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**PROTEST AGAINST THE WAR IN THE NOVELS BY E. HEMINGWAY**  
**Хімінець Маріанна Василівна**

Студент(ка) IV-го курсу

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## INTRODUCTION

Literature is like a window into the minds and feelings of other people. It helps us understand ourselves and those around us better. When we read books, it's as if we live other people's lives, learning from their mistakes and joys. Literature broadens our horizons, introducing us to different cultures and times. It develops our imagination, making us more sensitive and empathetic.

Literature about war is especially important. It shows us the true face of conflicts, without any glamour or heroism. Reading such books, we feel the pain and fear of those who found themselves in the midst of war events. War literature helps us realize the terrible consequences of war for individuals and entire nations. It makes us think about the value of peace and human life.

Books about war tell stories of courage and heroism, but also of fear, despair, and loss. They show how war breaks destinies, destroys families, and changes worldviews. By reading these stories, we learn to sympathize with the victims of war and appreciate those who fight for freedom. War literature is an important historical record that helps us not forget the past and do everything possible to prevent similar events from happening again. It reminds us of the fragility of peace and the importance of preserving it for future generations.

Such books help us understand that war is not only about battles and victories, but also about personal tragedies and trials. They teach us to be humane even in the most difficult circumstances. War literature is an important tool for fostering patriotism and understanding the price of freedom. Reading it, we feel pride in those who defended our land and learn to be ready to defend it in the future.

Therefore, literature, especially war literature, plays an extremely important role in our lives. It makes us better, wiser, and more conscious citizens. It helps us value peace and fight for it.

Humanity has been at war for thousands of years. Times change, weapons and the scale of military operations, but war always remains a war. Whether it is liberation or conquest ordinary people suffer, mothers and widows cry, and children become orphans.

The war dealt a terrible blow to the souls of people. It gave rise to the concept of the „lost generation“. Lost „can be defined as“ despair of the future, lack of ideals, disappointment and spiritual devastation.“ The concept of the „lost generation“ was born in the 1920s after the First World War. People believed that they were fighting for freedom, justice and democracy. In fact, those who were in power fought only for the division of the world, for the market and spheres of influence. This realization came much later.

On the fronts of the civil and world wars, Hemingway fully felt the tragedy, cruelty and iron power of the socio-historical phenomenon of war. This directed his further creative searches towards anti-war themes and humanism. He considered war an abomination.

The theme of war in human life has worried Hemingway for many years. Through naturalistic depiction, narrative form, light motifs, symbolism and subtext, from the point of view of the author and hero, in the works of E. Hemingway „For Whom The Bell Tolls” and „A Farewell To Arms” the horrors of war are vividly depicted in the minds of the heroes. And in the process of this, the characters reflect on reality.

This thesis attempts to analyze the anti-war focus of E. Hemingway’s works „For Whom The Bell Tolls” and „A Farewell To Arms.”

The object matter of the thesis is the social and literary background of symbolism and war, their impact and roles in Ernest Miller Hemingway’s novels “A Farewell to Arms” and “For Whom the Bell Tolls”.

The subject matter of the bachelor’s thesis is the role of war in Ernest Hemingway’s literary works.

The aim of the work is to examine the life of the author, to analyze the author’s attitude to the war and military phenomena in general and to assess students’ knowledge on this topic.

The aim, the object and the subject matters determine the formulation and solution of the following tasks: an overview of Ernest Miller Hemingway’s life, an assessment of the writer’s style and artistic manner.

The methods used in the bachelor’s thesis are statistical, descriptive, interpretative and synthesis of the collected data.

The novelty of the thesis lies in the fact that Ernest Miller Hemingway is still very popular among readers, both for his life and his literary works. His literary works fuse hope, attachment, perseverance, faith, life’s difficulties, struggles, experiences, all combined with a male focus.

The theoretical value of the thesis is to provide information about the writer’s life, his writing style and his literary views, and to analyze his most famous novels. The analytical part of the work provides deeper information about the author’s own attitude to the war and military phenomena in general.

The practical value of the research lies in the fact that it provides a thorough analysis of Ernest Hemingway’s life and work, his importance in world literature and his legacy. The results of the research will also effectively build up a picture of students’ knowledge of the writer’s life and literary career. The war theme Hemingway uses in “For Whom the Bell Tolls” and “A Farewell to Arms” are more relevant today than ever.

The bachelor’s thesis consists of three parts. Part I contains basic information about the author, his literary heritage and political and cultural life in the 40-50s. The second part reveals the content of the work, because it is aimed at exploring the main motifs in the author’s works, namely

such as war and the author's protest against the war, which he pours into his most famous works. Part 3 contains a study whose results show the students' general knowledge about the author, his works, life, and the motives behind his writings.



## CHAPTER I

### GENERAL CHARACTERISTICS OF THE LIFE AND WORK OF ERNEST HEMINGWAY

Hemingway lived a life filled with adventure, including experiences as an ambulance driver in World War I, a journalist covering the Spanish Civil War, and a participant in World War II.

Ernest Miller Hemingway was born on July 21, 1899 in Oak Park, a small, tidy town near Chicago, the largest commercial and industrial city in the Midwest. Hemingway, who later became a writer, grew up in a cultured and wealthy family, and his parents tried to direct their interests in their own channel. His father, an amateur ethnographer doctor, loved hunting and took Ernie from the woods of the Indians, trying to teach his son to observe nature, animals and birds and to look closely at the unusual life of the Indians. Music and painting remained with Hemingway for the rest of his life.

