

Research on the Mental Health Construction Path of Left-Behind Children in the Post-Poverty Alleviation Era - Based on the Investigation of the Status Quo of Primary Education in Yunnan Province

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Abstract: With the temporary victory of the task of poverty alleviation through education in China, great achievements have been made in the material assistance of schools and students, and poverty alleviation through education has entered a new historical stage. Early education poverty alleviation mainly solves the material problems of children's schooling and effectively guarantees the right of school-age children. However, with the development of education poverty alleviation, some new problems have emerged for left behind children. For example, it is difficult to take into account the help and guidance of students' learning interests, psychological emotions and other dimensions. Many students choose to drop out of school because of psychological problems such as inferiority and weariness. When the needs of students at the material level are met to a certain extent, higher-level spiritual needs will be generated. Whether the high-level needs can be responded and met will have a direct and important impact on students' social, healthy psychology, social emotions and behaviors. Through interviews with primary school teachers and managers in Yunnan Province, and a questionnaire survey of some left behind children in primary schools, we accurately grasp the spiritual needs and psychological status of left behind children in the post poverty alleviation era. Based on Maslow's hierarchy of needs theory, we propose a targeted path for the construction of psychological health of left behind children.

1. Introduction

With the successful completion of poverty alleviation in China, it is an important task for China to carry out rural revitalization on the basis of consolidating the achievements of poverty alleviation. The investigation shows that as an important part of rural revitalization, rural education still has many problems. Due to the limitations of geographical environment and other conditions, most primary schools in various regions of Yunnan are boarding schools. In boarding primary schools in western rural areas of China, boarding students generally account for 80% or even 90% of the total number of students ^[1]. Most of the boarding students are left behind children. According to the

survey report on rural children's mental health released by the parallel forum of China Foundation Development Forum in 2021, the detection rate of depression and anxiety of left behind children is 28.5% and 27.7%, which is significantly higher than that of un-left-behind children ^[2]. The mental health problems of left behind children need more attention.

2. Purpose and method of investigation

2.1. The purpose of the investigation

Left-behind children's mental health is the decisive elements of personal growth and development, according to maslow's hierarchy of needs theory, there are five levels of demand which include human survival, security, social interaction, respect and self-realization. After getting some material life security, children in social activities, the needs of the respect and self-realization needs should be taken seriously. In view of the typicality of the problem of left-behind children in Yunnan Province, a questionnaire survey was carried out according to their needs at different levels, so as to explore the solutions to the psychological needs of left-behind children, and then explore the path of psychological health construction for students assisted in the post-poverty alleviation era.

2.2. Survey objects and methods

2.2.1. Survey objects

The objects of this survey are divided into two parts: first, the management and teachers of some primary schools in Yunnan Province, from which to obtain relevant information about the education and life of left-behind children from an objective perspective; Second, Students in some primary schools in Yunnan Province who are willing to participate in this survey are the main objects of the survey. Excluding invalid questionnaires, a total of 290 valid questionnaires were collected.

2.2.2. Survey tools

The survey compiled two questionnaires, and validated the reliability and validity. The first survey named “the questionnaire for the left-behind children's mental health status and evaluation of investigation” has 15 questions, including the proportion of respondents, origin of students, school behavior and family situation, etc., to understand the status of the left-behind children's mental health laterally. The second survey named “questionnaire for the left-behind children's mental health development under the theory of maslow's hierarchy of needs questionnaire”, a total of 23, set problems according to the five aspects of survival needs, security needs, love and belonging needs, respect needs and self-actualization, to find out the details of the demand of left-behind children in all aspects through students' answer, as well as related psychological problems.

2.2.3. Analytical method

In view of the research content and the data obtained from the questionnaire, this survey mainly conducted statistical analysis on the second questionnaire. After preprocessing the data, the data were analyzed by SPSSPRO software for reliability analysis, validity analysis, k-means clustering and entropy weight TOPSIS algorithm analysis.

