



# Literature Therapy for Middle School Students in Chinese Ecological Migration Areas

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**Abstract.** Literature is the spiritual home of human beings from the history of their origin, besides that, it also has major function in understanding aesthetic education function and also has the treatment function of literature. From a very long time, this field has not been paid enough attention and did not focus on its applications. In this paper, using the feature of literature therapy on the role of the ecological migrants' district of middle school students in Chinese Ecological Migration areas are discussed and analyzed.

**Keywords:** literature anthropology · literature therapy research · middle school students

## 1 Introduction

From the origin of literature, the academic circles see it differently and have different opinions. These academic circle opinions are distinct from each other with respect to their visions. Literary critics and researchers have put forward various theories, such as “game”, “magic”, “theory”, “idea” or “labor” and so on, but literature originated from game theory and religious magic have the greatest influence. From Marxist materialist point of view, literature originates from labor and is basically created by human ancestors worked as (in) labor or introduction of labor experience, murals on primitive holes or beautification of labor life, the primitive dance, means of labor, primitive poetry or the ideal conquering nature and striving for harvesting in the form of fantasy like myth (Sun Jiafu [1982]:1). Whether it is a theory of “game”, “magic”, “theory”, “idea” or “labor”, literature comes from human beings and is the material and spiritual product of human beings. Influenced by the development level of productive forces, the literature and the art of primitive people are mostly poetry, music and dance. The source of China's classical realism, *the Book of Songs*(《诗经》), is the first collection of poetry in China, including poems spanning 500 years from early years of western Zhou dynasty to the middle of spring and autumn period.

The academic world generally thinks that the major components of the literature function are mainly based on human cognition i.e., understanding, dominated by education and embodied by aesthetic feeling. Literature has certain social functions, including cognition, education and function (i.e. “aesthetic feeling” or “aesthetic enjoyment”). But

with the development of further research on the literature, literary anthropology in Chinese pioneer Ye Shuxian thinks that today literary theory is also an armchair strategist, about the understanding of literature, education, and aesthetic effect, just ignore the original literature is also far most important: including cultural integration and therapeutic function, including healing and disaster relief.(Ye Shuxian, [2010]:220).

After the outbreak of opium war between China and Britain in 1840, the demise of Qing dynasty started, from then, China wasn't the most prosperous, powerful nation on earth and some patriots began to study the western "democracy" and "science" to want to change the worse situation. The neologisms involved into the blood of Chinese culture, from now on "science" and "democracy" these two words have become popular in urban and rural life of China. People began to think that pray to Buddha for help, please wizards drive disease was consistent with the phenomenon of "unscientific" and "superstitious", and was completely out of the people's daily life in those years. Especially in the contemporary era, with the continuous development of economic, science and technology, people pay more and more attention to economic material benefit and pursue of maximization of benefits. Literature is like water nourishing spirit that is constantly marginalized, especially in mobile phones, TV and internet. These entertainment modes are very popular and data-oriented, while enjoying these modes; we feel that literature is somehow outdated. Some traditional Chinese culture appears in opposite of science and even some disappears. However, these seemingly non-scientific "Taoism" actually has certain social functions, such as education and psychological therapy. In ecological immigration areas, middle school students from remote mountainous areas and ethnic minority areas, because along with the country and the area of policy, some economic substance relatively backward families out of their home, grow in the new environment, due to its previous family, society, school environment, that they have no sense of belonging, followed the inferiority, fear, anxiety and other psychological stress and mental illness. The author once observed and experienced these areas on the spot, and felt that the reading of some literature worked by the students located in these areas of ecological migration had certain effects on their psychological treatment.

## 2 Research on the Effect of Literature Therapy on Psychotherapy

Ye Shuxian's *Theory and Practice of Literary Therapy* showed Lu Xun's "Abandoning Medical Treatment through Literature" is passed on as a good story. From "Saving the country by industry" to the later discovery that Lu Xun was always insensitive "visitor" before him, thus, he decided to abandon medicine and start with healing the human mind with an idea in which he gave up medicines and went into literature therapy, from treating the physiological diseases of people treating them with psychological diseases of the people. His works reveals the callousness and callousness of the visitor, the in-humanity and the nature of feudal manners and religion (Lu Xun: [1981]). The practical purpose of his treating medicine with the function of literature is literature itself. The image of "mad man" in Lu Xun's *Diary of a Madman* is the awakening of consciousness of Chinese literature in striving for people and confirmation of theme of people. Mr. Lu Xun believed that literature could awaken the soul of Chinese people. Since then, the book *Literature and Therapy* compiled by Mr. Ye Shuxian in [1999],

