main evaluation methods of this group are the individual's living conditions, current social status, physiological characteristics on the objective level, existing physical state and so on. In brief, the disadvantaged group is a group with difficult living conditions, extremely low economic level, long-term marginalization and exclusion by most groups in society. Common vulnerable groups mainly include: laid-off workers who have been unemployed for a long time, disabled people, homeless people, low-income households, families with difficulties, etc. Their children can all be collectively referred to as children of vulnerable groups.[1].

## 3. The significance of educating the children of vulnerable groups from the perspective of sociology

### 3.1 Optimize the social structure

Doing expert in educating the children of vulnerable groups from the perspective of sociology can make the current social structure more reasonable. When the upper society and the lower society are disconnected or completely isolated, the upper society will often occupy more resources, while the lower society will have less and less access to resources, which is not conducive to the construction of a

harmonious society. Vulnerable groups are mostly at the level of the bottom society, and they will be more vulnerable in a society with extremely divided interests, and their original interests cannot be effectively guaranteed. Therefore, it is necessary to carry out ideological guidance and social assistance through the education of the children of vulnerable groups, so that this group can learn more knowledge and master one or more social skills, improve its original social level with a higher level of competitiveness, and make China's social structure healthier.

### ***3.2 Enhance human capital***

Intergenerational transmission of poverty is a common sociological term, which refers to the transmission of poverty or related situations from parents to children. When children become adults, this type of situation will be transmitted to the next generation in a cyclical way, eventually forming a vicious circle within the family. In a relatively solidified class, poverty factors will persist for a long time through intergenerational transmission. From the perspective of sociology, education is a key measure to break down class barriers to a certain extent. In this regard, it is necessary to carry out high-quality education for the children of vulnerable groups, and use the educational nature of education to improve the overall quality of the children of vulnerable groups, so that they can obtain high-quality development opportunities in the market environment at present or in the future. With the rapid development of our society, more and more groups are beginning to realize that education has an important influence on future generations. By optimizing the education of the children of vulnerable groups, this group can gradually grow into the talents needed in the current employment environment, and can break through the intergenerational transmission of poverty, thus improving the level of human resources in China.

### ***3.3 Achieve fair education***

Vigorously carrying out the education of children of vulnerable groups is also conducive to achieving fair education. Smith, a famous sociologist, pointed out: "The new social system can still be classified as a class society in essence. Compared with the old society, the new society regards education level and living habits as the main hierarchical standards." In China, education can be divided into two types, one is urban education, and the other is rural education. With the continuous advancement of China's urbanization construction, although the gap between urban education and rural education has decreased, there is still a big difference between them. Urban education is divided into ordinary schools and key schools, and high-quality educational resources are more concentrated in elite education. Usually, the disadvantaged groups don't have enough funds and ability to invest in their children's education, and they don't have access to quality education, which makes their children's growth subject to many restrictions. It can be said that optimizing the education of children of vulnerable groups based on sociological perspective is an important measure to realize fair education.[2].

### ***3.4 Relieve social structural tension***

Improving the quality of education for children of vulnerable groups can also alleviate social structural tension. The stable operation of the social system needs a complete socialization mechanism, which needs to convey the current correct values and related behavior ethics to the members of the society at all times, so that every member of the society can be clear about his responsibilities. For the children of vulnerable groups, school is an important place for them to learn knowledge, not only the basic subject knowledge, but also the social laws and universal values in the new period. By carrying out learning activities in schools, the children of disadvantaged groups can realize the expected socialization under the guidance of teachers or other social groups, and then realize their personal development goals. Merton, a sociologist, said: "There are special connections between the lower class, the middle class and the upper class in society. When there is a great contradiction between social culture and structure, it will cause serious problems." Therefore, it is necessary to pay more attention to the education of children of vulnerable groups, improve the quality of education and improve the quality of groups, thus alleviating the structural tension in society.

#### **4. The optimization of children's education of vulnerable groups from the perspective of sociology.**

##### ***4.1 Further improve relevant policies and regulations***

Relevant departments should further improve the policies and regulations related to the education of children of vulnerable groups, so as to provide more extensive protection for the education of children of vulnerable groups. At present, the main laws concerning the children of vulnerable groups are People's Republic of China (PRC) Private Education Promotion Law, People's Republic of China (PRC) Compulsory Education Law, People's Republic of China (PRC) Compulsory Education Law Implementation Rules, and Disabled Persons Education Regulations, etc. Relevant departments need to formulate more perfect guiding policies according to the current situation of the education of children of vulnerable groups and the existing relevant laws and regulations to ensure that local educational institutions can enhance the priority of the education of children of vulnerable groups. Policies and regulations should be effectively integrated into the details of the education of children of vulnerable groups, and the quality of various education work should be improved by targeted management. At the same time, it is also necessary to carry out regular inspections and punish related social institutions that have not strictly implemented various policies and regulations, so that the education of children of vulnerable groups can truly become an important social work.[3].