Oak Park High School, where Hemingway received his secondary education, was famous for its high level of general education. (Lania, (2) 1960, p. 27-29)

Hemingway read a lot at school. Later, after the Fiesta, he claimed that he had learned to read and write from the Bible. From the traditional school reading, Hemingway was not acquainted with the poetry of Tennyson and Longfellow, along with the novels of Scott, Cooper, Hugo and Dickens. However, Shakespeare and Mark Twain remained his favorite writers for life. After graduating from school, Hemingway worked for a time in a small newspaper. When Hemingway was 19 years old, he went to Europe to volunteer for the First World War. He fought as part of a transport unit in one of the medical units sent by the United States to the Italian army.

On the night of September 9, Hemingway was seriously wounded by mortar fire. On the spot, 28 shrapnel fragments were removed from Hemingway's body, and there were 237 of them in total. Hemingway was evacuated to Milan, where he was hospitalized for several months and underwent several serious knee surgeries. Upon discharge, Hemingway was awarded the Italian Military Cross and the Silver Medal, the second highest military award. (Burwell, (8) 1996, p. 25)

Although Hemingway's life story actually began in the trenches on the Piave River, the origins of his literary biography lie in 1920s Paris, when he settled there after the war. At that time, Paris was a mecca of modernism. Writers, poets and artists came from all over the world to immerse themselves in this atmosphere, where old values were destroyed and new ones were created, born in the 20th century. Having decided to become a writer, the young journalist plunged into this whirlpool. In Paris, Hemingway met such iconic figures of modernist literature as James Joyce, Gertrude Stein. They were unwavering authorities and idols for the young writer. Hemingway listened to Gertrude Stein and carefully studied Joyce's experience. He listened and learned, but in his work he was looking for his own way. (Baker, (3) 1969, p.66)

In parallel with the search for his own path in the literary world, his worldview was determined and political beliefs were formed. As a correspondent for an American newspaper, he visited Germany, Switzerland, Spain and Turkey. In Italy, he understood what fascism was and hated it for the rest of his life. It is important for any writer to determine his place in the world. Hemingway was helped by the Greco-Turkish War, to which he sent letters as a war journalist in 1922. As a front-line soldier, Hemingway saw the war in a completely different light, which determined his public position.

The result of the writer's reflections on the events in Europe at the end of the 1930s were the novels „To Have and Have Not” (1937) and „For Whom the Bell Tolls” (1940). The first reflects the change in the writer's worldview, his search for overcoming loneliness and the transition to social issues; The second is a grandiose epic, a philosophical analysis of the events of the Spanish war. What is new for Hemingway is that the novel „For Whom the Bell Tolls” focuses not on the personal lives of the characters, but on the fate of the protagonist and the revolution. During World War II, Hemingway created a civic organization in Cuba to fight the Nazis. Together with his comrades on the yacht *Pilar*, he patrolled the Atlantic coast in search of German submarines, in 1944 he participated in the liberation of Paris, and in 1945 he became a member of the Cuban Nationalist Party (CNP). He combined an active struggle against fascism with journalistic work. His essays and wartime reports are collected in the collection „People at War”. (Trogon, (29) 1995, issue 2, p. 1,5)

In 1952, Hemingway wrote the last work of his life- „The Old and The Sea”. This work is the quintessential reflection of the writer's reflections on man and his place in the universe. Over the next two years, the great writer will receive national awards (Pulitzer Prize for Literature, 1953) and international recognition for the assimilation of creativity (Nobel Prize, 1954). In the following years, Hemingway traveled extensively in Spain, France and East Africa, but after World War II he settled permanently in Cuba, which became his new home. The last work of the great Hemingway was the memoir „Holidays With You Always” (1960, published in 1964), which reveal the unique atmosphere of the artistic life of Paris in the 1920s. (Burwell, (8) 1996. p. 81)

In the last years of his life, Hemingway was ill and suffered from his father's death syndrome (he made several suicide attempts and even spent time in the hospital). On the morning of July 2, 1961 in Ketchum (Idaho, USA), he woke up early, took his favorite carbine from his many weapons and committed suicide.

Ernest Hemingway was one of the most influential writers of the 20th century, and his creative legacy does not lose its relevance to this day. His works stand out for their concise style,

deep psychological descriptions and exploration of timeless themes such as courage, love, death and the meaning of life. (Burwell (8) 1996, p.85)

### **1.1 Political and cultural atmosphere in the 40-50s**

In the 15 years following World War I, the United States experienced phenomenal economic growth. Prosperity returned to meafter the war, consolidating the position of the United States as the richest country in the world. The gross national product of the United States, including all goods and services produced there, grew from about \$200 billion in 1940 to \$300 billion in 1950 and more than \$500 billion in 1960. Today, the number of people who can be called the middle class is growing in the United States. There are several reasons for this growth: the automotive sector may be responsible for this to some extent, as car production quadrupled annually between 1946 and 1955. The housing boom, caused in part by the ease with which returning soldiers were able to obtain mortgages, was the driving force behind this growth. The increase in defense spending as the Cold War escalated also had an impact. (Baker, (3) 1969, p.81)

With the change of industrial America, the personal lives of workers also changed. The number of people employed in the service sector has increased compared to the production of goods. Until 1956, most of them worked on „white collars” - managers, teachers, salespeople, office workers. Some companies provided social guarantees, such as a stable annual income, long-term contracts and other benefits. These changes led to a decrease in protest moods among workers and a smoothing of some class differences. ( Trogdon, (29) 1995, issue 2, p. 7,14)

In the 1950s, American culture was characterized by a sense of homogeneity. People, regardless of age, tended to conformism, preferring the opinion of the majority to their own aspirations. Although the war changed the work habits of men and women, after it ended, traditional gender roles were restored: men were considered breadwinners, and women were considered keepers of the hearth, even if they worked. Sociologist David Riesman, in his influential book *The Lonely Crowd*, emphasized the importance of peer pressure. He called this new society „outward-oriented”, noting its ability to provide stability through conformity. Television, broadcasting generally accepted social norms, contributed to the strengthening of the tendency towards homogenization.(Tvtropes, (25) 2007 (<https://tvtropes.org>))

In the 1940s and 1950s, the world's politics and culture were marked by big events that directly affected Ernest Hemingway's life and writing. After the terrible times of World War II, the world entered the Cold War, which was a period of growing tension between the United States and

the Soviet Union. In America, feelings against communism became very strong, leading to McCarthyism and a feeling of suspicion everywhere.