in this series of works on literary anthropology, it opened up a new situation in literary therapy. From the literature and human in cultural ecology, the principles of literary psychiatry, the case study of literature and therapy. *The Return of Language Subject and Feeling, Tragic Pleasure and Catharsis Therapy* by Roy Morel, *Literature and Disease: Several Aspects of Comparative Literature Research* by Poland, *The Systematic Theory of Art and Freud* by Paul Liko of France, and *The Study of Cultural Ecology of Folk Literature* by Li Yiyuan. Scholars from all over the world to research about the literature therapy, the role of literary therapy has sprung up in China. Hu Xiaohui, a Contemporary Topic in Literary Research. The 25 special articles in *Literature and Therapy*, which are considered as recipients of Literature and Therapy in *Literature and Therapy*, have carried out fruitful discussions on the status of literature in human culture and ecology, the principles of mental medicine of literary therapy, the cases of literary therapy and other issues from an interdisciplinary and cross-cultural perspective respectively. This shows the academic courage and courage to ask questions and answer questions on the basis of the “integration of vision” between Chinese and Western cultures (Hu Xiaohui: 2000(03):63-64). Since the publication of this book, literary therapy has also caused a lot of experts and scholars to study continuously. As of April 2019, there were 71 research works on literary therapy (2019: CNKI) . This shows that the research team of literary therapy is expanding year by year.

Literature is the unique symbol creation world of mankind. As the special home of the spiritual existence of the cultural animal-human, it plays an irreplaceable role in regulating the conflict and tension between emotion, will and reason, solving the obstacles of inner life, maintaining the healthy and balanced relationship between body and mind, individual and society, cultivating and nourishing perfect human nature (Ye Shuxian:1999:273). In 2008, Zeng Hongwei published an article, *New Stage and New Landscape of Literature Therapy—On Literature Therapy in Network Context Literature Therapy*, which is a psychological therapy method which is considered as a psychological therapy to effectively restore the balance of inner mental ecosystem and promote physical and mental health of patients by taking the initiative to participate in literary creation or literary appreciation and other aesthetic practice activities (Zeng Hongwei:2008(02):79). Then in 2012, the literature treatment was amended, the so-called literature treatment, which means that the aesthetic subject suffering from psychological diseases through various aesthetic practices (such as literature reading and appreciation, literary creation, literary criticism and research), to ease and eliminate their own psychological pressure or deviation, remove psychological disturbance, restore the balance of inner mental ecosystem, and ultimately achieve the psychological treatment behavior and methods (Zeng Hongwei 2012(06):187-191). In *The Theory and Practice of Literary Therapy*, Mr. Ye Shuxian, a pioneer of China’s anthropology research, has preliminarily summed up the advanced needs of literature to satisfy mankind into five categories: 1, the need for symbolic (language) games; 2, The need for fantasy compensation; 3, the need to release repression and tension; 4, The need for self-certification; 5, The need for self-indulgence (Ye Shuxian 1998(6):84). There are some problems in the existing applied research papers on literature therapy, such as the lack of depth of research, but also appear relatively shallow and simple; The object or object of the study is more single (university students), but the study of other educated groups, such as primary and middle

school students, or other social groups outside the campus is basically not touched yet. This shows that the researchers study the strictness (of course, this is related to the work and academic environment of paper author), and these groups has huge potential group of receiving and carrying out the literature treatment (Zeng Hongwei 2009(01):284)[], so the author considers that the psychological problems of students in the current ecological migration area, the literature treatment of the way of the literature to solve the related problems, the problem, the way.

