

**PECULIARITIES OF COVERAGE THE THEME OF CHILD RESCUE IN
'SCAR LITERATURE' (BASED ON THE SHORT STORY 'THE CLASS
TEACHER' BY LIU XINWU)**

Chinese 'scar literature' 伤痕文学 (also known as 'Wound Literature') is a literary movement that emerged in China in the late 1970s after the Cultural Revolution. The term is used to describe literature that focuses on the authors' personal experiences during traumatic historical events, particularly during the Cultural Revolution.

'Scar Literature' takes its name from the Chinese word '伤痕', which translates to "wound" or 'scar'. This literature became a platform for authors who wanted to express their personal traumatic experiences, as well as to criticise the political repression and abuse that occurred during the Cultural Revolution.

The focus of 'scar literature' is on the individual experiences of the authors, such as physical and emotional trauma, mental disorders, and social hardships they have endured. Often this literature has a strong autobiographical character and includes touching, intimate details from the writers' lives.

This literature differs from classical Chinese literature in its variety of styles and themes, as well as its intense use of metaphors, symbolism and imagery to convey the feelings and emotions of the authors.

Continuing, the 'literature of scars' brought with it changes in Chinese society, as it gave voice to those who were victims of political repression and systematic violence during the Cultural Revolution. These works helped to reveal the themes of general suffering, trauma and social inequalities that occurred during this period. The literature of 'scars' increased awareness of the political events of the time, helping to understand how they affected the individual experiences of people. This strand of literature has allowed people to recreate, tell and explore their stories, which has enabled them to bring traumatic experiences to light and improve the healing process.

Many of the authors of the 'literature of scars' have become well-known national and international literary figures, such as Yu Hua, Bai Yan and Mao Dong. Their works played an important role in shaping contemporary Chinese literature and drew attention to the traumatic events that took place in China.

Despite the influence of the 'literature of scars', its distribution and popularity were limited in China due to the sensitivity of topics related to the Cultural Revolution. Official policy suppressed this area of literature for some time. However, despite this, the influence of the 'literature of scars' remains visible and its significance is studied as part of Chinese literary history.

The famous Chinese writer Liu Xinwu is often regarded as one of the leading representatives of the 'literature of scars' in China. He lived and worked between the late 19th and early 20th centuries and became known for his works that highlight social issues, political repression and human suffering. Liu Xinu witnessed numerous political, social and economic changes in China, including the Cultural Revolution. His works reflected the pain and suffering that resulted from these events. He ridiculed corruption, inequality and powerlessness in his stories, essays and novels.

In particular, one of Liu Xinwu's most famous works is the short story 'Untitled' (often translated as 'Without a Name') written in 1921. This story tells about the cruelty and ruthlessness of the authorities, the abuse of people living on the margins of society. It has become one of the most famous examples of the 'literature of scars' and has a strong influence on the Chinese literary scene.

Liu Xinwu was recognised as a brilliant writer and critic. His works were marked by a sharp analysis of social inequalities and political repression, making him an important figure in the 'literature of scars'. He became a symbol of protest and criticism and was highly influential on subsequent generations of writers in China.

The theme of rescuing children in China's 'scar literature' is an important aspect, as it highlights the traumatic effects of political repression and social dislocation that affected children during this period. In the "literature of scars", authors focus on the fate of children who have been victims of violence, political persecution and social change. They depict children suffering from physical, emotional and psychological trauma, family loss, divorce, hunger and other hardships.

Writers create characters who show courage, solidarity and bravery to help children survive and find hope. These characters may be other children, adults, or even children themselves, facing challenges and resisting negative influences. Stories and novels belonging to the 'literature of scars' provide a space for expressing the desire to change the fate of children, to resist violence and injustice. They emphasise the importance of protecting children's rights, their safety, education and development. These works promote the idea of reforming society to give children a better future. The works of 'scar literature' reveal various ways of saving children. It can be through the individual actions of heroes who risk their lives and freedom to save children from violence or danger. Such characters show courage, bravery and sacrifice despite the risks, sometimes even using their own experiences of trauma to understand and support children.

In addition, the theme of saving children can also be expressed through collective action and solidarity. A group of people can come together to protect children, provide them with shelter, education and hope for the future. These can be teachers, parents, staff of orphanages or activists who create special programmes and institutions to protect and rehabilitate children affected by political violence. Such works reflect hope and belief in changes in society, where children can be saved from trauma and hardship. They emphasise the importance of supporting, preserving childhood and creating safe and normal conditions for their development. Thus, the theme of rescuing children in the 'literature of scars' not only highlights trauma and suffering, but also provides hope for change and correction of society, where children can have a chance for a happy and safe future.

Liu Xinwu's short story 'Classroom Teacher' is one of the most prominent works in the 'literature of scars' in China. This story tells the story of a classroom teacher who tries to save his students from political repression during the Cultural Revolution.

The author portrays the hero as a person who risks his own life and safety to protect his students from political violence. The class teacher, although an influential member of the party himself, refuses to support the brutal political repression and instead chooses to stand by the side of his students.

