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**THE METHODOLOGICAL MODEL
OF STUDYING LITERARY DIRECTIONS THROUGH THE PRISM
OF THE SYNERGETICS AND DIDACTIC HEURISTICS**

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The Methodological Model of Studying Literary Directions through the Prism of the Synergetics and Didactic Heuristics

In the article the theoretic principles of the methodological model of studying literary directions of the Ukrainian literature in senior forms are characterized. The author determines a conceptual basis, principles of studying, methodological statements, which are extrapolated from the synergetics and didactic heuristics. The substratum of this methodological model is the idea of the Ukrainian literature studying by senior students on the esthetic principles and the necessity of an intelligent understanding of a theoretic material. This will provide emotional comprehension of creative works of different literary styles, reference point's formation in literature, a valuable understanding of an artistic image of the world.

The aim of this system is the determination of the most effective methods and ways of the literary direction studying at every stage; the working out of innovative lessons types of an artistic work research as a literary direction phenomenon; the development of the oral and writing speech planning taking into account the peculiarities of literary styles; the development of appropriate out of class activities and an out of class work. Realization of the leading idea at all the levels of studying will provide a successful competence formation in the sphere of literary directions, enrichment of an esthetic and spiritual experience of a personality.

Key words: literary direction, esthetic principles, methodological model, synergetics, competence in the sphere of literary directions.

Literature is one of the few art forms that are studied in the school course. It is important to provide training in this subject on the esthetic principles of the laws of art development, to form a demand of a dialogical interaction with an artwork. Sustainable readers' interests, on the basis of which the reader's activity is activated in adult life, are more formed in high school. From the 9th class pupils have the opportunity to study the literature in its variety of styles. This expands the range of a

figurative perception of an artwork. Leading landmarks in the world of art become literary directions and flows. Their esthetic categories help to «decode» (term of V. Marko), a literary text, to get closer to the author's idea, the specificity of artistic thinking and learn a spiritual potential deeply rooted in the artwork.

To the solution of problems of the study of literary styles scientists turned: Y. Bondarenko (the methodological aspect of establishing ties of literature and the history of ideological processes), N. Voloshina (the technique of literary study period with opening creative methods and leading directions), A. Gradovsky (comparative aspect of studying Baroque, sentimentalism romanticism and symbolism), S. Zhyla (the studying of impressionism and expressionism figures by the means of cinema), A. Sytchenko (the method of a stylistic analysis of an artwork), H. Tokman (it is defined blocks of systematization of information about a literary direction, stages of its study, outlined some methods of an effective learning of theoretical-literary concepts), V. Shulyar (the technological model of the lesson studying of theory of literature and literary-artistic phenomena). A significant experience gained in methods of teaching the world literature, in particular in the works of: V. Gladyshev (the literary context in school studying of an artwork), O. Isaeva (mastering of the literary directions in the development of the reader's activity of senior pupils), L. Miroschnichenko (the method of formation of theoretical-literary concepts), V. Ulishchenko (peculiarities of studying the epic works of modernism at the lessons of the foreign literature), etc. However, a systematic research methodology of the study of the Ukrainian literature on the esthetic principles with regard to the constitutive figures of literary directions is not realized yet.

The aim of the article is the characteristic of theoretical basics and a methodological model of studying literary styles of the Ukrainian literature in high school. Also the definition of the strategic framework, the leading principles of teaching, methodological statements, extrapolated from the synergetics and didactic heuristics.

The term «model» is cultivated in many branches of science and is used in different contexts. O. Dahin understands an educational model as «a coherent system

of relevant elements, including education goals, its contents, and a design of pedagogical techniques and technologies of an educational process management, the educational plans and programs» [2, p. 23]. The scientist has identified the inherent pedagogical modeling framework of action: a definition of the subject, the choice of methodological basic of research; identification of modeling problems; the construction of the model to clarify the dependence between the main elements; the research of the validity of the models in the solution of certain tasks; the implementation of the model in the pedagogical experiment; a content interpretation of modeling results [2, p. 26].