Culturally, this was a time of big changes. The economic boom after the war helped the economy grow and mass culture develop. Television became popular quickly and became an important way to share news and entertainment. Music, especially rock and roll, started to become very popular with young people, showing their desire to go against the usual rules.

Ernest Hemingway himself was going through a difficult time in his life during these years. He was a journalist in World War II and then lived in Cuba. His political views, even though people often thought he was conservative, leaned towards the left, and he showed support for communist movements. In the 1950s, he published some of his most famous works, like "The Old Man and the Sea," which won him the Pulitzer and Nobel Prizes. However, even with his success, Hemingway struggled with personal issues, including depression and worsening health, which eventually led to his sad suicide in the early 1960s. So, the unstable politics of the Cold War and the cultural shifts of the 40s and 50s were the background for the later part of the life and work of one of the greatest writers of the 20th century.

## **1.2 The life and creative path of Ernest Hemingway**

Ernest Miller Hemingway, a figure whose name became synonymous with courage, laconicism, and profound psychologism in 20th-century literature. His life, filled with adventures, war correspondences, passionate novels, and tragic personal experiences, directly influenced his work, shaping his unique style and themes. Hemingway's path to the literary Olympus was thorny, marked by a constant search for his own voice and a striving for absolute sincerity in depicting the human condition.

Born in 1899 in Oak Park, Illinois, into a wealthy family of a doctor, Hemingway displayed an independent character and a thirst for adventure from a young age. Summer vacations spent in nature, among the forests and lakes of Michigan, laid the foundation for his deep connection with nature, which would later become an important component of his works. Hemingway's first literary attempts date back to his school years, where he wrote for the school newspaper and magazine. However, his true tempering as a writer began after graduating from school, when he took a job as a reporter for the Kansas City Star. (Müller, Timo, (21) 2010, p. 28–42)

World War I became a defining event in the life of the young Hemingway. Refusing military service due to vision problems, he volunteered to work as an ambulance driver on the Italian Front.

The experienced horrors of war, the pain of loss, and the heroism of ordinary people deeply impressed his consciousness and became an inexhaustible source of inspiration for his future works.

After the war, Hemingway settled in Paris, where he joined the circle of the Lost Generation – American writers and artists who were searching for new meanings in life after the traumatic experience of the war. Among his friends and acquaintances were such iconic figures as Ezra Pound, James Joyce, and F. Scott Fitzgerald. In some works, Hemingway's signature style is already clearly evident: sparseness of words, emphasis on action and dialogue, deep subtext, and the portrayal of strong but often disillusioned men searching for their place in the world. (Nagel, (22) 1996, p. 45-47)

Hemingway's subsequent life was filled with travels, new adventures, and literary achievements. He participated in the Spanish Civil War as a war correspondent, where his experienced events formed the basis of his novel „For Whom the Bell Tolls.” He was passionate about hunting, fishing, boxing, and bullfighting, finding in these harsh masculine pursuits a reflection of his ideals of courage, endurance, and dignity in the face of danger. These passions were also often reflected in his works, giving them a special authenticity and a sense of reality. In 1952, his iconic work “The Old Man and the Sea” was published, which earned him the Pulitzer Prize and definitively cemented his status as one of the greatest writers of his time. This short novel about the struggle of an old fisherman with a giant marlin became a symbol of the indomitable human spirit, courage in the face of the inevitable, and dignity in defeat.

However, behind the outward bravado and the image of a strong man, Hemingway hid deep internal conflicts and emotional torment. His life was marked by numerous marriages, struggles with depression, and alcohol dependence. The last years of his life were overshadowed by illness and a growing sense of helplessness. In 1961, Ernest Hemingway tragically took his own life, leaving behind a rich literary legacy that continues to captivate and inspire readers around the world.

Ernest Hemingway's work had a tremendous influence on the development of 20th-century literature. His laconic style, deep psychologism, masterful depiction of human emotions, and timeless themes of struggle, courage, love, and loss made him one of the most influential writers of his time. His characters, often strong and silent men who face life's challenges with dignity, became a symbol of courage and resilience. His ability to convey complex emotions through simple and precise details remains unsurpassed. The life and creative path of Ernest Hemingway is a story of a constant search for truth, a striving for mastery, and an unwavering belief in the power of the human spirit, even in the face of inevitable tragedy. His legacy continues to live in his works, inspiring new generations of writers and readers. (Trodd, (28) 2007, p.7–21)

### 1.3 Main motifs in the works of Ernest Hemingway

Ernest Hemingway is definitely one of the most important writers of the 20th century. His simple but very emotional way of writing has deeply touched literature around the world. His stories, which might seem easy to read, actually hold deep thoughts about what it means to be human, making tough choices in hard times, and the strength of the spirit when facing sadness. To really understand his writing, it's key to know the main ideas that run through his books and stories. These ideas create a unique and recognizable world in his literature. Some of the most important ones are war, loss, courage, dignity, love, and death, and they all connect to show a complex picture of what it's like to be alive.

One of the biggest ideas in Hemingway's work is definitely war. His own experiences in World War I and later in the Spanish Civil War really hurt him and became a never-ending source of ideas for his writing. In his books, war isn't shown as something heroic. Instead, it's cruel, pointless, and something that breaks people, not just their bodies but also their hearts. In novels like „A Farewell to Arms,” „For Whom the Bell Tolls,” and in many of his short stories, Hemingway shows war from the inside, through the eyes of regular soldiers and people who get caught up in it. He writes about the physical and emotional pain, the loss of dreams, the feeling of helplessness, and how crazy violence is. For Hemingway, war is something that goes against humanity, something that shows what people are really like, testing their strength and whether they can stay human in inhuman situations.

