

O. Kharina,  
senior lecturer,  
Berdyansk State  
Pedagogical University

## LET A. S. MALYSHKO'S ARDENT WORD SOUND SONOROUSLY AT SCHOOL

*I have chosen not an easy trade  
To find a word with a secret treasure...*

A. Malyshko

"Young, restless and sincere like Danko the singer", – so Dmytro Lutsenko named unforgettable Andriy Samiylovich Malyshko. The legendary hero broke apart his chest and gave his flaming heart to people and the glorious Trumpeter predicted a good fortune for Ukraine and Ukrainians, leaving the great and generous gift to native people – the wonderful world of his poetry.

We are sure that literary heritage of a really people's artist has to sound sonorously at modern school both at the lessons of Ukrainian Literature and in out-of-school work. According to the content of the valid Ukrainian Literature programs A.S. Malyshko's literary heritage is taught at secondary schools with instruction in minority languages, in particular, one academic hour is provided to study the verse "The Teacher" in the fifth form, two academic hours (poem "Prometheus") – in the eighth form, three academic hours ("The Song about Dishcloth", "The Path", "The Light", "At Snowdrift Night of Unknown Ways") – in the seventh form of Ukrainian-language schools, special education program for students of secondary schools involves the study of the cycle "My Ukraine" at the observation lesson "Ukrainian Literature of 1940–1950's". School teachers do not face any methodical problems while teach the above mentioned literary works as the experience of teaching poet's literary heritage at school is generalized in the manual of V. Nedilko "Andriy Malyshko literary heritage study" [4]. This textbook also gives different literary material and suggests effective methods, forms and approaches of literary texts analysis. In professional journals teachers are offered a lot of methodical developments of in class and extracurricular activities, in particular, "The role of a teacher in instruction and education of growing up generation". On the basis of Andriy Malyshko's verse "The Teacher" "Moral and ethical education of students in the traditions of Ukrainian people in the study of Ukrainian poets' song heritage (A. Malyshko "The Song about Dishcloth", D. Pavlychko "Two Colours")", "The study of "Murmur, murmur in the grove" by Andriy Malyshko, "Andriy Malyshko's Song Heritage", "Literary Parlour "Skylark Song"". In our opinion, the ardent poetic word of the artist, provided by the wise leadership of language and literature teacher, assists the formation of students' inner world, their life principles and ideals, understanding the goal, sense, and value of life, "national world outlook in general, and then a new reality, a new national way of being" [1, 51].

Paying attention to the fact that "the determinative component of the national methodology of studying Ukrainian Literature is the national conception of the world that comprises Ukrainian national being, Ukrainian national idea, national psychology, national education, and Ukrainian ethnology" [1, 51], we consider appropriate the revival of work

connected with popularization of A. S. Malychko's literary heritage in Ukrainian-language schools (the valid programs envisage only three academic hours for study of poet's masterpiece in the seventh form). **The goal** of this article is to consider possible options for home-reading lessons on the literary heritage of A. S. Malychko, based on biographical works (both prose and poetic) about him, use of the great Trumpeter poetry while studying life and creative way of M. Rylsky, Ostap Vyshnya, O. Dovzhenko, neoclassicists poets, poets of the sixties, and at the optional courses in specialised classes.

Manual of Olga Kutsevol "Life and Creative Way of a Poet in the Mirror of "Poetic Criticism"" [3] will be useful because it is a unique finding for the Ukrainian Literature teacher, as long as it contains appropriate data for studying different kinds of program material, in particular, it is useful for overview monographic themes, and also during the consideration of theoretical and literature in extracurricular activity. For instance, talking about life and popularity of Malychko's "Little Dishcloth", it is reasonable to use verses about perception of this song not only by Ukrainians but also by representatives of other nations. Cognitive interest to the work, which has become one of the most penetrative hymns to Mother, will increase when students get to know how responded to its release M. Rylsky ("To Andriy Malychko") [3, 200–201] and D. Pavlychko ("To Andriy Malychko") [3, 203]. You will be struck by the comic story about confused words of the verse which has been told by D. Bilous ("The Immortal Dishcloth") [3, 205]. A harmonious final of the lesson or extracurricular activity will be the verse of O. Yushchenko "Thoughts before opening a monument to Malychko in Obukhov" [3, 206] which emphasizes the relations between the mother and the son, tells about Ivga Ostapivna's role in the life of the great poet, about his warm son's attitude to the ownest person, adds new unrepeatabe colours to the known all over the world "The Song about Dishcloth".

It is to the point to give a home-reading lesson (or extracurricular activity) in the senior school on the poetry of Andriy Samiylovych Malychko which he devoted to his great teachers and contemporaries. Creative language and literature teacher, taking into consideration students' knowledge of poets' biographies and literary heritages, will propose to analyze Malychko's poetic works that give students impact of thoughts, feelings, emotional experience, and lead them to discussion of the poetic word enigmas, help them to compare own impressions with the opinion of the famous author who was a connoisseur of native word, sensitive and attentive reader, and literary critic. It is worth beginning such lesson with a verse devoted to new Ukrainian literature "It Often Seems to Me, without Illusions ..." [3, 50] to get a complete picture of the development of native literature of a definite period, to comprehend interrelations of masters of the word, to accentuate tradition continuation, and to point out at innovations. At the next stage of the lesson the verses will be recited and discussed "On the Mount Chernechya" [3, 74] (it is necessary to demonstrate a monument to Kobzar in Kanev, this spiritual and mental centre of Ukraine, let senior students compare their impressions with impressions of the poet); "To Fedkovych" [3, 91] (it is possible to address to the portrait of Nightingale of Bukovina, to do work with it, to examine the monument to the poet); "To Franko" [3, 106], "The Smithy in Naguyevychi" [3, 106]; "To Kotsuybyncky", "The Poet" [3, 117] (to comment allusions and reminiscences in the verses); "To Lesya Ukrainka" [3, 123]; "To Pavlo Tychna" [3, 141]; "To Maksym Rylsky", "From the