3. Data analysis results

3.1. Data pre-processing

The answers of the 23 questions in this questionnaire are all classified data, in order to analyze the data in depth, we transformed the answer data into quantitative data. In addition to "Q3, what are your basic needs?" the other 22 questions all have 5 identical answers, and the answers of each question can be compared with each other. Therefore, numbers 1-5 represent the answers to these questions, while "Q3" is a multiple choice, and the number of basic needs for selection can be transformed into quantitative data, which can be represented by numbers 1-6. Partial results of data preprocessing are shown in Table 1:

Table 1: Data preprocessing

The title number	Q1	Q2	Q3	...	Q22	Q23
1	3	3	2	...	3	3
2	4	3	5	...	3	3
3	3	4	6	...	4	5
...
289	5	2	3	...	4	4
290	4	3	1	...	4	4

3.2. Questionnaire analysis

3.2.1. Reliability analysis

The result table of reliability analysis:

Table 2: Cronbach's α coefficient table

Cronbach's α coefficient	Standardized Cronbach's α coefficient	Number of items	Number of samples
0.875	0.895	23	290

According to the analysis of Cronbach's α coefficient (or half coefficient), if the general Cronbach's α coefficient (or half coefficient) is 0.9 or more, then the reliability of the scale is good, the signaling degree between 0.8-0.9, 0.7-0.8, as shown in Table 2. The sign of the signal can be accepted, the signal between 0.6-0.7, means general, the signal between 0.5-0.6 indicates poor reliability. If it is 0.5 or less indicates that the questionnaire does not pass the reliability test. The Cronbach's α reliability coefficient of this questionnaire is 0.875 greater than 0.8, and the total reliability of the questionnaire of this design is higher.

3.2.2. Effectiveness analysis

Effectiveness analysis result is shown in Table 3:

Table 3: KMO inspection and Bartlett inspection

KMO inspection and Bartlett inspection		
KMO value		0.879
	Approximate Kafang	1916.328
	df	253.000
Bartlett spherical test	p	0.000***

Note: ***, ** and * represent significant levels of 1%, 5% and 10% respectively.

For the KMO test, above 0.9 is very suitable for factor analysis: between 0.8 and 0.9 is more

suitable, between 0.7 and 0.8 is suitable, between 0.6 and 0.7 is not bad, between 0.5 and 0.6 is poor, it should be abandoned under 0.5. KMO value tests the correlation range between the variables of the question items, which degree determines whether it meets the requirements of factor analysis. For Bartlett's test, apply the t test principle. If the P value is less than 0.05 or 0.01, the original hypothesis is rejected, which indicates that factor analysis can be done; if the original hypothesis is not rejected, it means that the correlation between these variables is poor, independent of each other, and not suitable for the factor analysis. The results of factor analysis test show that the KMO value of the scale reached 0.879, indicating that the correlation between the observed variables is relatively high, and the Bartlett spherical test value is significant, which further indicates that the overall validity of the questionnaire of this design is relatively high.

3.3. Data results

3.3.1. K-means cluster

K-means clustering algorithm is an unsupervised classification algorithm. The mean of the middle point of the divided class cluster is regarded as the center point of the class cluster. It can divide the data set by continuously iterating the data set under the premise of uncertain division rules, and automatically calculate and update the center point of each class cluster.

3.3.2. Entropy weight-TOPSIS algorithm

Table 4: Information entropy value, information utility value and weight

Item	Entropy weight method		
	Information entropy value e	Information utility value d	Weight
Q1	0.993	0.007	0.014
Q2	0.988	0.012	0.025
Q4	0.928	0.072	0.145
Q8	0.982	0.018	0.037
Q9	0.963	0.037	0.075
Q3	0.966	0.034	0.069
Q10	0.991	0.009	0.018
Q11	0.989	0.011	0.022
Q12	0.991	0.009	0.018
Q13	0.991	0.009	0.017
Q14	0.981	0.019	0.038
Q15	0.979	0.021	0.043
Q16	0.991	0.009	0.019
Q17	0.991	0.009	0.018
Q18	0.991	0.009	0.017
Q19	0.983	0.017	0.034
Q20	0.971	0.029	0.058
Q21	0.979	0.021	0.043
Q22	0.986	0.014	0.027
Q23	0.982	0.018	0.036
Q5	0.969	0.031	0.063
Q6	0.959	0.041	0.081
Q7	0.959	0.041	0.082

The entropy weight-TOPSIS model integrates entropy weight method and TIOPSIS comprehensive evaluation model, which can make full use of the information in the original data. Its basic idea is to use the cosine method to find the optimal solution and the lowest solution from the finite scheme on the basis of normalized raw data, and calculate the relative distance of each

data object according to the optimal and lowest solution, so as to obtain the similarity between the evaluation object and the optimal solution, and evaluate each object according to the relative proximity. Advantages and disadvantages.

