Research on the Literary Reading and Teaching Form under the Perspective of Medical Humanities Permeation

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Abstract

In this paper, we conduct research on the literary reading and teaching form under the perspective of medical humanities permeation. The complex of human nature is that it not only has natural property, including social and general spiritual attribute. Therefore, medical humanities connotation firstly embodies in the fear of life, love life and maintains the inherent in the human life and health. Literary classics is naturally formed in the process of human civilization and social development, it is carrying the human understanding of nature and society in history. This paper integrates the principles of the related issues to propose the new idea of the issue that will be the core meaning of the research.

Keywords: Literary Reading, Teaching, Medical Humanities Permeation, Perspective.

Introduction

Literary classics is naturally formed in the process of human civilization and social development, it is carrying the human understanding of nature and society in history, understanding, and we now social and personal life. Therefore, literary classics is the indispensable spiritual sustenance, in our lives is that we need to read books. Aesthetic thinking is the dynamic reflection of literature reading, on the one hand to realize the aesthetic object in the literature, found in the literature, the author thought; On the one hand, to grasp the aesthetic value in aesthetic appreciation, generate the readers in the literary work meaning that can be organized as the following aspects.

- Reflect on perception: aesthetic thinking reflects the emotional interest. The so-called aesthetic view of literature, the gaze of portraying the image of the world, meditation and expectations. It is not a passive, but active feeling, is both a reflection of thought and emotion and cognition, and is produced by this understanding of emotional satisfaction and pleasure.
- Experience the feeling: aesthetic thinking to rational. Literature has a special close connection with people's experience, its itself is ask for people's life and life, is the art of emotional areas in the world. The understanding of the literary reading is one of the elements of aesthetic psychology that is a kind of mind thinking of literary works. Only understand the things, it can be more deeply perceived.
- Literature is created, a specific image to improve the deep emotion as literary appreciation is a kind of creation and aesthetic thinking is a type of appreciation, from the work of image world and language symbols of emotional information decoding and reconstruction.

Literary classics is a historical concept, it is formed in the long river of history, time and space is the carrier of literary classics is changed. Lack of historical time and space of the formation of the literary classics, literature classic cannot be formed. Since the word "classic" as a kind of scale rule is widely used in architecture, sculpture, ethical, legal, grammatical, and other fields, classic contains let people learn and imitate the meaning of "paradigm". In ancient Greece, as the literature text is mostly related

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to literature, circulating as a classic of the learning in addition to the literature is not too many other options. At present, in the work of strengthening the teaching of medical colleges and universities the humanities, in terms of how to realize the humanistic spirit and connotation some problems need to discuss. Medicine is the most scientific in the humanities that is the most humane in science. Medical humanities connotation request medical personnel know medical activities in the face of receptor is not a simple disease, but people who are still alive. The complex of human nature is that it not only has natural property, including social and general spiritual attribute. Therefore, medical humanities connotation firstly embodies in the fear of life, love life and maintains the inherent in the human life and health. In medical practice, on the one hand, the medical staff should be in fear, love, life attitude to face the patient, the anxious patients of nasty, disaster rescue the patients from life, to maintain a healthy life as on the other hand to correctly deal with the relationship between medical science and technology and the purpose of the medical humanities, namely, medical science and technology as the method and means of service for the purpose of medical humanities, medical final evaluation standard is not its technology, but its humanistic objective.

**Literature-Based Reading Approach**

- Teacher reading aloud to children
- Oral reading variation
- Shared reading
- Sustained silent reading
- Word recognition strategies
- Comprehension strategies

Figure 1. The Literary Reading and Teaching Principles.

In this paper, we conduct research on the literary reading and teaching form under the perspective of medical humanities permeation. In the later sections, we will discuss in detail.

**Our Proposed Methodology**

**The Medical Humanities Teaching.** Medical humanities teaching permeate humanistic education in medical teaching that is the positive study of the medical students' quality education. It through the effective combination of humanistic education and medical education, realize the innovation of educational mode, will strongly promote dedicated to the training of the creative talents of medical modernization and growth. About the development and change of the contemporary society and its requirements, the transfer is also important realistic foundation of humanistic education to keep pace with the times, development innovation. Human society across human peace and development period, China's reform and opening up, opened a new page in socialist development, as well as the knowledge economy, science and technology innovation, etc. to make the humanities education goals, principles, methods and content, profound changes have taken place in the human rights, freedom and chopped emphasizes equality, democracy, set up the rule of law and call for moral and so on has become the main melody of the times. Medical humanities education guiding ideology is the core of teaching reform to be close to the cultivation of medical student medical humanities teaching goal, to promote the excellent doctor growth of humanities character to develop the service, and under this basis, we should then propose the following issues as the general countermeasures.

1. Understand "doctor is our" nature of the medical and the importance of medical humanities in modern medicine;
(2) Clear doctors professional responsibility, professional accomplishment and practice in the accordance with the requirements;

(3) To foster deal with contemporary medical ethics, social and legal problems of the knowledge and ability;

(4) Handle the patient's psychological stress, and social adaptation ability of that doctor-patient communication knowledge and skills.

(5) To cultivate students' problem awareness and creativity and critical thinking method;

(6) To foster students fear, love and care for the humanitarian feelings of life, contribute to outstanding doctor humanistic quality formation.

