

The Media Translation of Social Anxiety: An Analysis of "Crisis Narrative" in the Chinese Language and Literature Major

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Abstract: This article focuses on "crisis narrative" in the professional field of Chinese Language and Literature, exploring its presentation and profound significance as a medium of social anxiety. By analyzing the construction, dissemination and interaction with social reality of crisis narratives in texts, this paper reveals how Chinese Language and Literature carry and reflect social anxiety, as well as the impact of such narratives on professional development, cultural inheritance and social cognition. It aims to provide a theoretical perspective for understanding the predicaments and opportunities of the Chinese Language and Literature major in the contemporary social context, and to promote in-depth thinking on the professional value and social functions.

Keywords: Social Anxiety; Media Translation; Major in Chinese Language and Literature; Crisis Narrative

1. Introduction

1.1 Research Background and Significance

In contemporary society, social anxiety shows a diversified and complex trend, permeating all aspects of social life. With the accelerated advancement of globalization, the profound adjustment of the economic pattern, and the rapid development of science and technology, the social structure has undergone tremendous changes, which have triggered anxiety among people at different levels [1]. At the economic level, the fierce competition in the job market, the uncertainty of industries, and the widening gap between the rich and the poor have made individuals worry about their own survival and development. At the cultural level, the cultural shock brought about by globalization poses challenges to local cultural identity, and the collision and integration between different cultures have triggered people's thoughts on cultural inheritance and innovation [2]. At the

value level, the wavering of traditional values and the collision of diverse values have led to confusion in people's spiritual world. While pursuing material benefits, they have become perplexed about spiritual satisfaction and value belonging. [3]

As an important field for cultural inheritance and the cultivation of humanistic spirit, the major of Chinese Language and Literature is inevitably influenced by social anxiety, which is reflected in its narrative texts. "Crisis narrative", as a special narrative form in Chinese language and literature, has become a medium and carrier for the translation of social anxiety. It not only reflects the development predicament of the profession itself in the changing times, but also conveys social anxiety to the audience through literary forms, triggering people's attention and reflection on social issues [4]. The study of crisis narratives in the major of Chinese Language and literature not only helps to deeply understand the development predicament and cultural mission of this major in the changing times, but also reveals how social anxiety is expressed, disseminated and interpreted through literary narratives. It has important theoretical and practical significance for enriching the perspective of literary research and promoting the healthy development of social culture. From a theoretical perspective, it has expanded the new field of interdisciplinary research between literature and sociology, providing new methods and ideas for literary studies. From a practical perspective, it helps guide society to correctly understand and deal with social anxiety, promotes the sustainable development of the Chinese language and literature major, and plays a positive role in cultural inheritance and social construction.

1.2 Review of Current Research Status at Home and Abroad

Research on crisis narratives in literature abroad started earlier, mostly from the perspectives of sociology and cultural studies to explore how

literature reflects social crises and shapes social cognition. For instance, Benito et al. [5] focused on the sense of crisis in postmodernist literature in their research, analyzing how the fragmentation and uncertainty of postmodern society are reflected in literary works, as well as the impact of this sense of crisis on social structural changes and cultural conflicts. They believe that postmodernist literature, by breaking traditional narrative patterns and values, reflects the chaos and anxiety of society during the transitional period, and at the same time provides people with a new perspective to re-examine social reality.

Domestic research focuses on the examination of crisis narratives in specific literary genres or historical periods. As Rong Cai [6] explored the narrative of national crisis in modern literature, it analyzed how modern literary works, against the backdrop of aggression by foreign powers and the peril of the country, stimulated the patriotic feelings and national consciousness of the people by depicting the sufferings and struggles of the nation. His research reveals the social mobilization role of literature in times of national crisis, as well as the close connection between crisis narratives and the shaping of national spirit. However, at present, there are relatively few studies on crisis narratives at the overall level of the Chinese Language and Literature major, especially the results of systematic analysis from the perspective of media translation of social anxiety are even more scarce.