In this paper, the data of 290 groups of 23 problems are analyzed and solved through SPSSPRO software, and the information entropy value e_j , information utility value d_j and weight of each indicator are obtained, as shown in Table 4:

The weight calculation results of entropy weight method show that the maximum value of index weight is Q4 (14.465%), and the minimum value is Q1 (1.435%).

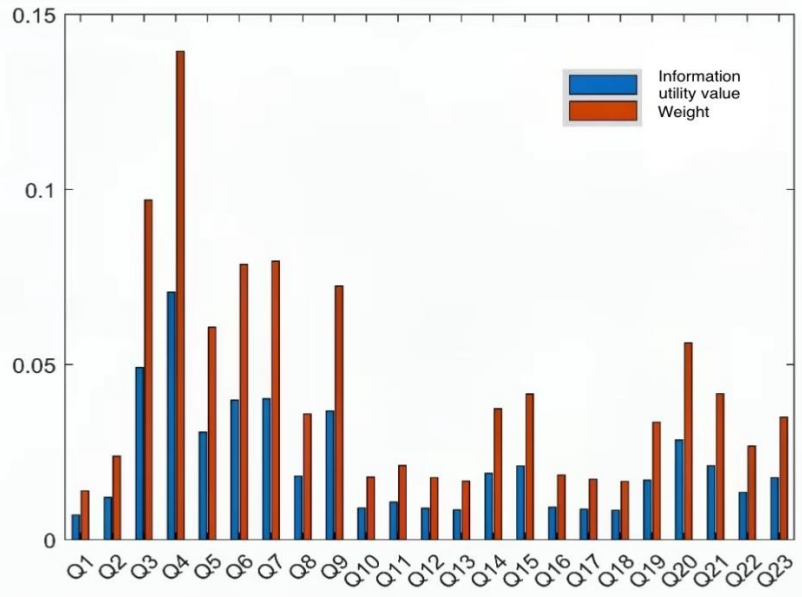


Figure 1: Information utility value and weight

As can be seen from the significance of the indicators in Figure 1, the physical and mental health of students depends more on physiological and safety needs. At the same time, from the information utility value, the needs of students in these two areas are also better met. When physiological and safety needs are met, the impact on students' physical and mental health fluctuates at the level of social needs, respect needs and self-realization needs, their low utility value shows that the needs collected in these three areas are not well met.

Table 5: Entropy weight method

Index	The ideal solution distance (D+)	Negative ideal solution distance (D-)	Composite Score Index	Sort
Target _1	0.080309	0.050362	0.385411	142
Target _2	0.064132	0.066893	0.510533	105
Target _3	0.055512	0.079436	0.588643	65
...
Target _288	0.065118	0.066878	0.506669	108
Target _289	0.07353	0.063205	0.462244	123
Target _290	0.067546	0.076547	0.531233	96

The TOPSIS evaluation method is used to calculate the comprehensive score (C) value. The comprehensive score (C) value = negative ideal solution distance / (negative ideal solution distance + positive ideal solution distance). The data results are shown in Table 5. The larger the C value, the better the subject, the better the physical and mental health of the sample data. Samples with higher scores and lower scores in sample data can be used for specific analysis from Figure 2. Samples

with higher scores show that five aspects of Maslow's demand level have been better satisfied, while more samples with lower scores only meet physiological and safety needs, social needs and respect needs. The level of self-realization needs can achieve good satisfaction.