In medical humanities teaching goals and tasks of the current several known need to clarify: one is the medical humanities teaching goal focus on imparting humanities knowledge, meet the students to know some knowledge of the humanities. Second is that medical humanities teaching goal is to improve the students' general humanities accomplishment, know the way of that has the gentleman poise and the educated doctors. Three is to help students to master certain human skills, such as the skills of conversation with the patient, the skills of giving bad news, defuse doctor-patient contradiction of the skills, and so on.

The Literary Reading Features. Literary reading has become the key dimensions of reality, there is no literature reading, literary activity is incomplete, even has some kind of that abstraction. Only effectively read, finally to realize the value of literature. In view of literary reading in the status and value in literature activity, as literary reading as the main research object of the academic arises at the historic moment. Only when the literature image in the readers the feeling of life to survive, to the readers of the intellectual quality of world form beauty, perception of the factors to rise to the rational spirit, this is the complete aesthetic significance. Aesthetic consciousness, pay more attention to the coordination of the reading appreciation and finish from conflict to harmony, from the overall, from shallow to deep, from the emotional freedom of aesthetic tastes tends to be rational, that feeling and thought of as the perceptual instinct return rational instinct, active pure emotion and the thought of the rational spirit in the process of the experience of aesthetic acceptance.

Literature itself is the product of aesthetic that is the crystallization of the aesthetic experience of writers. Literary text is a kind of poetic symbols, need through the students' reading, make student empathy that sympathy with the writer's aesthetic experience to complete construction of meaning, this process of meaning construction is a process of aesthetic experience and aesthetic experience enrich the process. Art shows what philosophy cannot speak; But, or cannot be combined with the philosophy, aesthetics and art in this case the connection is very vague, or philosophy to express an expression, in this case, it is no longer a theory, and become the form of art. In that case, the perfection of art is both a philosophy and its destruction, the accuracy is any idea that constantly pursue goal, where it is not any in the traditional sense of the idea.

The Literature Teaching Features. In Chinese modern and contemporary literature teaching and learning, the macroscopic literary history has been seriously, but the specific text has been ignored in different degrees, the teaching and research of the modern and contemporary Chinese literature is very bad. Especially in recent years, under the influence of the examination system, some student quite familiar with some popular literature works, but for the reading of literary works itself is relatively small. In diminishing in the influence of modern literature, glamour in losing, students' interest in modern literature course nature also in decline. For this kind of situation, mainly have the following three reasons that can be summarized as the following aspects.

- Chinese discipline of today's college students under the pressure of employment, tend to practical, light quality, utility, humanity. They didn't feel the profound literature in China, the huge function of culture in shaping the personality of an excessive reliance on short-term social
demand, the pursuit of foreign language and computer level certificate is greater than for the love of literature.

- Now most of the colleges and universities are from specialist education to general education, many of the course system and teaching content with the reconstruction and integration.
- The wisdom inherent in modern literature, sensibility, imagination, aesthetic consciousness and the life ideal blurred, originally the lively literature class becomes stale, humanities knowledge in students' mind leaving some dry, so the teaching mode of natural lost appeal to students.

Insisting that literature genre personality, ignore the content of the literary works in common as is contrary to law of literary appreciation and curriculum standard request, also is not conducive to the efficient of literature teaching. We emphasize content in common is not to deny personality. In not sure on the basis of common personality, not only can't highlight personality, on the contrary will lose in common if common personality is dummy that the literature teaching will lose true, as a literature teaching. In the figure two, we show the efficiency curve based on [3].

![Figure 2. The Literature Teaching Efficiency Curve.](image)

**The Medical Humanities.** Scientific and that the reasonable curriculum must be comprehensive consideration of medical humanities education goals, students' existing knowledge level, operational space of the existing teaching mode of multiple factors, such as looking for the accurate positioning. Combined with that the ongoing medical university medical students humanities quality education experimental work and we believe that the medical humanities education curriculum cannot blindly follow the European and American medical school curriculum plan, which should be based on the practice medical colleges in our country, to establish the following guiding principles.

- Focus on the humanities knowledge popularization. Despite the general education has been set up examples of that the classic reading learning, many of the general education experts have repeatedly stressed that the curriculum design of avoid by all means be introduction to type, popularize knowledge of system should be further reading can play a role. At present, in other countries and regions, the humanities education popularization from towards deepening constantly, from thinking development in form to that in essence.
- Integrated its multi-discipline. Facing the humanities foundation, the multiple of the medical humanities curriculum goal and curriculum content and school less contradiction, we must properly integrated curriculum goals, optimizing can through literature, history, philosophy and medical humanities integrated humanities courses.
- Systemic. Medical humanities education curriculum settings to reflect the knowledge system internal logic relations as manifests the sequential and relevance, from basic to professional skills, from knowledge to quality step by step, with the increased of the student qualification
gradually deepened. Look from the hierarchy is divided into basic humanities and medical humanities foundation to the medical humanities, formed from the more general to the individual, from foundation to professional, from theory to practice skills, the three aspects of the internal logic relationship.

**Conclusion**

In this paper, we conduct research on the literary reading and teaching form under the perspective of medical humanities permeation. The complex of human nature is that it not only has natural property, including social and general spiritual attribute. Therefore, medical humanities connotation firstly embodies in the fear of life, love life and maintains the inherent in the human life and health. In medical practice, on the one hand, the medical staff should be in fear, love, life attitude to face the patient and the anxious patients of nasty, disaster rescue the patients from life. We propose the new perspective on the issue that will enhance the further research performance which will be meaningful and necessary. In the future, more related research will be conducted.

**References**