2. The Connection between Social Anxiety and the Major of Chinese Language and Literature

2.1 Diverse Manifestations and Roots of Social Anxiety

Contemporary social anxiety encompasses multiple dimensions such as economy, culture and values. In the economic dimension, employment pressure has become one of the most concerning focuses for people. With the expansion of college enrollment and the adjustment of industrial structure, the competition in the job market is becoming increasingly fierce. Many graduates are confronted with the predicament of "unemployment upon graduation". Even if they manage to find a job, they often encounter problems such as unstable employment and low

income. Furthermore, the widening gap between the rich and the poor has also exacerbated social anxiety. The phenomenon of the rich getting richer and the poor getting poorer makes low-income groups full of worries about their future life, fearing that they will not be able to enjoy the fruits of social development, thus falling into a vicious cycle of poverty.

At the cultural level, the cultural shock brought about by globalization poses challenges to local cultural identity. The strong import of Western culture, such as Hollywood movies, pop music, fast food culture, etc., has had a huge impact on local culture. In the process of coming into contact with and accepting Western culture, the younger generation gradually develops a sense of estrangement from their local culture, leading to a disconnection in the inheritance of local culture. At the same time, the collision and integration among different cultures have also triggered cultural conflicts and confusion about cultural identity. In a multicultural environment, people find it hard to define their cultural position and are unsure whether to stick to their local culture or embrace foreign ones. This cultural confusion further intensifies social anxiety.

At the value level, the wavering of traditional values and the collision of diverse values have led to confusion in people's spiritual world. In traditional society, people followed a relatively stable value system, such as the "benevolence, righteousness, propriety, wisdom and trustworthiness" advocated by Confucianism. However, with the transformation and development of society, traditional values have been challenged and new values keep emerging. While people are pursuing material benefits, they are confused about spiritual satisfaction and value belonging. Not knowing what true happiness is and what the meaning of life is, this confusion in terms of value makes people feel at a loss in life and intensifies the degree of social anxiety.

The root causes of these anxieties lie in factors such as the rapid changes in social structure, the uncertainty of technological development, and the complexity of interpersonal relationships. The rapid changes in social structure make it difficult for people to adapt to the new social environment and role requirements. Traditional social relations and social order have been disrupted, while new social relations and social order have not yet been fully established. The

uncertainty of technological development has also brought anxiety to people. The rapid development of technology has put many occupations at risk of being phased out. People are worried that their skills and knowledge cannot keep up with the pace of technological development, thus losing job opportunities. In addition, the complication of interpersonal relationships has also increased people's psychological burden. In modern society, people are confronted with all kinds of interpersonal relationships, such as workplace relationships, family relationships, and social relationships. Handling these relationships requires people to spend a great deal of time and energy. Once they are not handled properly, they will trigger various conflicts and problems, and further lead to the emergence of social anxiety.

2.2 Social Positioning and Predicaments of the Chinese Language and Literature Major

The major of Chinese Language and Literature shoulders the important mission of inheriting Chinese culture and cultivating humanistic qualities, and holds an irreplaceable position in the development of social culture. However, in the current development, this major is confronted with many predicaments. On the one hand, the narrowness of the job market leads to an increase in the employment pressure on graduates, and there is a certain degree of disconnection between professional development and market demand. On the other hand, against the backdrop of the prevalence of fast food culture and online culture, the reading and dissemination of traditional literature have been impacted, and the cultural influence of the Chinese Language and Literature Major has weakened to some extent. These predicaments reflect the profound impact of social changes on professional development and also become concrete manifestations of social anxiety in professional fields.