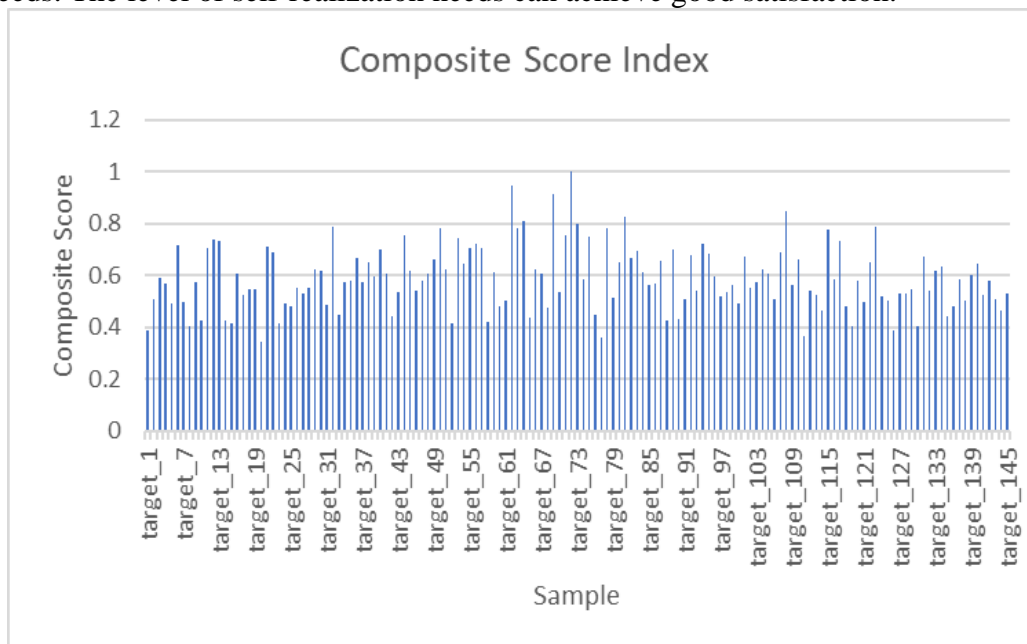


Figure 2: Comprehensive score results of TOPSIS evaluation method

4. The present situation of left behind children in boarding schools

The survey shows that the psychological needs of left behind children can be met at a lower level. However, they are generally not satisfied in the needs of belonging and love, respect and self-realization, and it's getting younger and younger.

4.1. Basic information of left behind children

The survey results show that 96.36% of the left behind children in boarding schools come from rural areas. Among the "main reasons for the existence of left behind children" (multiple choices), family reasons (single parent families, pension burden, etc.) cause difficulties in family daily expenses. 85.45% of them choose to go out to work. Affected by other factors, agricultural income can't meet the family's normal expenses, and 43.64% of their parents who go out to work to improve their family conditions; There are better employment subsidy policies outside the province, and more families go out to find better opportunities, accounting for 50.91%; 20.00% went out to work due to disharmony in family relations; In order to create better material living conditions for children, 57.27% of them went out to work. The main lifestyles of the left behind children include living with their grandparents, staying with relatives, trusteeship institutions and schools.

In the process of children's growth, the absence of parents has become the main reason affecting their personality, academic achievement, social ability and so on. In the survey, "social groups' understanding of left behind children (multiple choices)." The lack of parental care, the personality may tend to be introverted, accounting for 78.18%; Lack of parental control, easy to produce a certain degree of weariness, accounting for 44.55%; Lack of parental guidance, easy to develop some bad habits, accounting for 53.64%; Lack of communication with parents, emotional handling and other problems, accounting for 63.64%; They were confused about the future and lacked confidence, accounting for 50.91%; Poor social communication ability and poor communication

ability, accounting for 44.55%; Lack of attention to society, lack of care for others, etc., accounting for 39.09%. The psychological needs of the left behind children need urgent attention from the society.

4.1.1. Investigation results of physiological and safety needs of left behind children

The physiological need is the most basic need in Maslow's hierarchy of needs theory, mainly including basic material life needs such as food, clothing, housing and transportation. Safety demand is based on physiological demand, mainly including basic social needs such as personal safety, travel safety and medical security. With the success of the national poverty alleviation and the support of the Ministry of education's policy of providing targeted assistance to students with difficulties, the physiological needs of left behind children have been met. Under the state's emphasis on campus safety, social security and medical security system construction, the safety needs of left behind children are guaranteed.

In this questionnaire survey, five related questions were designed at the level of physiological needs and safety needs. The survey was conducted at four levels: Food and clothing, sleep, basic living needs (food, clothing, housing, transportation, money, etc.) and sickness protection. The data showed that the situation was ideal. In terms of food and clothing, the left behind children were basically satisfied, and few students failed to solve the problem of adequate sleep, the total proportion is 5.52% (including the two options of relatively non-conforming and completely non-conforming). Among the basic living needs, 39.31% are fully compliant, 34.48% are relatively compliant, and 26.21% are generally none compliant and completely none compliant. In terms of medical security after illness, 91.72% thought it was safe.