In this research we will be based on the theoretical basics of the methodological model identified by H. Tokman: a conceptual unity components; the general idea, the purpose, and the system of spiritual values, principles of teaching; problems of literary education and appropriate professional requirements for a teacher training; psychological-educational peculiarities of the art literature perception by the pupils of different age groups; realization at all the levels of teaching [8, p. 31].

The conceptual basis of the methodological model of studying literary directions is the idea of the education organization of pupils of the Ukrainian literature on esthetic principles. This will provide the proper emotional perception of the artworks of the various styles of the Ukrainian literature, formation of stylistic reference points in the literature, a spiritual-valuable perception of the artistic image of the world.

The aim of this system is to identify the most effective methods at every stage of studying of a literary direction, techniques, types of learning activities; outworking of innovative lesson types of the artwork research as a phenomena of literary direction; development planning dialogic and monologic, oral and written speech with consideration of the peculiarities of literary directions; outworking of appropriate out of class activities and work. The implementation of the leading idea at all the levels of teaching will provide the successful competence formation in the

field of literary directions, enrichment of esthetic and spiritual experience of the individual.

The modeling of teaching literary directions methodology was carried out through the prism of synergetics and didactic heuristics. In modern pedagogical researches increasingly actualize the connection of education with synergetics (the theory of open processes of self-organization of complex systems). It is evidenced by the works of V. Veryaskina, O. Voznyuk, B. Gershunskyy, M. Gromkova, M. Levkivskyy, V. Lutay, A. Sukhanov, V. Tsykin, V. Shulyar and others. To Gromkova's opinion, a synergistic approach in the education system provides for: the continuum of spiritual and material; the use of an additional energy; realization of real and implementation of realized [1, p. 41 – 42]. V. Tsykin noted the openness of the synergetic model of teaching, complex integration, the importance of different information systems usage, a personal direction of training, a special role of the teacher in new conditions [12, p. 170]. In this system, the most significant is the integrity of individual perception of the world, its actualization through the art, philosophy, folk imaginations, science, etc. From the positions of the synergetic approach to teaching literary directions will be carried out on the principle of synergy plurality of ways of world learning. That is why at the Ukrainian literature lessons it is introduced the interaction between arts, a philosophical thought, knowledge of history, sociology, esthetics. This presupposes the introduction in literary education of interdisciplinary content, establishing links with different scientific and creative industries. This ensures the integrity of the educational strategy. Also in studying of the high styles there is a need of updating of influences between arts, for example: a complex, refined form of plastic arts Baroque and figured poetry, a plain-air of art, a visual impression and literary impression, expression in painting and literature; musicality of symbolistic poetry, etc. It is important to remember at the lesson of literature the attention is focused on the art of words. The interdisciplinary ensures a successful learning of key categories with the possibility to explore related concepts in other industries. This contributes to the formation of the personality of a complete

image of the world. The implementation of the principle of synergy plurality of ways of studying the image of the world provides:

- actualization of dialogue between an work of art and world art, implementation in school practice interspecific analogies, the establishment of semantic unity of artistic phenomena;
- learning of the philosophical foundations of artistic creativity, the development of the artistic image of the world from different sources;
- intermediality, interaction of video, audio, text and other funds of transferring literary and scientific information.