##### ***4.2 Establish a good social security system***

A good social security system can provide more support for the children of vulnerable groups, so that this group can better integrate into the current society. For example, some children of vulnerable groups cannot pay enough tuition fees, so it is necessary to optimize the social security system and provide more subsidies for them, so that more children of vulnerable groups can enter the campus to learn knowledge. Although some children of vulnerable groups can enter the campus to study, compared with other student groups, they may be more vulnerable to campus discrimination and bullying, which will lead to psychological problems that affect their healthy growth. The social security system should also pay more attention to this point to ensure that children of vulnerable groups can grow up healthily like children of normal groups, and only with a stable learning environment can they develop good learning attitudes and habits. Among them, teachers should be clear about their important role in the process of ensuring the healthy growth of children of vulnerable groups, and need to combine the education of children of vulnerable groups with relevant social security rules and regulations, and actively guide this group to strengthen their ideals and beliefs, study hard and work hard.

##### ***4.3 Invest sufficient education funds***

Relevant government departments and social institutions also need to increase investment in the education of children of vulnerable groups, so as to improve the quality of education of children of vulnerable groups and strengthen assistance. Taking the school as an important social institution, for example, the school needs to carry out special investigations on the children of the disadvantaged groups in the school and increase teaching input according to the actual situation of the education of the children of the disadvantaged groups in the school. For instance, according to the family difficulties of the disadvantaged students, a certain proportion of tuition and miscellaneous fees are exempted, and special scholarships for the disadvantaged students are set up by using the teaching funds issued by government departments, so that the disadvantaged students in our school can participate in learning activities wholeheartedly. Taking government departments as an example, they should optimize the proportion of funds according to the current social development and the requirements of the party and the state for the education of children of vulnerable groups, ensure that the allocation of resources is more scientific and reasonable, and fundamentally improve the effectiveness of the education of children of vulnerable groups.

##### ***4.4 Increase access to education***

Government departments also need to increase the educational channels for the children of vulnerable groups and provide more educational opportunities for this group. Through field visits to some areas, and in-depth analysis of the education of children of vulnerable groups in local areas, it can be found that a considerable number of areas have not provided more channels for children of vulnerable groups to receive education, and still adopt the channel structure of public schools. In view

of this phenomenon, it is vital to appropriately broaden the educational channels for the children of vulnerable groups, increase the educational opportunities for the children of vulnerable groups by combining public schools with private schools, and provide policy support and financial subsidies for social institutions actively participating in related construction work, so as to enhance the enthusiasm of social groups to participate in the education of children of vulnerable groups. Under this initiative, the children of vulnerable groups can not only learn knowledge at school, but also participate in quality activities planned by relevant social institutions at weekends to promote their all-round development.[4].

#### **4.5 The implementation of teaching activities guidance**

In addition to implementing assistance policies and welfare systems, social institutions related to the education of children of disadvantaged groups also need to implement guidance on teaching activities. This work should be led by local education authorities, with the participation of many schools, and improve the quality of education for children of vulnerable groups through diversified learning activities and extracurricular activities. Taking extracurricular activities as an example, we can start with sports, art, culture and other types of disciplines, hold special sports meetings, collectively visit science and technology museums, and perform songs and dances to further enrich the extracurricular life of children of disadvantaged groups. In this process, the children of vulnerable groups can get in touch with and learn more extracurricular knowledge, and can also effectively avoid their psychological problems caused by excessive addiction to the internet or other entertainment. Meanwhile, all kinds of teaching activities can also fully train the personal qualities and abilities of the children of vulnerable groups, such as teamwork awareness, language communication skills, interpersonal skills, etc.

### **5. Conclusion**

To sum up, the optimization of children's education of vulnerable groups can not be separated from the support of various social groups and institutions, especially the need for schools to carry out targeted centralized support. Only when the relevant social groups correctly understand the present situation of the education of the children of the disadvantaged groups and the current social development trend can they improve the cultural level of the children of the disadvantaged groups and gradually alleviate the current social structural tension with high-quality teaching work and social guidance. In addition, relevant government departments also need to do a good job of guidance, so that more social institutions can enhance their awareness of vulnerable groups and their children, and build a more stable social and educational order environment through multi-party cooperation, thus injecting new knowledge vitality into the scientific construction of a harmonious society in China.

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