4.1.2. Survey results of social interaction needs of left behind children

Social needs, also known as the need for love and belonging, are the desire to establish contact with others, and their essence refers to the need for friendship, trust and warmth^[3]. As the first teachers of children, parents play a decisive role in their children's interpersonal skills. With the development of children's cognition, the relationship established between children and their parents will gradually be internalized into children's psychological representation of themselves and others, forming an "internal working mode", which largely determines children's self-evaluation and emotional attitude towards others^[4]. Left behind children lack correct social guidance because of their separation from their parents. Meanwhile, the survey results showed that 65.45% of the left behind children lived with their grandparents. Although grandparents are the closest elders of left behind children, their ideas and ways of educating children are more traditional, which may not play a correct role in guiding the social communication ability of left behind children. As students, their interpersonal communication ability is mainly reflected in school behavior. Children grow up in an environment without effective supervision, full acceptance and necessary discipline from their parents, which may make children's behavior deviation unable to be corrected in time, and make them face more behavioral barriers when integrating into school^[4].

In this questionnaire, 8 questions are set at the level of social communication needs, and the investigation is conducted from the aspects of parents' care, smooth communication with parents, teacher-student and classmate relations, social psychology and behavior. Among them, 19% (including fully qualified and relatively qualified) children dare not express themselves in school because of fear of unfair treatment; 26.89% of the children thought that there was some danger in social intercourse and they were not easy to trust others; 27.58% of children felt nervous and painful in social intercourse; Only 71.03% of the children thought that they could conduct normal social intercourse and participate in collective activities in school; 73.10% of the children could feel

the emotional communication between classmates and friends; 13.10% of the children thought that they could not feel the care of their parents and elders in the family; 22.76% of the children thought that their communication with their parents and elders was not smooth. From the survey data, left behind children have certain problems in social security. Due to the influence of family environment, school life and other factors, some left behind children have not been satisfied in social interaction needs.

Some studies have shown that the separation of parents and children experienced by left behind children makes them more likely to form introverted, self-abased and sensitive bad personality, hinder interpersonal communication, fail to correctly handle the conflicts among peers, and it is difficult to establish a good peer relationship^[5]. The results of this survey and model show that the parents' choice of going out to work leads to certain obstacles in character development, getting along with their parents, emotional processing and interpersonal skills. At the same time, the "specialization" with peers caused by "left behind" will make left behind children choose to avoid sensitive topics related to "family relations" in the social process, and they are unwilling to communicate, which will easily lead to the formation of their introverted personality for a long time. Although the physiological and safety needs of left behind children have been met, their social interaction needs have not been met.

4.1.3. Survey results of respect needs of left behind children

Maslow believes that respect needs to be satisfied, which can make people full of confidence in themselves, full of enthusiasm for society, and experience the usefulness and value of living. The need for respect can be divided into internal respect and external respect. Relative to students, internal respect refers to the hope that they have strength, competence, confidence and independence in various situations, which is the self-esteem of students. External respect means that they hope to have status and prestige, and be respected, trusted and highly valued by others (including teachers, classmates and even the society)^[6].

As students, their need for respect is more realized through school performance and peer relations, and they are more concerned about their achievements, reputation and degree of recognition^[6]. When the needs of this stage can not be met, they are prone to have negative emotions such as weariness and inferiority complex. With the continuous deepening of education reform, parents have become important participants in children's learning and growth. However, due to the lack of parents' company, left behind children will breed their inferiority complex and school weariness to a certain extent, which further promotes their respect needs to be met. Affected by the mobility of parents, children face more difficulties when integrating into the class and interacting with peers^[4].

In this questionnaire, there are five questions on the respect demand level, which investigate children's emotional experience from the aspects of self-worth, learning tasks, teacher-student relationship, initiative, and student relationship. The results showed that 67.58% of the children could feel their self-worth from the praise of teachers or classmates; 67.59% of the children thought that they could complete their learning tasks well in school; In terms of getting along with teachers and students and students, 28.28% of the children thought that they could not feel relaxed and happy; In terms of the participation in class activities and school activities, 33.79% of the children felt that they were not confident and competent and would not take the initiative to participate. The lack of children's social needs further affects children's experience of respecting emotion. Both of them show negative attitudes in the communication between teachers and students, students and school life.