Synergetic approach has great heuristic capabilities in the organization of the studying the specifics of literary directions. Heuristic learning, according to the concept of A. Khutorsky, involves a creative self-realization, the ability to motivation, awareness of learning outcomes. From the positions of didactic heuristics the organization of a cognitive activity in the framework of a methodological model will be based on the principles of:

- sensibility in the perception of artistic phenomena of different styles, awareness of ignorance of them and transformation into sustainable reference points in the art;
- development of creative abilities to evaluate critically, to analyze a work of art, to summarize a theoretical and literary information logically on its example;
- realization of complex abstract categories and their concretization in literary works, search of analogies of ways of art reproduction in various arts;
- intensifying the processes of critical thinking, skills to analyze and synthesize the theoretical and literary material;
- assisting with the identification of the initiative, ingenuity in the independent formulation of the theoretical and literary concepts;
- development of creative activity of senior pupils, which is determined by the commitment, ability to generate ideas, desire to discover something new in the process of research activities, implementation of students projects, creation of their own literary product associated with the high styles.

We proposed to introduce in school practices relevant literary tasks (table 1).

Table 1

Literary tasks for development of cognitive and creative qualities of senior pupils according to heuristics strategy

Personal qualities (after A.Khutorskyy)	Literary tasks
<p>Cognitive features: the ability to feel the world; ask questions; to formulate problems; to find the causes of phenomena; to outline self understanding of the question; the ability to transform knowledge into spiritual forms.</p>	<p>The tasks of a cognitive type:</p> <ul style="list-style-type: none"> • research of the phenomenon of style ; • figures structuring of a literary direction; • determination of common and different in the esthetics of styles (according to the theory of cultural and stylistic waves D. Chyzhevskyy); • translation from the language of one of the arts into the language of literature (for example, the technique of painting in a realistic and impressionistic literary landscapes as well).
<p>Creative features: inspiration; the flexibility of thinking; the feeling of contradictions; the predictability; own opinion; the capacity for producing ideas.</p>	<p>The task of a creative type:</p> <ul style="list-style-type: none"> • formulation of a definition of the concept; • creating images under the laws of literary styles; • creative writing in the high style (a composition-impression, a work-expression); • project implementation (preparation for a presentation, publication, brochure or other literary product); • making up crossword puzzles, a vocabulary of a literary direction.

Leading principles in modeling of the author's methodological complex are: estheticism, unity of the emotional and logical perception of art, workcentrism in school literature. We will describe possibilities of their implementation in the technique of studying literary directions.

The principle of esthetics by definition of H. Tokman, due to the essence and nature of literature, is the phenomenon of art and it develops according to the general esthetic laws of artistic exploration of reality [8, p. 35]. A modern student must learn deeply feel the beauty which is in the art word. To the development of a culture of

communication with art work will largely contribute the study of literary directions, understanding their leading esthetic principles. Depth of perception of an artwork depends on the development of an esthetic feeling associated with feelings of beauty which are differently manifested in literary directions and are caused by the ideas about the world and man. Different ratios between esthetic categories define the specificity of the high style. In the Baroque works it is reflected a divine beauty of the world and man; in classic – beauty is revealed through the mind and the perfection of the form; the ideal of romantics a free, spiritually rich personality became, which beauty is in the feelings, noble intentions and actions; the cult of the impressionists – the beauty of the environment as a source of a vital energy; symbolists saw the beauty of the Truth, generated by the genesis; futurists admired a technical beauty as well. However, the beauty ideal is not always manifested with such esthetic categories, as perfection, harmony, measure, great and sublime. The symbolists «mined» it from the evil world, opposing the spiritual world, naturalists – from a low, coarse fact, revealing the ugliness of biological instincts. I. Franco emphasized that for the poet there is nothing good or ugly, offensive or pleasant, good or evil. All available for his work [10, p. 178].

We direct the reader's activity of high school students to reveal secrets of «an artistic beauty», implement the principle of estheticism. This will ensure the perception of works of art according to their natural properties, in such directions as:

- mastering style esthetic categories, ideals, values in which it is accumulated a spiritual potential;
- development of an esthetic sense, which is the ability of students to experience the beautiful, to feel the harmony, striving for perfection, the ideal, to understand the beauty in art, and embody it in life and creativity;
- assimilation of the spiritual values system, expressed by esthetic categories;
- formation of esthetic tastes, abilities to assess literary works through the prism of esthetic criteria of the various styles of art paradigms;
- acquisition of an esthetic experience of perception of various styles of artistic literature works and other art forms;

- stimulating of esthetic needs, the necessity of establishing the dialogue with a fine in the diversity of its manifestations.