2.3 The Influence Mechanism of Social Anxiety on the Major of Chinese Language and Literature

Social anxiety affects the major of Chinese Language and Literature through various channels. From the perspective of creation, the anxious social atmosphere stirs up writers' sense of crisis, prompting them to express their thoughts and concerns about the issues of The Times in their works and form crisis narrative

texts. From the perspective of the audience, social anxiety makes readers resonate with literary works that have realistic concerns and crisis warnings, promoting the dissemination and acceptance of crisis narrative works. At the same time, social anxiety also affects the educational concepts and curriculum settings of specialties, prompting educators to pay attention to social reality issues, adjust teaching content and methods, and cultivate talents who can adapt to social needs and have a sense of social responsibility.

3. Text Construction of Crisis Narratives for the Chinese Language and Literature Major

3.1 Crisis Orientation of the Narrative Theme

The theme of the crisis narrative for the Chinese Language and Literature Major revolves around the core issues of professional development. This includes concerns about the marginalization of the profession, such as the survival predicament of literature under the impact of mass culture; reflection on the disconnection between the talent cultivation model and market demand, such as students' insufficient practical ability and single knowledge structure; and there are concerns about the discontinuity of cultural inheritance, such as the difficulties in the dissemination and inheritance of traditional literary classics in modern society. These themes directly point to the real crises faced by the profession, reflecting the focus of social anxiety in the professional field.

3.2 Crisis Presentation of Narrative Structure

In terms of narrative structure, crisis narratives often adopt the pattern of "imbalance - conflict - resolution (or unresolution)". The "imbalance" stage depicts the disruption of the originally stable state of professional development, such as the rigidity of the traditional literary education model. The "conflict" stage reveals the intensification of various contradictions and problems, such as the squeeze from the job market and the resistance from internal reforms within the major. The "resolved (or unresolved)" stage presents the exploration of crisis response or the persistence of predicaments. This structural arrangement makes the development process of the crisis clearly visible, enhances the tension and sense of reality in the narrative, and guides readers to deeply think about the essence and solution of professional crises.

3.3 Crisis Expression in Narrative Language

Narrative language is an important tool for translating social anxiety. In crisis narratives, language often carries strong emotional overtones and symbolic meanings. For instance, words like "desolate", "lost" and "in a predicament" are used to describe the current situation of professional development, conveying feelings of anxiety and helplessness. By using rhetorical devices such as metaphor and symbol, professional crises are linked to social reality issues. For instance, the marginalization of literature is compared to a "cultural desert", making abstract crises concrete and deepening readers' understanding of their connotations. At the same time, the rhythm and intonation of the language also change along with the development of the crisis plot. In intense conflicts, rapid and tense language is used to enhance the expressiveness of the narrative.

4. The Dissemination of Crisis Narratives as a Medium of Social Anxiety

4.1 Communication Channels and Audience Groups

Crisis narratives are disseminated through multiple channels. Academic journals, professional forums, etc., are important platforms for the dissemination of crisis narratives in the academic field. Scholars, by publishing research results and discussing professional crisis issues, have drawn attention and sparked discussions in the academic community. Literary works are disseminated to the public in a broader form, reaching readers of different ages and occupations through channels such as paper books and online literature platforms. The audience includes teachers and students majoring in Chinese language and literature, relevant researchers, literature enthusiasts, and the general public interested in social and cultural issues. There are differences in the acceptance and interpretation of crisis narratives among different audiences, but all are to some extent influenced by social anxiety and resonate with crisis narratives.

4.2 Reproduction of Meaning in the Process of Communication

During the process of dissemination, the significance of crisis narratives is constantly

being reproduced. The communicator interprets and reconstructs the narrative based on their own understanding and position, endowing it with new connotations. For instance, when teachers explain crisis narrative texts in their teaching, they will guide students to think deeply from the perspective of professional development. Media coverage and comments on relevant literary works will expand the social influence of crisis narratives and trigger broader social discussions. During the acceptance process, the audience will also combine their own social experience and emotional experience to make personalized interpretations of the crisis narrative, further enriching its meaning. This reproduction of meaning makes crisis narratives a medium for the dissemination and communication of social anxiety, promoting society's attention and reflection on professional crisis issues.