Closely linked to the idea of war is the idea of loss. War always leads to loss – physical, emotional, and spiritual. Hemingway's characters often lose people they care about, like lovers, friends, and also their beliefs and hope for the future. This feeling of loss goes through many of his works, creating a sad and disappointed mood. Loss can happen suddenly and violently, like Catherine Barkley's death in „A Farewell to Arms,” or it can happen slowly, like the hope fading away in the old man Santiago in „The Old Man and the Sea.” But even after losing so much, Hemingway's characters often find the strength inside them to keep living, remembering what they lost and learning a hard lesson.

Standing against the destructive power of war and the fact that loss is unavoidable in Hemingway's writing is the idea of courage and dignity. When his characters find themselves in really tough situations, they often show amazing inner strength, endurance, and the ability to keep their dignity even when facing death. For Hemingway, courage isn't just being brave without thinking. It's an inner strength, the ability to accept what can't be changed, to fight against pain and fear, without losing your humanity. The old man Santiago fighting the big fish and the sharks,

Lieutenant Henry leaving the army to be with the woman he loves, Robert Jordan bravely doing his duty – they all show this kind of courage and dignity.

Another very important idea is love, which in Hemingway's works often grows in the middle of war and loss, making it even more valuable and intense. In his stories, love isn't just a romantic feeling. It's also a source of support, comfort, and hope in a cruel world. The relationship between Frederic Henry and Catherine Barkley in „A Farewell to Arms,” and between Robert Jordan and Maria in „For Whom the Bell Tolls” are stories about love that starts even when things are bad, giving the characters short moments of happiness and meaning. However, love in Hemingway's stories is often tragic and doesn't last long, showing how fragile happiness is in a world full of violence and death. The idea of death is always present in Ernest Hemingway's world. Death is there all the time – in war, in hunting, in everyday life. He shows it without making it look better than it is, as the unavoidable end of being alive. But how Hemingway's characters deal with death is often thoughtful. They face it with courage and strength, trying to keep their dignity until the very end. In his stories, death can be a sad end to life, but also a release from suffering.

Besides these main ideas, other things are also important in Hemingway's writing. These include nature, which often gives his characters strength and inspiration; loneliness, as something that's always part of being human; risk and excitement, which test people to their limits; and silence and things left unsaid, which is part of his „iceberg” style, where a lot of the meaning is hidden „under the water,” making the reader think and understand the events and emotions of the characters on their own.

All these ideas are tightly woven together in Ernest Hemingway's works, creating a complex and deep picture of what it means to be human. His stories aren't just about war and love. They are thoughts about lasting values, about the strength of the human spirit when facing sadness, and about how important it is to keep your dignity and courage no matter what happens. It's because of how well he combines these ideas and his unique way of writing that Ernest Hemingway remains one of the most important and respected writers of the 20th century, and his legacy continues to inspire and move readers around the world. His simple way of writing doesn't make the emotions in his stories weaker. Instead, it makes them even more powerful and unforgettable. (Beegel, (5) 1996p. 49)

## CHAPTER II

### PROTEST AGAINST THE WAR IN THE NOVELS BY ERNEST HEMINGWAY

In the novel „For Whom the Bell Tolls”, Hemingway explores the Spanish Civil War and its fraternal and ruthless nature. The main character, Robert Jordan, takes part in hostilities, but does not blindly believe in the ideals of war. He realizes its cruelty and senselessness, and his death becomes a symbol of protest against the fact that war is destroying human life. In his novels, Hemingway does not glorify war, but depicts it as a tragedy that destroys human life. He denounces war as a phenomenon contrary to human nature and shows its destructive effect on the individual. His heroes are not heartless soldiers, but people who realize the absurdity of war and try to preserve their humanity in the face of its cruelty. Hemingway’s protest against war is not only a condemnation of a specific war, but also a protest against any violence that destroys human life. He calls for peace and humanism, showing that only love and compassion can resist the cruelty of war.

#### 2.1 „A Farewell to Arms”

„A Farewell to Arms” by Ernest Hemingway is a story of love, loss and disappointment set against the backdrop of the First World War in Italy.

Brief content of the novel:

Frederick Henry, an American ambulance driver in the Italian army, serves on the Italian front. He meets Catherine Barkley, an English nurse who lost her fiancé in the war. An affair begins between them, at first, as it seems, not very serious. Henry is injured during the offensive and ends up in a hospital in Milan, where Catherine works. Their relationship becomes deeper and they fall in love. Henry returns to the front, but the war becomes increasingly senseless and cruel. After the disastrous retreat of the Italian army, Henry, in order not to be shot, deserts and meets Catherine. They flee to Switzerland, where they hope for a quiet life. Catherine is pregnant. Unfortunately, during childbirth, Catherine dies and the baby is stillborn. Henry is left alone, devastated and frustrated. (Desnoyers, (9) 2016, p.127)

Main topics: the senselessness of war and its devastating impact on human lives, a love that tries to survive in the face of chaos and loss, disappointment in ideals and the search for personal meaning, the theme is „Nada” (nothing), a feeling of emptiness.

Ernest Hemingway’s novel „A Farewell to Arms” is not just a love story against the backdrop of the First World War, but also a powerful protest against its absurdity and cruelty. Hemingway, himself



a war veteran, had a deep understanding of its destructive power, and his novel is a testament to that understanding. ( Klockene, (10) 2005)

One of the key aspects of the protest against the war in the work is the disappointment in ideals. The main character, Frederick Henry, at the beginning of the novel perceives the war as something heroic, as an opportunity to show courage and patriotism. But over time, he becomes disillusioned with these ideals, seeing the true face of war - senseless cruelty, death and suffering. He realizes that war has nothing to do with heroism, but is only a senseless waste of human lives. Henry's escape from the front is not just an act of desertion, but also a symbolic protest against the war. He refuses to participate in this senseless carnage, choosing life and love. This act is a testament to his moral growth, his awareness that true values are not abstract ideals, but human life and happiness.