### **3 Ecological Migration and Mental Health Status of Middle School Students in Ecological Migration Areas**

The term “ecological migration” refers to the policy measures taken to transfer the population and economic activities of areas which are located in ecologically fragile areas or important ecological functional areas, areas seriously damaged by ecological environment, and areas with poor natural conditions and loss of basic living conditions to other areas, and realize the coordinated development of population, resources, environment and economy, and the organizational forms of which are spontaneous migration and government-led migration. Most spontaneous immigrants are seeking better lives by increasing their incomes, while government-led immigrants have a more explicit dual purpose: We should develop the economy and protect the ecological environment. As a way to coordinate and bring into full play the regional population, resources and environmental conditions, and promote the sustainable economic development of the planning region and the ecologically fragile regions (Xie Yuanyuan: 2010), the Ningxia Hui Autonomous Region is located in the mountainous areas of southern Ningxia, where the natural environment is dry, the natural environment is poor, the transportation is inconvenient, and the water resources are extremely scarce. Therefore, the government implements the relocation project, the people voluntarily move home, with the purpose are to achieve poverty and become rich, and join with other ethnic brothers to move. However, with the relocation, new problems have also emerged among secondary school students in these eco-immigrant areas, and the number of children of eco-migrants has increased as they move into schools. In the final analysis, the sustainable development of society is the development of talent, if the students in the basic education stage have some problems, thus cutting off their path of study, may become intergenerational poverty. According to my personal experience, these students are facing many problems.

In these recent years, in some places, especially in the older migrant children, are not familiar with the educational environment in these places from where they move in, and even have some restrictions on language communication, which makes them unable to quickly integrate into the new school life system, resulting in psychological inferiority, reticence, loss of confidence, ultimately leading to learning difficulties, and sometimes even to the migrant middle school students to have a resistance or even a sense of weariness in school. These undoubtedly have a negative impact on the development of children of migrants, while also affecting regional stability and harmonious development.

The psychological burden of students is increased by studying in relatively unfamiliar environment, teaching environment in moving places, teaching methods of teachers and new peer relationship. The author has worked in the Northwest Minority Autonomous

Region X County for two years. Because of the hierarchical teaching, the class is Hongzhi Class A, Hongzhi Class B, Major Class, General Class, Special Class, these five levels; you can imagine the whole study environment and atmosphere of the students in these classes which are postponed. Because I am a new teacher, I am lucky to have a fourth class. Faced with a strange environment, years of schooling and part-time work experience made me quickly adapt to the environment. These students had to enter the fourth class because of their poor foundation and poor background. They also hope to give them some guidance in the face of the pressure of study and life. The students in these immigrant areas can't sit on the bench, have a loose discipline, don't know how to learn, consider learning as a pressure, a "burden", and have no fun in learning. Even some high school degrees are the highest in their families, and the problem is still widespread in ethnic regions, so they face a lot of psychological problems that need to be guided. However, it is difficult to find a psychology teacher with a background in the primary and secondary schools in ethnic areas, let alone a teacher who has trained in a professional system, to channel them. In addition, the psychological counseling has not attracted the attention of school leaders and grade leaders, so the students' difficulties can be imagined. At present, the middle school students are facing heavy burden of homework and pressure of entering a higher school. Under this pressure, some students often appear some psychological unhealthy. There are also a variety of complex interpersonal relationships, such as the relationship between students, teachers and students, some students, teachers and students, some of the relationship between the relationships between the imbalances will cause their psychological burden, affect their learning effect, and may bring harm to the public order and good customs of this society.

Typical manifestations are the increasing number of juvenile crimes; researchers used various questionnaires and techniques to do a lot of research on the mental health of middle school students. Almost all of the studies show that there are different levels of mental health problems among middle school students. Some studies have shown that there are different levels of mental health in middle school students. Some researchers conducted a random sample of more than 2000 middle school students in seven prefectures, cities and 12 schools in a province. There was more obvious anxiety, which account for 49.82% of the respondents; timidity and inferiority, accounting for 37.83% of the respondents; neurasthenia, 24.24% of the respondents; and sexual sensitivity, 19.63 of the respondents. The survey shows that the mental health of middle school students is not only objective, but also the proportion of the phenomenon is unexpected (Hu Chunmei: 1997(04):58-59)[]. From these data, we can conclude that there are indeed many psychological problems among middle school students. In view of this, the lack of mental health education needs to be made up and improved. Only in this way can we meet the requirements of the healthy and sustainable development of the students' moral, intellectual, physical and aesthetic, advocated by our education. In addition to physical health, the author believes that it is more important to have a healthy, upward-looking psychological, mental health is the greatest advantage of being born, and it is related to the healthy and sustainable development of a nation state. We can do some things from the literary perspective, and we have to use the literary therapy approach to build a set of treatment programs in the middle school campus. Therefore, in this follow-up work of ecological migration, we should continue to do a good job in the education of children

of ecological migration, ease the psychological pressure on students in the ecological migration area, improved education quality of migrants' children, improved comprehensive quality of migrants' children. Let them accompany our country's magnificent policy in history, let people walk out of the mountains, settle down in the plains, let children in the immigrant areas have a good school, and fundamentally solve the problem of the way of life and way out for the immigrant children. However, these problems are less studied by academic circles, and if they cannot be properly solved, they will be seriously hindering the sustainable development of the society and economy.