4.3 Communication Effect and Social Feedback

The dissemination of crisis narratives has produced multiple effects. On the one hand, it has raised public awareness of the crisis in the Chinese Language and Literature major, drawn public attention and support for the development of the major, and created a favorable social atmosphere for the reform and development of the major. On the other hand, communication has also stimulated self-reflection and the impetus for change within the profession, prompting educators and researchers to actively explore ways to solve problems. Social feedback is manifested in various forms, such as readers' comments and suggestions on crisis narrative works, as well as policy support and resource investment from all sectors of society for professional development. These feedbacks further influence the dissemination direction and content of crisis narratives, forming an interactive cycle between dissemination and social reality.

5. The Impact of Crisis Narratives on the Development of the Chinese Language and Literature Major

5.1 Implications for Professional Education Concepts

Crisis narratives have prompted the Chinese Language and Literature major to re-examine its educational concepts. It emphasizes that education should be closely integrated with

social reality, cultivating students' sense of social responsibility and problem awareness, so that students not only possess solid professional knowledge but also can apply what they have learned to analyze and solve practical problems. Meanwhile, crisis narratives also remind educators to pay attention to students' individual development and innovative spirit, break free from the constraints of traditional education models, and explore diversified paths for talent cultivation to meet society's demands for compound and innovative talents.

5.2 Adjustments to the Professional Course Settings

Based on the problems reflected in the crisis narrative, the curriculum setting of the Chinese Language and Literature major needs to be adjusted accordingly. On the one hand, efforts should be made to enhance the setting of practical courses, such as literary creation practice and cultural dissemination practice, to improve students' practical abilities and application skills and strengthen their employment competitiveness. On the other hand, it is necessary to optimize the curriculum system, increase the proportion of interdisciplinary courses, such as literature and media, literature and psychology, etc., broaden students' knowledge and horizons, and cultivate talents with comprehensive qualities. In addition, emphasis should be placed on the integration of traditional literary classics with modern culture, and relevant courses should be offered to guide students in inheriting and innovating Chinese culture.

5.3 The Role in the Inheritance and Innovation of Professional Culture

Crisis narratives are of great significance in cultural inheritance and innovation. Through reflection on professional crises, it awakens people's attention to traditional literary culture and inspires a sense of mission for cultural inheritance. Meanwhile, crisis narratives also provide impetus and materials for cultural innovation. Writers and scholars explore new ways of expression and cultural connotations in crisis narratives, promoting the connection and integration of traditional literature and modern culture, and creating literary works and cultural achievements with the characteristics of The Times. This development model that combines inheritance with innovation helps the Chinese

Language and Literature major maintain its vitality and vigor in contemporary society and achieve sustainable development.

6. Conclusion

This article, through the analysis of the crisis narrative of the Chinese Language and Literature major, reveals how social anxiety is translated and disseminated through literary narratives. Crisis narratives revolve around the core issues of professional development in text construction, presenting professional crises through unique themes, structures and language. During the communication process, by leveraging multiple channels to reach different audience groups, the reproduction of meaning is achieved and a wide social impact is generated. Meanwhile, crisis narratives have had a significant impact on professional educational concepts, curriculum design, and cultural inheritance and innovation, providing beneficial inspirations for professional development.

Future research can further expand the scope of the text and incorporate more diverse crisis narrative works, including those from emerging fields such as online literature and new media literature, to more comprehensively reflect the translation of social anxiety in the field of Chinese language and literature. At the same time, by integrating quantitative research methods, more precise measurement and analysis should be conducted on the communication effect and social feedback of crisis narratives. In addition, cross-cultural and interdisciplinary comparative studies can be carried out to explore the similarities and differences in crisis narratives under different cultural and social backgrounds, providing more universal theoretical support for the development of the Chinese Language and literature major in a globalized and diversified context. Through continuous in-depth research, we can better leverage the role of the Chinese Language and Literature major in alleviating social anxiety and promoting the harmonious development of social culture.

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