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## **THE STUDY OF LITERARY EXPRESSIONISM IN SECONDARY SCHOOL: DIALOGIC TECHNOLOGY**

The article presents a system of dialogic study of literary expressionism in secondary school. The author determined the place of expressionism in school programs and the types of dialogues effective for its study in the lessons of Ukrainian and foreign literature.

The study of literary trends in secondary school using innovative pedagogical technologies is an urgent problem. Understanding the artistic direction is a complex intellectual process, which is accompanied by the practical application of theoretical knowledge.

L. Nezhiva investigated the issue of studying literary trends in secondary school. Zh. Klymenko identified the peculiarities of teaching translated texts in foreign literature lessons. An unsolved part of the problem is the application of the innovative technology of dialogical learning for the purpose of mastering expressionism in secondary school.

Expressionism is one of the directions in the writing of the 20th century, included in the programs of Ukrainian and foreign literature. The theoretical foundations of the methodology are the dialogism paradigm (L. Ozadovska) and the philosophy of dialogue (Y. A. Klochovskyi).

In grades 10–11, the concept of expressionism is studied according to the current program of Ukrainian literature at the profile level. Students should identify expressionist features in the works of Vasyl Stefanyk (10th grade) and Osip Turyanskyi (11th grade). There is an artistic context.

The current program of foreign literature for grades 10–11 (professional level) does not contain the concept of expressionism, but it presents works of this direction for textual study. Proto-Expressionism is represented in the program for the 10th grade by the works of Walt Whitman (the collection "Leaves of Grass"), in the program for the 11th grade Franz Kafka and Rainer Maria Rilke are named. The list of works for extracurricular reading includes Karl Čapek, who is also a representative of expressionism.

In the lessons of Ukrainian literature, devoted to the study of the works of V. Stefanyk, we gradually clarify the concept of expressionism, in particular, we learn its features, which we structure according to the headings: the artistic world, the concept of man; tasks of art; poetics. Each of the features of the direction should be derived as a result of the student's dialogue with the artistic text.

The dialogue between artistic texts requires a comparison of the works of expressionist writers, as a result of which students ascertain common stylistic features. In the 10th grade, the works of V. Stefanyk and V. Whitman are studied, in the 11th grade – the works of O. Turyanskyi and foreign authors: F. Kafka and R.M. Rilke.

Dialogue of various types of art is carried out with the help of multimedia presentation of works of painting, music, cinematography. The teacher will show images of paintings by Norwegian artist Edvard Munch ("The Scream"), Dutch artist Vincent van Gogh ("Wheat Field with Crows"), Belgian artist James Ensor ("Self-portrait with masks"). Students will see images of paintings by such Ukrainian artists as: Mykhailo Boychuk ("Prophet Ilya"), Oleksa Hryshchenko ("Dancer"), Abram Manevich ("Winter Landscape with Church"). Expressionism conveys a tired, strong expression, so the teacher asks the students: what thought, emotion, value does each of the pictures express? What is the conventionality of the created image? By what means was the force of expression achieved - the "shout" was transmitted? In terms of style, students look for parallels with the read work of Ukrainian or foreign literature.

In music, scientists consider the works of Arnold Schoenberg ("Waiting", "Moon Pierrot") to be the most characteristic examples of expressionism; also the works of Alban Berg ("Wozzek"). The teacher allows the youth to listen to the works of such Ukrainian composers as: Borys Lyatoshynskyi ("The Golden Hoop") and Leonid Grabovskiy ("Symphonic Murals"). Pupils answer the question: what emotions and imaginary pictures does the heard music evoke, what is its unusualness, does it induce calmness or, on the contrary, anxiety and disturbance of feelings? Music will help you feel and experience the dramatic and tragic events described in the expressionist works of writers.

The dialogue between literature and cinematography will be interesting for students, the teacher tells that expressionism reigned in German cinema from 1915 to 1925. It was represented by Friedrich Wilhelm Murnau, Fritz Lang, Robert Wiene, Paul Wegener, Paul Leni. Critics identify the features of this trend in the filmmaking of Ukrainian artist Oleksandr Dovzhenko.

In the lessons of foreign literature, the specifics of the interpretation of the translated work should be taken into account, focusing on the phenomenon of the translated work and its foreign cultural nature (Zh. Klymenko). Therefore, in the process of studying foreign literature, we introduce additional types of dialogue, such as the dialogue of the original text with translated texts; the dialogue of the artistic text with the culture of the nation to which it belongs. The context of expressionist art should be considered in the field of the relevant national culture.

Therefore, the method of studying expressionism in secondary school can be based on the principle of dialogism. The school programs for 10–11 grades of both Ukrainian and foreign literature provide consideration of the works of representatives of this direction. It is appropriate to use such types of dialogue as: the reader's dialogue with the text, between texts, between the text and a work of another kind of art, between the original text and translations, between the text and national culture. The perspective of the research is the development of a dialogical study of other literary directions.