Hemingway does not hide the horrors of war, he depicts it without embellishment, showing its destructive effect on the human psyche. The reader sees death, wounds, fear and despair prevailing at the front. The author does not romanticize the war, but shows its true face - cruel and ruthless.

The death of Catherine and their child is the culmination of a tragedy that demonstrates the senselessness of war. It takes not only the lives of soldiers on the battlefield, but also destroys the lives of those who remain in the rear. This tragedy underscores the value of human life, which war ruthlessly destroys.

„A Farewell To Arms” is not just an anti-war novel, but also an essay about human dignity and fortitude. Hemingway shows that even in the most difficult conditions, a person can preserve his humanity and find the meaning of life. His novel is a hymn to love, which is able to withstand the destructive power of war, and a reminder that true values are peace, love and human life. (Hemingway, (15) 1929, p.127-135)

One of the main things we learn from the novel is how war is a cruel force that takes away the meaning of life and destroys any hope for a happy future. Hemingway doesn't make war look like something heroic. Instead, he shows how pointless, chaotic, and brutal it is. The battlefield isn't a place for brave acts, but a place where people are killed for no reason, both soldiers and regular people. Ideas like patriotism and being brave in war lose their value. Lieutenant Henry, who at first doesn't really care about the war, slowly realizes how senseless and destructive it is, which makes him leave. In the novel, war isn't just about physical destruction, but also about deeply hurting people emotionally, leaving scars that never heal. Another important thing the book shows is how fragile human relationships are when war is happening. The love between Frederic and Catherine starts in the middle of death and destruction, becoming like a small island of hope and safety for

them in a cruel world. Their feelings grow quickly and strongly, like they're trying to hold onto life when surrounded by death. But war cruelly interferes with their personal happiness, making it weak and not likely to last. Catherine's sad death while giving birth is the worst point of how war destroys their relationship, showing that even the strongest love can't stand against pointless death. (Young, (31) 1964, p.3-5)

The novel also points out how important it is for people to make their own choices and take responsibility in the chaos of war. Henry's leaving isn't just about running away from physical danger. It's also a conscious protest against how crazy war is and an attempt to keep his own humanity. His choice is about refusing to blindly follow orders and wanting personal freedom and responsibility for his own life and love. But even this choice doesn't guarantee happiness, because the world that has been broken by war stays unfriendly to personal feelings and dreams.

The title of the novel, „A Farewell to Arms,” has many layers of meaning. On one hand, it's literally Frederic Henry saying goodbye to his military service and weapons. On the other hand, it's like saying goodbye to dreams, ideals, and believing in the fairness of war. Henry isn't just saying goodbye to weapons, but also to the world that created the war and destroyed his personal happiness. His farewell is a sad acceptance of how powerless one person can be when facing a huge disaster.

So, „A Farewell to Arms” is a powerful book against war, showing the sad results of war for one person and their ability to love and be happy. Hemingway shows war as something that destroys not just physically, but also emotionally, taking away people's dreams and making their relationships weak. The novel asks us to understand how pointless war is, how valuable human life is, and how important it is to make personal choices in the middle of big conflicts. The sad story of Frederic and Catherine leaves a deep mark on the reader, making them think about the lasting questions of war, love, loss, and courage in a world full of pain and suffering. Their farewell to arms is also a bitter farewell to the hope of a carefree future, destroyed by a heartless war.

## **2.2 „For Whom The Bell Tolls”**

Writing Ernest Hemingway's novel „For Whom the Bell Tolls” was a very personal journey for him, deeply connected to his own time in the Spanish Civil War. In the late 1930s, Hemingway saw this war as a reporter, and he really supported the people fighting against Franco. The strong feelings and the harsh reality of the war made a big impact on him. He started to write "For Whom the Bell Tolls" in 1939, a few months after the war ended. Hemingway worked on the book in three different places: Havana in Cuba, Key West in Florida, and Sun Valley in Idaho. In Cuba, he stayed

at a hotel called Ambos Mundos, and that's where he spent time writing the novel. The story in the book is based on what he saw himself and the stories he heard from people who were part of the war. The main character, Robert Jordan, who is an American helping out, is like Hemingway in how he was involved and what he thought. Many of the people and things that happen in the book are based on real people and events from the war. Hemingway wanted to show how much war costs people and the tough choices they had to make. The title of the book comes from a poem by John Donne, which talks about how everyone is connected. Hemingway was very careful with the way the characters talked, trying to show the different languages they spoke, like Spanish and English. He focused on ideas like being loyal, giving up things for others, love in the middle of fighting, and what life and death mean. There's a famous part in the book where a character named Pilar tells a story about people being killed in her village, and it's thought that this was based on real things that happened in a town called Ronda. Hemingway finished writing the book in July 1940 while he was staying at a hotel in New York City. The book came out in October 1940 and quickly became very popular and was praised by critics. "For Whom the Bell Tolls" is seen as one of Hemingway's most important and powerful books. It gave many American readers a clear and personal look at the Spanish Civil War. This book made Hemingway even more famous as a great writer of the 20th century. The ideas in the book and the interesting characters still touch readers today, making it a story that will always be important for understanding war and what it means to be human.

#### Brief content of the novel:

Robert Jordan, an American teacher and explosives specialist, joins the Republican guerrillas in Spain. Its mission is to blow up the bridge to prevent the Francoists from advancing. He joins a guerrilla group led by Anselmo and Pilar. He falls in love with Maria, a young woman who has survived the horrors of war. Jordan faces the different characters of the guerrillas, their fears and hopes.