Another principle of the author's method is the unity of the emotional and logical perception of an artwork. Scientists mark that the esthetic attitude to the reading begins to form during the initial perception of an artwork and depends on the strength of the emotional resonance. Y. Pasichnyk has proved that the emotional perception of an artwork is the basic for the development of students own opinions about what they read. Besides without a sensitive perception it is not possible to implement the educational focus of the work analysis [7, p. 243]. However, the emotionality is not the only condition to fully appreciate the artwork. Emotional reactions of the high school students will deepen with a skillful manipulation of stylistic criteria of artistic phenomena. It is necessary to ensure a sufficient level of a theoretical and literary knowledge, to create conditions for their successful application in the process of the reader activity. We detail conditions of realization of the principle of the unity of emotional and logical perception of an artwork in the context of the method creation:

- setting on the appropriate level of an emotional and artistic reflection in the process of reading and works analysis of the various styles of the Ukrainian literature;
- achievements of intellectualization of an emotional perception by senior pupils of art works in the result of learning of theoretical and literary knowledge about the art directions by students .

The aggravation of the literature lesson with theory can alienate students from an artwork and an author's personality. This presupposes the necessity of taking into account the principle of the workcentrism in the school literary criticism. The generalization of theoretical nature should be made on the basis of literary texts. We will organize the dialogue of a pupil with an artwork on the esthetic principles of literary directions:

- a work of fiction is the major form of an artistic reflection of the world, so we are building our theoretical generalizations on the basic of its investigation;

- an art work is outside any conventionality, so we do not subordinate it to stereotypes;
- we apply theoretical and literary knowledge for a deep penetration into the essence of the literary work.

We will characterize the components of the methodology of studying of literary directions, keeping the general statements.

The receptive (initial) stage is an intuitive recognition of the stylistic traits in the work that differentiate it from the previous literary tradition. At this phase it is identified the features of perception of a literary work, due to the esthetics of the literary direction. High school students are aware of the way of understanding the world by a writer, his esthetic concept. The students discover the features of philosophical foundations of the work of the artists, turn to literary manifests. The teacher quoted literary-critical articles, letters of writers that brightly illustrate changes in the artistic thinking. Traits of literary directions are defined in fiction. If a direction began its development in the architecture, sculpture, painting, music, the connection establishes with these arts. It is illustrated their influence on literature.

The theoretical-literary (base) stage. Students systematize traits of a literary direction, define the style dominant. Senior pupils define esthetic categories which are inherent to a literary direction. They formulate the concepts; compare them with the ones in the textbook, write in the literary vocabularies. At this stage it is important to update theoretical and literary knowledge of the world literature. The representatives of the literary direction are determined.

The practical (full) stage. Students apply theoretical and literary knowledge of a literary direction during the analysis of themes, genres, motifs, images, the language of artistic works, comparing them with works of different arts. Students perform a variety of literary tasks, make stylistic researches of artworks, prepare reports, and participate in discussions, deliberations. At this stage it is appropriate to implement a comparative studying of the style of Ukrainian and foreign writers. It is important to improve the skills of an art-stylistic analysis of a literary work, the consolidation and expansion of stylistic reference points in the world of the word art.

The stage of **the creative application** (creative). Students create their own literary product. High school students write essays under the laws of literary directions (a composition-reflection, a composition-fact, a composition-impression, a composition-expression, etc.). Students develop symbols, literary landscapes, cinquains, logos, implement creative projects, and prepare presentations, literary newspapers, and advertising booklets.

According to the stages of learning literary movement there has been developed the methods and technics of education which are presented in the table 2.