The story clearly shows the traumatic impact of political violence on children. The students face fear, injustice and security threats, and are victims of political persecution and social division. But thanks to the deft guidance of their class teacher, they find a way to survive and maintain their dignity. This story emphasises the importance of compassion,

solidarity and humanity in difficult times. It evokes a sense of empathy for the suffering of children and shows how they are able to come together and support each other in the most difficult moments. Analysing *The Class Teacher*, we can see that the story promotes the idea of the power of the public and moral values in the fight against violence and injustice.

Liu Xinwu's short story 'Class Teacher' also emphasises the importance of education and knowledge in the context of change and transformation in society. The class teacher separates himself from political ideology and tries to provide his students with objective education and knowledge. He sets himself the task of developing critical thinking and independence of students, regardless of political influences.

The story also emphasises the contradictions and conflict that arise in a society during political change. It reflects the shortcomings of a system where children are manipulated and victimised in an ideological struggle. The author questions the fairness of these political repressions and challenges readers to reflect on the depth of the impact of politics on people's lives, especially children.

The Classroom Teacher skilfully uses language and imagery to convey the emotional state of the characters and create an atmosphere of pressure and danger. It uses tragic events to make readers think about the consequences of political repression and violence, especially in the context of children's lives.

Liu Xinwu's short story 'The Class Teacher' is notable for a number of features of its coverage of the theme of saving children in the context of the 'literature of scars'.

1) Realistic depiction of traumatic experiences: Liu Xinwu attaches importance to detail to realistically portray the fear, security threats, and physical and emotional experiences of children. He describes in detail the situations in which children find themselves and evokes an emotional response to their suffering.

«谢惠敏咬住嘴唇，眯起眼睛，不满地望着石红，心里怦怦直跳。»(1)

2) The contrast between the innocence of children and the violence of the adult world: Liu Xinwu emphasises the innocence and vulnerability of children caught in the middle of

political conflicts and repression. He compares their naivety and helplessness with the cruelty and filth of the political world, which enhances the drama of the story.

"Aren't you afraid of the poison that unrecommended books contain? Today, everyone is fighting against moral decay. Our activists should not set a bad example for others!"(1)

3) The characters of the reverse heroes: Liu Xinwu uses reverse heroes who risk their lives and safety to protect the children. The classroom teacher, as the protagonist, evokes sympathy and admiration

for his actions, putting himself in the line of fire to ensure the safety of his students.

« 张老师心中掀动着激昂的感情波澜。当他刹住车，在谢惠敏家门口站定 时，心中的计划进一步明朗起来：不仅要从这件事入手，来帮助谢惠敏消除 «四人帮的流毒，而且，还要以揭批» 四人帮»为纲，开展有指导的阅读活动，来教育包括宋宝琦在内的全班同学...»(1)

4) Criticism of the political regime: The story is a critique of the political regime and its impact on children's lives. It reveals the flaws in the system and shows how political violence can harm young people.

5) Emotional power and a sense of hope: Liu Xinwu conveys great emotional power in the narrative by drawing attention to the children's suffering and their inner world. He shows how children face traumatic events, but at the same time gives them hope for rescue and survival. This evokes strong emotions in readers and encourages them to sympathise and support the characters in the story. 'I realised today what the problem is,' said Zhang. "It's not about whether or not to accept Song Baoqi into our school. Maybe we should open a special school for people like him, or maybe we should just put them all in the first grade and start teaching them all over again... But this is not the main thing! The mess that has been brewing around Sun Baoqi reflects, as in a mirror, the damage that has been done to our younger generation. Some things I hadn't noticed or understood before, but now I have thought about them a lot and it is clear to me that this spring, the spring of 1977, is a wonderful and happy time, but what a struggle and what hard work awaits us! More and more is required of us now..." (1)

6) Symbolism and metaphors: The author uses symbolism and metaphors to emphasise the importance of saving the children. For example, the story has images (in the story 'The Class Teacher' these are different books that our heroes get acquainted with) that symbolise the freedom that children seek during political repression. This adds depth and artistic value to the story, enhancing its impact on readers.

7) Emphasis on moral values and humanism : The story 'The Class Teacher' questions the moral foundations of the political regime and emphasises humanistic values. It emphasises the importance of mutual assistance, compassion and humanity in conflict resolution and rescuing children in the face of political repression.

In general, Liu Xinwu's short story 'Class Teacher' highlights the theme of rescuing children in the 'literature of scars' through a realistic portrayal of traumatic experiences, criticism of the political regime, and an emphasis on moral values and humanism. Special attention was paid to symbolism and metaphors that emphasise the importance of saving children. The story contains images that symbolise the freedom and hope that children seek to find during political repression. This adds depth and artistic value to the story, enhancing its impact on readers.

The Classroom Teacher can be seen as a critique of authoritarianism, political regime and injustice. It reminds readers of the importance of fighting for the freedom, rights and dignity of every human being, especially children, who are the most vulnerable category in society.

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