Preparation for blowing up the bridge are accompanied by internal conflicts and external dangers. Despite the difficulties, Jordan successfully blows up the bridge, but is seriously injured. Knowing that he will not be able to escape, he stays behind to apprehend the Francoists and allow the other guerrillas to escape. He waits for the enemy, ready to die, realizing that his death is part of a common struggle. (Farah, (11) 2017, p. 74)

**Main topics:** war and its impact on the human psyche, solidarity and camaraderie, love and death, moral dilemmas of war.

Ernest Hemingway's novel „For Whom the Bell Tolls” is not only an epic story about the Spanish Civil War, but also a deep protest against its absurdity, cruelty and destructive impact on the human soul. Hemingway, as in his other works, does not glorify war, but shows its true face -

the senseless destruction of human lives and the destruction of values. (Gladstein, (12) 2006, p. 81,82)

One of the key aspects of the protest against the war in the novel is the depiction of its moral devastation. Hemingway shows how war blurs the lines between good and evil, forcing people to compromise with their conscience. The protagonist, Robert Jordan, although a volunteer fighting for republican ideals, is constantly faced with moral dilemmas. He realizes that war is not only a struggle for justice, but also a brutal violence that spares no one.

Hemingway also shows how war destroys human relationships. Robert Jordan and Maria's love blossoms amid the war, but it is constantly under threat. War forces them to live in constant fear and uncertainty, and their happiness seems fragile and temporary. Hemingway shows that war not only kills people physically, but also destroys their emotional bonds. (Gladstein, (12) 2006, p. 83-90)

The protest against the war is especially strong in the depiction of death. Hemingway does not hide the cruelty of war, he shows it in all its unattractiveness. Death in the novel is not a heroic act, but a senseless destruction of human life. Robert Jordan, who is aware of the inevitability of his death, does not feel fear or despair. He accepts his fate, but his death is not a victory, but a tragedy.

Hemingway also protests against the war, showing its meaninglessness. It shows how war breaks ties between people, destroys their dreams and hopes. It shows how war turns people into beasts, causing them to kill each other. Hemingway condemns war as a phenomenon contrary to human nature, and shows its destructive impact on the individual. (McDowell, (35) 1984, p.26)

So, „For Whom the Bell Tolls” is not only a novel about the Spanish Civil War, but also a powerful anti-war manifesto. Hemingway shows that war is not a heroic act, but a tragedy that destroys human lives and values. He calls for peace and humanism, showing that only love and compassion can withstand the brutality of war.

### **2.3 The theme of war in human life**

The theme of war in human life is a complex and enduring one, woven throughout history and literature. It's a theme that explores the depths of human experience, revealing both the capacity for immense cruelty and the resilience of the human spirit. Here's a breakdown of how war impacts human life: war inflicts devastating physical injuries, leaving lasting scars and disabilities, the loss of life is immeasurable, impacting families and communities for generations.

Psychological Scars war creates deep psychological wounds, including post-traumatic stress disorder (PTSD), anxiety, depression, and survivor's guilt. These invisible wounds can persist long after the fighting has ceased. (Müller, (21) 2010, issue 1. 28–42)

War is a terrible thing that affects people's lives deeply and completely, leaving scars on both their bodies and their minds. It becomes a destructive force that wipes out the normal flow of events, changes what people value, and breaks destinies. For those who are directly fighting in the war, it's a daily struggle to stay alive, a constant fear of death and loss. They see cruelty and violence that damage their minds, causing problems like post-traumatic stress disorder, depression, and other mental health issues. Going back to peaceful life is often a difficult challenge because what they experienced changes how they see the world forever. For regular people, war brings just as much suffering. They lose family, homes, ways to make a living, and become refugees or people forced to move. Their lives become full of uncertainty, fear, and the fight for basic needs. Children who grow up during war have deep emotional wounds that can affect how they develop later in life. War also changes how societies are structured and the economies of countries. It leads to the destruction of roads, buildings, and services, the loss of jobs, rising prices, and people becoming poor. Recovering after a war takes a lot of effort and time. However, war can also have unexpected results. It can bring people together when they face a common danger, and it can make them feel more patriotic and want to volunteer to help. In tough situations, people show amazing inner strength, the ability to feel for others, and to help each other. War can sometimes push societies to change, making people rethink what's important and look for new ways to move forward. (Hutchisson, p.55-56)

But these possible good outcomes can never make up for the terrible losses and suffering that war brings. It leaves deep wounds in human history, reminding us how fragile peace is and how important it is to protect it. The role of war in a person's life is always tragic, and the main goal of society should be to prevent armed conflicts and build a peaceful future. (Mellow, (19) 1992, p.112)

## CHAPTER III

### THE LIFE AND LITERARY CAREER OF ERNEST HEMINGWAY IN THE SECONDARY SCHOOLS

Research is an integral part of any work, because they help to better understand the essence of the issue and reveal interest and relevance among research participants. The importance of the present research is unavoidable. Research in the literature plays especially an important role, because the opinion of other readers is very important and directly affects the result. Thesis topic is also no exception and there is also a little research in it. Thus, the research procedure is a fundamental element of any scientific research that ensures its quality, reliability, and objectivity. A carefully developed and clearly documented procedure is the key to successfully achieving research goals.

#### 3.1 Participants of the research

The sample consisted of 38 pupils. The questionnaire was filled in by 10-11 grade pupils. All of the participants were aged between 15 and 17 years old. 45% of the survey participants were girls and 55% were boys, however this data does not affect the result of the research.

The reason of this kind of empirical method is that according to the curriculum issued by the Ministry of Education and Science of Ukraine, pupils of the 2024/2025 academic year are required to read „For whom the bell tolls” by Ernest Hemingway. The writer’s biography and the novel are part of the world literature curriculum in secondary schools.