#### **4 The Applications of Literature Therapy in Psychological Therapy of Middle School Students in Ecological Migration Area**

Literary therapy as a fringe discipline has a certain value of use, especially for those middle school students of these ecological immigrants, which greatly benefits them. The therapeutic features of literature can improve psychological disorders and foster the development of student personality. Middle school students bear heavy study pressure, competition pressure is extremely intense, literature treatment can meet their psychological needs. It helps to dispel some bad feelings of middle school students and make them have the spirit of positive upward sunshine. The middle school students in the ecological immigrant areas are not good at expressing themselves verbally, even in the classroom are difficult to try to answer questions. In the early reading and classroom, they can be organized to read together, so that the students can read aloud and read silently.

The materials selected in Chinese textbooks for senior middle school include classics from ancient and modern times, Chinese and foreign classics, and a collection of famous writers. There are all kinds of literary works and themes (poetry, novels, prose, drama, etc.). The authors include Dai Wangshu, Xu Zhimo, Ai Qing, and our founding leader, Mao Zedong, etc.; Foreign writers such as Martin Luther King Byron, Hugo, Shelley, etc. The works include *The Candle Wu Returning to the Qin Shi*, *Jing Ke Stabbing the King of Qin*, *Qin Yuan Chun Changsha*, *Farewell to Cambridge No News*, *Auschwitz Having No Dream and I Have a Dream*. These articles are called "trademarks" of the author, and he should choose articles of interesting. "The subject is the eye of the article, the window of the soul. Readers choose the reading object, and start with the topic first." (Jin Yongxiang: 1998(02)). These articles are fluent, vivid, healthy, progressive, artistic and beautiful; both in art and content are the literary works that have left a mark in the history of world literature. Because the students' individual differences lead to the difference of interesting, students can choose their favorite articles to read in the after-class time according to their interests and interests; These excellent literary works can be imperceptibly and quietly moisten every middle school student, and because of its economical and practical type, they can meet these difficulties in families, and also suitable for students' precision, detail and study. Why promote reading classics without requiring reading the public? Mr. Liveris believes: Because popular fiction is not a reader who is refreshed and loves life, it makes them even more uncomfortable with life. People who read popular fiction often escape reality and refuse to face the truth of life (Leavis: 1977:100). The cognitive ability and appreciation ability of middle school students are weak. Good works can affect the students to be upward, good works can be good, low

works can mislead students, so they can go astray and even take the path of violating the law and committing crimes. Therefore, in the process of reading, we should advocate reading classics, the vitality and appreciation of classic works are particularly strong.

Teachers and students can be involved in reading or in classrooms, analyze the characters and the stories of the positive and negative sides from literature works, tell them the reason to deal with people, especially when the students are faced with psychological confusion, for example, most of the students have poor economic income, tell them that they will be born into the family, and they must first of all suffer their minds, work hard, starve their bones, and starve their skin, at last, we can change everything and live a better life we want. This kind of high-spirited and fearless spirit can bring comfort to the middle school students. Of course, teachers can recommend to the students' articles, after all, teachers are very familiar with teaching materials. It can provide reading materials other than teaching materials, let students read by themselves, read and share with their peers, or share with them in class time. Perhaps one sentence in the course of reading can eliminate the psychological problems of students.

Before entering middle school, do a good job in the psychological survey of students, the implementation of the program of the literature treatment in school, and a kind of evaluation of the literature treatment on the eve of the graduation of middle school students. In short, we should track the role of the literature treatment program in the process of middle school students growing up. We should follow the growth of students in the three periods of time, we cannot be tight or tight, we need to observe the implementation of the whole program, observation and record. Because of the individual difference, the psychological diseases of the students will also be different, so in the process of treatment to be targeted, should be based on the individual differences of each student intervention, not one-size-fits-all.