4.1.4. Survey results of self-realization needs of left behind children

The need for self-realization is the highest level of needs, which refers to the need to realize personal ideals and aspirations, give full play to personal ability to the maximum extent, and complete all things commensurate with one's own ability. When the lower level needs of students are met, they begin to pursue the needs of self-realization. The need for self-realization is often realized through the hobbies or tasks that students care about and value. However, as far as left behind children are concerned, most families have no conditions to support children to understand their own interests. From the survey results, the group of left behind children mainly exists in rural areas. Even if the family economy is enough to afford the children to cultivate hobbies, the structure and geographical location of rural areas may not allow the children to systematically learn a hobby. As students, parents and teachers in the compulsory education stage pay more attention to their academic achievements, and neglect the cultivation of students' interests and hobbies. Their self-realization needs are difficult to be met.

There are 5 questions about self-realization needs in this questionnaire, which mainly involve behavior performance, including managing class affairs, expressing talents, speaking by representatives, showing hobbies, and striving for opportunities. 50.35% of the children said that they would take the initiative to help teachers manage class affairs; Only 32.41% of the children said that they would take the initiative to show their talents in the social activities; 35.86% of the children said that they would actively participate in the teacher's discussions and speak as representatives in class; 48.96% of the children said they would show their hobbies; 46.90% of the children said that they would actively strive for performance opportunities in class activities or school activities. In general, children's positive behaviors at the level of self-realization account for less than half, or even only one third. Children's negative evaluation of self and the unsatisfied needs of social interaction and respect further affect students' positive performance at the level of self-realization.

4.2. Online interview with teachers in Yunnan Province

This online interview investigated the performance of left behind children in school and the construction of mental health courses in primary school at the current stage. Because of the need to respect the privacy of teachers, this article uses teachers' pseudonyms. The teachers interviewed are mainly from Zhao tong, Xuan Wei, Kunming, Chang Ning and other places in Yunnan Province.

4.2.1. School performance of left behind children

Mr. S said that due to the economic problems in the township, many parents had to go out to work, resulting in a large number of left behind children in the township. In terms of material, parents basically meet the requirements of left behind children. However, the behavior of left behind children in school is also unsatisfactory, mainly manifested as: generally poor performance, introverted personality, violation of discipline, etc. the teacher pointed out that these problems are more psychological, and left behind children often suffer more pressure from their parents, resulting in psychological problems such as boredom and suicide. At the same time, they seldom communicate with teachers when they encounter problems in school, and most of them bear the responsibility themselves.

The psychological teacher of an experimental middle school said that left behind children have good and bad enthusiasm for learning in school, but they are prone to be sensitive or tend to abuse themselves to please others in getting along with their classmates, and are not easy to form close relationships with others and are not good at interpersonal communication.

Ms. H is a Chinese teacher who also serves as the head teacher and has more contact with students. She said that the number of left behind children accounted for one fifth of the number of students in the school. Because most of the students came from rural areas and their parents went out to work, most of these students stayed at home with their grandparents or grandmothers. However, due to the fact that grandparents and grandmothers are older and have a lower education level, there is a lack of discipline and education for them. Therefore, the performance of these students in school is often different from that of other students, such as low enthusiasm for learning, or high frequency of mistakes, and even some left behind children have premature love. At the same time, when talking about whether the left behind children will show negative psychology due to the particularity of their "left behind", Mr. Hu pointed out that this is affirmative. Due to the limited time for their parents to accompany and take care of the left behind children, it is inevitable that they will have a series of negative psychology. The most obvious is that they are unwilling to talk to others, and even have a slight autistic phenomenon. Because their psychology cannot be timely dredged, they are more prone to anxiety, irritability and other emotions. It also directly leads to some students' bad behavior habits, psychological imbalance, moral anomie and other problems. A considerable number of left behind children generally do not take the initiative to communicate with teachers, and only a few will take the initiative to communicate with teachers. More often, left behind children care about the particularity of their own identity, so they are unwilling to communicate with others. They may have psychological burdens when communicating with others. For example, they will envy the parents of other students who often come to school to visit, but their parents can't, resulting in a kind of comparison psychology and then an inferiority complex. Finally, what are your views on the current situation of left behind children? Mr. H analyzed from the perspective of the class teacher, "First of all, I think the left behind children are lack of material and spiritual. Because of the absence of their parents' company, they have to take charge of their own lives most of the time. They are far away from their parents, and their parents may not know what their children lack, which leads to the lack of many things, such as daily necessities. Secondly, living apart from their parents for a long time will lead to the loss of their parents. They desire to share between mothers also leads to their own autistic psychology. Finally, some left behind children can't find a vent for their emotions in real life, so they look for it on the Internet. Therefore, some of them will be addicted to online games, or some of them will fall into online love, which will greatly affect their physical and mental health and learning. Therefore, schools, families and society should pay attention to the left behind children, pay attention to their physical and mental health, and guide them to develop correct values so as to grow up healthily. "

