

FORMATION, EVOLUTION AND CHARACTERISTICS OF BILDUNGSROMAN

Bildungsroman is a traditional kind of genre novel. We know that novel education emerged in the German literature in the second half of the XVIII century in the Age of Enlightenment, spreading in the first half of the nineteenth century. due to changing of person's role in society, the emergence in consciousness of the Enlightenment writers the conviction of necessity to improve the natural gifts of man through education, experience and self-education. The first model of genre of bildungsroman is "The History of Agathon" by K. Wieland. In Germany, the bildungsroman is represented by such works as "The Life Story of Tobias Knaut" by I. Vetsel, "Franz Shternbald's Traveling" by L. Tieck, "Hyperion or the Hermit in Greece" by J. Hölderlin, "Lyutsynda" by F. Schlegel, "Titan" by J. Richter and others. Bildungsroman was actively functioning in the twentieth century. In particular, there were the works "Magic Mountain", "Joseph and his brothers" by Thomas Mann, "Glass Bead Game" by H. Hesse, "Miracle-worker" by E. Shtritmatter, "Stopover" by G. Kant, "The Tin Drum" by G. Grass and others.

Writers use a means of concentrating of actions around the main character, showing life lessons, obtained by him. Bildungsroman of the nineteenth century was noted by the width of philosophical views. In the composite structure plot of the novel the method of introspective images of events is used, the retrospection and the principle of monocentric composition are allowed etc. The structure of the bildungsroman contains elements of other kinds of novel genre – adventure, fraudulent, social, psychological, philosophical, satirical, travel. Autobiographical moments play an important role in solving the problems that developed in the bildungsroman that are close to this type of biographical novel that enhance a personal principle in the development of this kind of genre. The dominance of the narrative form in the third person contributes a measured, slow narration, mostly chronologically consistent.

Nowadays there is no single literary view of periodization and features of the Enlightenment. However, it can be argued that the influence of ideological and aesthetic principles of the Enlightenment led to the emergence of a new modification of known genres in literature in the nineteenth and twentieth centuries, particularly in the bildungsroman.

Genre of bildungsroman was formed due to educational ideology and continued to exist and develop in the Russian and Ukrainian prose of the late nineteenth century, particularly in Shevchenko's works ("Twins", "Artist"), P. Myrny's ones ("Whether oxen will roar when the crib is full?") A. Svydnytsky works ("Lyuboratski"), Franko's works ("Lel and Polel", the first part, unfinished novel "Not asking ford") and Tolstoy's ones (autobiographical trilogy "Childhood", "Adolescence", "Youth"), N. Leskov's works ("Childhood"), F. Dostoevsky's works ("Teen"), I. Goncharov's ones ("Oblomov") and others.

Keywords: bildungsroman, typology, genre, chronotop, genre subtypes, system of signs.