In addition, we need to conduct a general survey of students psychology before the school starts, and during the survey process, we may find that some students have some psychological depression, or other kinds of tendencies, so in this process of using literary therapy, we should list different treatment programs for different students, for example, in the selection of literature, we should have a wider range of topics, if students lack a high morale, we should recommend poetry related to them, such as Russian Pushkin's poems and his Soviet poems. In addition, China's Long March, Long March by Mao Zedong, Guo Xiaochuan's Defense of Yan'an and other classic Chinese revolutionary poems, are the works of Nikolai Ostrovsky, the author of the novel "How Iron and Steel Was Made" and some other classical poems. Such stories may lead students into a more emotional state. For those students who might be hyperactive, we might need to give him some literature books, like the poems of romantic writers, Byron, Hugo, Shelley from abroad, Xu Zhimo and Shu Ting from home, and so on, which might help students calm their emotions as they read.

Of course, students should be immersed in literature when they appreciate the works, and they can be placed in the world to talk with the authors. In the process of reading, students have the reflection law of understanding, conflict, consistency, influence and change (Xu Yiqing: 1990). Students can improve their cognitive abilities in reading. First of all, we need to increase the building-up role of literature appreciation classes in the secondary school curriculum system, like heroes and role models, to use this

typical story to infect them, inspire them, guide them every time, help them to self-educate, self-correct their psychological discomfort. Schools or classes are required to regularly exchange views with students, which is also a way to communicate with other people. Regular exchange and dialog between good students and students who may be psychologically problematic allows them to feel learning in a positive atmosphere. Parents must also affirm the progress of students, even a little progress, to acknowledge the gap between people in reality, prevent excessive comparisons between students, and create psychological burden on students.

And of course, we need to include some novels ideas that will encourage and help students to set their ambitions, such as Edison, Zhang Haidi, Qi Baishi, Zhou Enlai, Hua Luogeng and so on. In short, middle school students should play the role of literary therapy in the face of mental illness, as the Renaissance essayist and philosopher Bacon once said: Reading history makes people wise, reading poetry makes people beautiful, ethics makes people solemn, and logic rhetoric makes people debate. The role of literary therapy is latent and exists, and the utility of literary therapy is also long-term and stable. We should have confidence in this psychological treatment, but we should not be too hasty, and we should pay attention to designing a feasible plan according to the individual differences of different students at any time in course of its implementation!

Secondly, we also advocate literary writing when we ask students to tell literary stories. Because another very important way of literary therapy is that we as parents and teachers encourage students to keep writing, because writing itself is a kind of psychological catharsis, whether it's writing a novel or a poetry essay, it can form a personal-to-self inner dialog, and it can achieve the role of psychological catharsis in writing. Some things are constantly in the minds of students, but writing can help them to clear their minds and ease their psychological anxiety. We're going to use this kind of spiritual inspiration to correct our own psychological mistakes, and we're going to use this path of literary creation to organize and lead students. Accompanied by school teachers, they took students, especially those who were psychologically stressed, out to write. In the connection between literature and nature, seek the unity of mind and mind with nature, achieve the function of mind purification, literature and nature itself can purify human psychological side effects. When writing, people often intentionally elevate their own quality and moral strength, which can also wash away some unhealthy factors in their own heart, can also promote the mental health of middle school students and improve their personality. If these aspects are more comprehensive, students' mental health may achieve educational and therapeutic effects in such a path of literary therapy.

## 5 Conclusion

Literature is a soft treatment method in the process of middle school students' physical and mental health treatment, because literature is an artistic expression of aesthetic ideology, she focuses on the spiritual, emotional cultivation and human aesthetics, and promotes the continuous improvement and formation of personality, so in this process of literature treatment, the administrators and teachers of our school need to pay special attention to let the program of literature treatment get involved in the mental health education of middle school students as soon as possible. The medical treatment has a



unique function, which is different from our medical treatment, the medical treatment is to seek immediate effect, the medical treatment often runs through the immediate effect of “taking medicine to stop pain, taking injection to cure disease”, the medical treatment is to focus on the student’s psychological, progressive type of treatment or correction, or also to correct, and also helps the student’s spiritual sublimation, it has a gradual process, so the program of literature treatment can play a long-term stable role in the students’ mental health.

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