cycle “The Song of Maksym Rylsky”, “The Light” [3, 152-153]; “To Grygoriy Kosyntsya” [3, 176]; “To Kulish Mykola Guryevych” [3, 176]; “A Line about Dovzhenko”, “So I remember you”, “The Portrait”, “The Excuse” [3, 183] (to work with portrait of O. Dovzhenko, to explain the role of symbols in poetry, to examine the peculiarities of prosody); “To Volodymyr Sosyura” [3, 195]; “From the cycle “The Song of Ostap Vyshnya””, “To Ostap Vyshnya”, “No, Ostap’s strength will not be forgotten” [3, 207–208]; “Dmytro Pavlychko” [3, 224]. Interesting and educational, to our mind, has to be a home-reading lesson or literary event on poetic works in senior school devoted to Andriy Malyshko’s pen blood brothers. The general characteristic of poet’s literary work will revive D. Lutsenko’s verse “To A. Malyshko. It has still been winter ...” [3, 206] – a narration about artistic laboratory, peculiarities of creative process; analyzing collection “The Road under the Sycamores”, it is worth reciting the verse of M. Rylsky “To Andriy Malyshko” [3, 200] and draw students’ attention to the warmth of creative and human relations of the poets; Vasyl Didenko will help to fancy an image of Malyhko-combatant in the verse “The Trumpeter” [3, 202], and Vasyl Symonenko (“The Haymaker”) – an “industrious haymaker” [3, 203]. Hot, restless and timid poet’s personality (let us remember him disclaiming just “before the people” one of his collections where the cult motives prevailed and which he tore in two on the tribune of the Union of Writers of UkrSSR) underlines Dmytro Pavlychko (“Andriy Malyshko”) [3, 203], altruism and vitality – Yevgen Doloman (“The Burning”) [3, 205], with bitter feelings of artist’s bereavement is imbued Ivan Drach’s poetry “How Two Maiborodas were burring Malyshko” [3, 204], proud of father-“sharp word” – Valentyna Malyshko “My Father Liked the Sycamores” [3, 207]. An autobiographical narrative by A. I. Kostenko “Andriy Malyshko” encloses a lot of interesting fragments and documentary recollections which are important to use at the lessons of such type, in particular, during class activity when students work with the portrait, it is worth mentioning words of Leonid Kovalenko [2, 241–242], a stanza from poetry of Lyubov Zabashta [2, 241]:

Ти – злиток сонця,  
Ти – вогонь і грім,  
Ти – тихий дощик, що напоїть душу,  
Ти – зрілий муж, якому все під силу,  
І ти – дитя, хлоп’я мале і ніжне,  
Ти – шлях в степу, легкий і білосніжний,  
І ти – важкий, буремний океан.

Senior students has to comment the quotation of Malyshko’s works observant researcher, original poet’s character, to compare with feelings that expresses the wife, to examine stylistic devises that are used to create the writer’s image in the poetry.

It is possible to give a home-reading lesson on the poem “Prometheus” in the middle forms on the eve of Victory Day, having worked out the system of forwarding exercises for students and used the methodological advices of V. Nedilko and documentary materials from biographic narration.

Studying monographic themes, devoted to literary heritage of M. Rylsky, Ostap Vyshnya, O. Dovzhenko, a high level emotionality of A. Malyshko’s texts will help to avoid cold academicism, to feel concentration of poet’s thoughts that represent the features of nature, character and also credo and admiration of his contemporaries. Malyshko’s works of historical

and biographical, artistic and philosophical nature are able to serve as material for epigraph selection, lesson's theme formulation in its figurative equivalent.

Getting acquainted the eleven-form students with works of poets of the sixties, it is worth examining the verse "The Generation" [3, 211], mentioning, referring to the recollections of D. Nayenko, that A. Malyshko did not excepted at once the innovation of the new generation but later he became their ardent adherent and defender and on this wave he regenerated himself as a lyric poet.

At the optional classes or courses, where the sonnet and its creators are studied, it is impossible to do without a brief historical and literary commentary on the debates of this genre, which expanded in the 1920–50's of the XX century, without recitation and analysis of M. Rylsky "How Easy and Simple It Is, My Dear Andriy ..." [3, 201–202] and D. Bilous "Sonnet of Malyshko's Road" [3, 202] verses. Such kind of work at the literature lesson will help students to understand better why during the period of finding new ways and forms of the Ukrainian art development a lot of artists, including A.S. Malyshko, skeptically treated this classical genre, underestimating it. At last, the force of talent, literary authority, and weighty arguments of Maksym Tadeyovych convinced the younger colleague: A. Malyshko refused to ignore such form of verses, and later wrote three big sonnet cycles.

We believe that the powerful strength of A. Malyshko's words at the lessons and in extracurricular activity, the use of "poetic criticism" works will promote emotional, original, deep dialogue of young readers with the author and the work of art.

#### **Література**

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