#### 3.2 Research instruments

In the research, the data were collected by using a closed-ended questionnaire. The questionnaire contains 27 questions. This research method is one of the most common and effective methods. The questions regarding their knowledge of literature were divided into the following two parts:

- Ernest Hemingway's life and his literary works
- The main themes and characters of his famous novels „For whom the bell tolls” and „A Farewell to Arms”.

The research data was based on statistics, descriptions, diagrams and comparison. Completing a questionnaire is easy and does not require much time. This can be used to obtain the exact data needed for the research. The questionnaire is well transparent, so it is not difficult to

summarize the data collected. The questions are designed to gauge, in a simple and understandable way, the students opinions and the information they have acquired about the research topic.

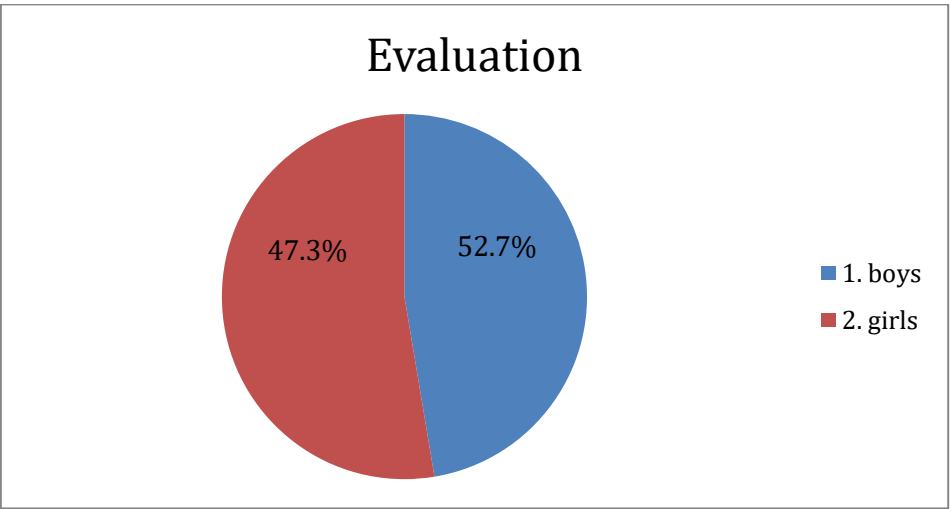
**3.3 Procedures of the research**

In general, the survey participants were offered options for answers, but also had the opportunity to express their own opinion in open-ended questions. The questions are constructed sequentially and logically. They start with the preferences of the students, smoothly transitioning to the creativity of the author, and conclude with the main theme - war in people’s lives, based on two works. The questionnaires were offered in Ukrainian, as the majority of students are Ukrainian-speaking.

**3.4 Findings of the research**

The questionnaires were completed in February 2025 by pupils of F. Potushniak Lyceum in Berehovo (former name School number 1). The youngest member of the research is 15 years old and the oldest member is 17 years old. The students had a whole lesson to complete this task. Some questions were very difficult for the students, and there were questions for which the answer was missing.

The first question shows, how many boys and girls participated in research. 18 of them were boys (47, 3%) and 20 of them were girls (52, 7%).



*Figure 1. First Question*

The second question concerns the age of the students. It shows that the majority of pupils are 15 years old, more precisely. Then, in descending order 16 years old and 17 years old.

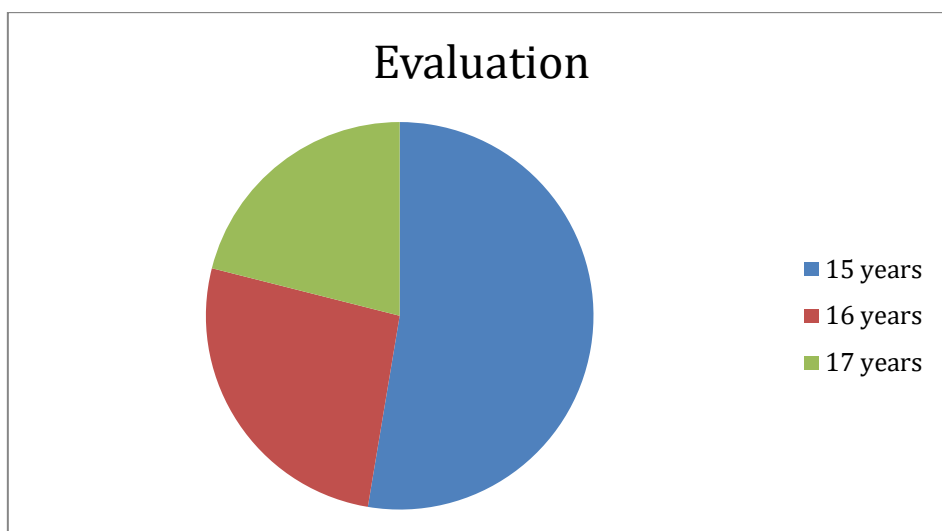


Figure 2. Second Question

The third question concerned the language of students, most of whom are Ukrainians.