Table 2

**Methods and technics of education
on different stages of learning literary movement**

Stages	Methods (after M. Kudryashov)	Techniques
Receptive (initial)	Creative reading, reproductive, heuristic	<ul style="list-style-type: none"> • Quoted literary manifests; • textual associations (after H. Tokman); • associations between various arts.
Theoretical and literary (basic)	Reproductive, heuristic	<ul style="list-style-type: none"> • Interpretation and presentation of the name of the direction (after H. Tokman); • a definition of the concept.
Practical (full)	Creative reading, heuristic, research	<ul style="list-style-type: none"> • Comparative analysis of works representing one direction; • comparison of images in a variety of styles; • the definition of the stylistic dominant in the artistic text and creativity of the writer.
Creative applications (creative)	Heuristic, research	<ul style="list-style-type: none"> • The definition of the elements of the directions in the text, the writer's works; • creating a cinquain according to the direction features; • creation of the direction logo; • the creation of a literary product according to the esthetic laws of the direction.

The methodological model for studying literary directions is a consistent, dynamic, open system. It is created on the basis of synergetic principles of plurality of ways of the world learning, estheticism, and the unity of the emotional and logical perception, taking into account cross-curricular relations, connections between the arts. It is a complex of a meaningful, a technological (design of methods, techniques, types of lessons, out of class work, the development of oral and written speech, out of class activities and others), a monitoring components which are united by the idea of organization of senior pupils studying the Ukrainian literature on esthetic principles. The model will ensure the formation of the high styles competence and understanding the system of spiritual values embodied in the artistic creation. Literary directions are different by their artistic nature. That is why it is necessary to create the models of studying Baroque, classicism, romanticism, realism, impressionism, expressionism, symbolism, futurism, etc.

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Нежива Л. Л.

Методична модель вивчення літературних напрямів крізь призму синергетики та педагогічних стратегій евристики

У статті схарактеризовано теоретичні засади методичної моделі вивчення літературних напрямів українського письменства в старших класах. Автор визначає концептуальну основу, принципи викладання, методологічні положення, екстрапольовані із синергетики та дидактичної еристики. Підґрунтям цієї методичної моделі є ідея організації навчання старшокласників української літератури на естетичних засадах з необхідністю осмисленого засвоєння теоретичного матеріалу, що забезпечуватиме належне емоційне сприйняття різностильових творів українського письменства, формування великостильових орієнтирів у літературі, духовно-ціннісне засвоєння

художнього образу світу. Метою цієї системи є: визначення на кожному етапі вивчення літературного напрямку ефективних методів і прийомів; розробка уроків дослідження художнього твору як явища літературного напрямку; планування розвитку мовлення з урахуванням особливостей великих стилів. Реалізація провідної ідеї на всіх рівнях викладання сприятиме успішному формуванню великостильової компетентності.

Ключові слова: літературний напрям, естетичні засади, методична модель, синергетика, великостильова компетентність.

Неживая Л. Л.

Методическая модель изучения литературных направлений сквозь призму синергетики и педагогических стратегий эвристики

В статье дана характеристика теоретических основ методической модели изучения литературных направлений в старших классах. Автор определяет идею, принципы преподавания, методологические положения, экстраполированные из синергетики и дидактической эвристики. Основой модели является идея организации обучения старшеклассников украинской литературе на эстетических началах с необходимостью осмысленного усвоения теоретического материала, что обеспечит эмоциональное восприятие разностилевых произведений украинской литературы, формирование ориентиров в искусстве слова, духовно-ценностное освоение художественного образа мира. Цель этой системы: определение на каждом этапе изучения литературного направления эффективных методов и приемов; разработка уроков исследования художественного произведения как явления литературного направления. Реализация ведущей идеи на всех уровнях преподавания будет способствовать успешному формированию компетентности в области литературных направлений.

Ключевые слова: литературное направление, эстетические начала, методическая модель, синергетика, компетентность в области литературных направлений.

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