According to the interview results of the teachers, first of all, the physical needs and safety of the left behind children have been met. In terms of interpersonal communication, i.e. social needs, they are more sensitive, selfless, abased, introverted, anxious and other negative emotions. At the same time, they are not easy to form intimate relationships with others. They are also unwilling to communicate with the teachers when they encounter problems, and are not satisfied in social needs. Secondly, due to the particularity of "left behind", left behind children may have behaviors such as comparison psychology, low enthusiasm for learning, weariness of learning and even puppy love, which are not satisfied at the level of respect needs. Finally, the left behind children are more reluctant to communicate with others, unwilling to express themselves, and more likely to choose to bear their own problems, which are not satisfied at the level of self-realization needs. In general, Maslow's hierarchy of needs theory is gradually progressive. For left behind children, it is difficult to meet the social needs, and the needs of respect and self-realization are more difficult to meet.

4.2.2. Current situation of primary and secondary schools' care for left behind children and mental health curriculum construction

According to teacher interviews, primary and secondary schools in Yunnan Province have taken many measures to pay attention to the education and growth of left behind children. First, the head teacher is responsible for understanding the situation of the left behind children in the class and recording it in the work manual of the head teacher. He gives special care and greetings to some students from special families, such as single parent families, orphans, reorganized families, and left behind children. In addition, in the analysis of students' performance after each examination, he also gives priority to this part of students. The second is to provide professional psychological teachers. If the school does not have the conditions, the head teacher or the teacher in charge of the class will concurrently serve. Third, schools with conditions will offer mental health courses and actively develop school-based courses. However, according to the interviews with teachers, teachers are generally worried about the family life of left behind children, the lack of communication between schools and parents, and a series of chain psychological problems caused by the absence of parents in the process of children's growth should be continuously paid attention to.

5. Effective strategies for the healthy psychological construction of left behind children in the post poverty alleviation Era

Maslow believes that human needs are divided into five levels: physiological needs, security needs, social needs, respect needs and self-realization needs. The requirements of these five levels are not sequential, that is, several different requirements will appear at the same time in a specific stage. Material needs play a fundamental role in the process of human growth, but more is the psychological needs of higher levels. With the continuous improvement of the school material conditions, the basic living problems of rural left behind children in school have been solved. However, the research found that children have higher levels of needs in the spiritual level, and it is easy to breed various psychological problems in the case of long-term failure. Previous studies have shown that the left behind children in rural areas mainly have traditional problems such as withdrawn personality, lack of communication, psychological sensitivity, lack of security, poor emotional expression, poor academic performance and weariness of learning, as well as new problems such as Internet addiction caused by the new media environment ^[7]. In the Internet age, the variety of short video content is undoubtedly a huge temptation for teenagers. The problem of left behind children lies in the weak self-monitoring ability and the lack of effective parental supervision.

According to this survey, in view of the problems and psychological needs of left behind children in school life, according to Maslow's hierarchy of needs theory, under the condition that the survival needs and safety needs are basically met, and in combination with the actual situation of left behind children in Yunnan Province, the construction path of mental health of left behind children in the post poverty alleviation era is proposed.

5.1. Strengthen the sense of belonging and meet the social needs of children

The social needs come from the social relations such as friendship and kinship that students desire to establish in social communication. For children in primary and secondary schools, the social needs of love and belonging are dominant in many needs. When children take this need as the center, they will treasure friendship and hope to be recognized and accepted by certain society and groups, and establish good and harmonious interpersonal relations. Only on this basis can they

smoothly develop higher-level needs. Once the needs at this level are not responded and met, individuals will find it difficult to integrate into the collective and easy to be ignored, resulting in a strong sense of loneliness ^[8], which will affect their personality.

It can be seen from the survey data that the school has paid some attention to the mental health problems of students, but there are still problems such as insufficient staffing of full-time psychological teachers and the emphasis on form rather than substance in school collective activities. The practice of caring for left behind children should be targeted. It is forbidden to talk in general terms in a sports manner. Special attention should be paid to children in difficult situations where multiple risk factors are repeatedly superimposed, so that care can become a "timely help" rather than a formal "icing on the cake". Special attention should be paid to children facing special physical and mental development stages or specific life tasks, and necessary guidance and support should be given in time to prevent the decline of psychological elastic development ^[9]. Therefore, when organizing collective activities, schools or classes should follow the following principles: first, the principle of equality, so that children can feel the respect and attention of the organizers for each individual and feel that they belong to the collective; The second is the principle of sharing, which guides children to learn to share and love, and gain a sense of satisfaction and achievement in the interactive experience of love.

Parents of left behind children should pay more attention to students' mental health, communicate with students, understand students' real thoughts about their parents' going out to work, and care about students' learning and psychological problems. According to the preliminary investigation, at present, most of the left behind children have little communication with their parents and family members who go out to work. One of the important reasons is that students do not have the opportunity to communicate their achievements and dissatisfaction with their parents in time at school. In view of this problem, schools can establish a public telephone platform for students to use. In recent years, the problems of mobile phone addiction and internet violence of left behind children have become increasingly obvious. The intervention program for this phenomenon can strengthen family, school and social cooperation on the basis of cultivating the self-discipline ability of left behind children. Implement family media use plan in the family, such as grasping the "www" principle, i.e. grasping the "www" principle of when (time), where (place) and what (content), so that the left behind children can develop good use habits and use electronic products in a controlled and planned manner ^[10].

At the same time, students' mental health problems are not limited to the responsibilities of schools and parents. For society, it is more important to establish a good social influence and promote students to grow up in a warm social environment.

5.2. Discover advantages and reflect values, meeting the needs of children to be respected

Maslow's hierarchy of needs theory points out that the development of people's needs at all levels is not one ebb and flow, but an overlapping and slow process from scratch. When the first three basic needs of people are met to a certain extent, the need for respect, the highest level of basic needs, will become the dominant needs of children with their individual development. The need for respect can be divided into internal respect and external respect, which are the driving force for people to make continuous progress.

Internal respect mainly refers to the students' self-esteem, that is, the individual's requirements for self and hopes to be able to solve various problems in life. Therefore, the students' self-esteem is positively related to the successful experience in life. The pleasure gained by children in successfully playing different social roles can enhance their self-confidence and thus meet the needs of self-esteem. For left behind children, being influenced by their families can easily lead to a sense

of powerlessness in their lives, and their self-esteem is seriously frustrated. Therefore, to meet children's self-esteem, we should balance the relationship between students' independence and the support of external forces. We should respect students' independent space and give them some freedom to complete the corresponding tasks, but we should not allow them to ignore them. Parents and teachers should play a positive guiding role to ensure that students can finally obtain a certain successful experience.

Compared with internal respect, schools, families and society are more operable in meeting students' external respect. Children not only hope to be regarded as independent individuals by adults, but also hope to receive the attention and praise of adults, including obtaining social status and social success. School teachers and students' parents should respect students' opinions in the process of students' growth and meet students' desire to be recognized. For example, the school classes regularly carry out activities to praise the students who have achieved excellent academic achievements recently and have served the class construction. At the same time, the corresponding blackboard newspaper can be made to vigorously publicize, so as to meet the students' vision of being recognized for their achievements; Students' parents can give some spiritual or material encouragement to students' good performance in daily life, such as helping parents do housework and serving the community, to encourage students to develop in a good direction.

5.3. Prepare children for self-actualization needs

As for the first four basic needs, Maslow pointed out that the needs of self-realization belong to high-level needs, including knowledge seeking, aesthetic appreciation, creation and potential exertion, which are all expressed in the needs of self-realization. The need for self-realization is unique to human beings and will not be as urgent as low-level needs. It is not easy to be perceived. However, once it is generated, it can cause individuals to have a deeper sense of happiness and produce better social effects, such as developing good qualities such as respecting others, caring for society, harmony and friendliness, and reducing selfish elements. However, the high-level needs better external conditions, including family, economy, educating and so on. For left behind children, meeting the basic needs of children is the basis and premise for generating high-level needs. In the face of this high-level needs, all social circles, teachers and parents should participate to help students understand their own needs, plan their future life blueprint, and strive for high-level ideals.

On the basis of the good development of mental health education for students in the early stage, combined with Maslow's hierarchy of needs theory, this paper puts forwarded some targeted improvement measures for the solution of mental health problems of left behind children and students. It is hoped that these improvement suggestions can promote the attention to the problems of left behind children and students' mental health, promote the attention to students' mental health, and promote the healthy development of students.

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