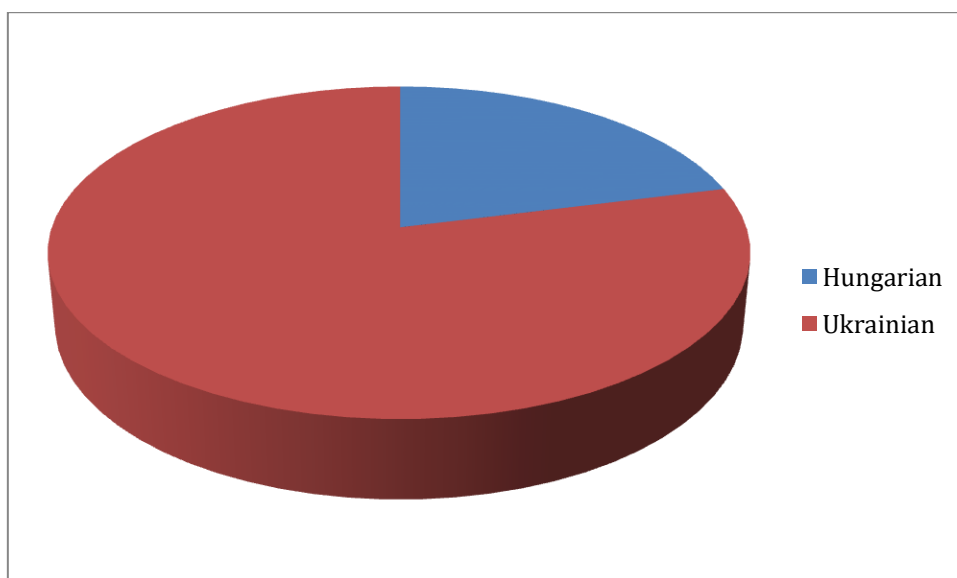


Figure 3. Fourth Question

The fourth question was about free time, most of the children chose to play at the computer, especially the boys, some of them justified this by the fact that online games are much more interesting than reading books. Here is one of the students answers:

*„I prefer games on the computer because I believe that some games can also be instructive, for example, there are games with which you can learn languages and thereby develop. I rarely read, I prefer e-books more than paper ones.”* (Perevala Karolina, 10<sup>th</sup> form)

The fifth question was about literary genres that students prefer. Most of them chose the adventure genre of literature, but there were also those who are fond of fantasy and romance.



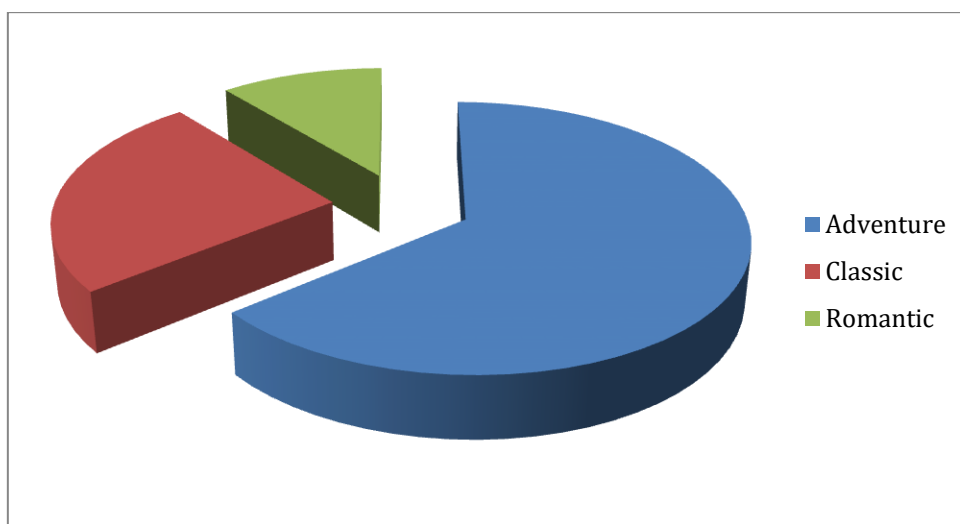


Figure 4. Fifth Question

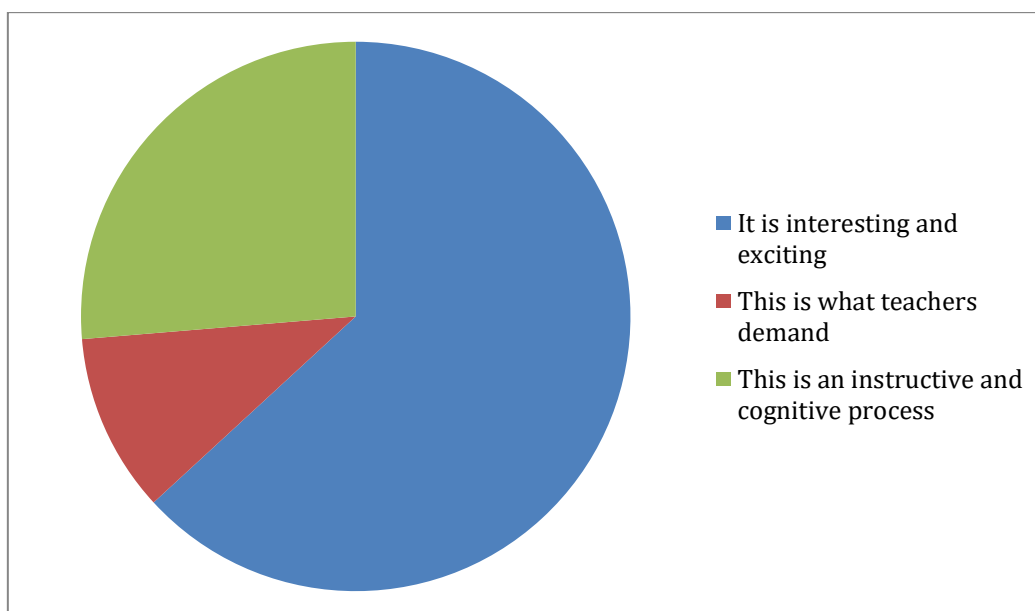
The sixth question was about mood and reading, it was an open-ended question that not everyone answered, but the vast majority of students wrote that their mood directly depends on reading. When they are in high spirits and in a good mood, they read adventure literature, and vice versa, when they are not in a good mood, they have a desire to read tragic literature or works with a sad ending:

*„I rarely read, but when I'm in the mood, I read something interesting and something to think about, such as a detective story or some kind of adventure, because then I'm focused and attentive. However, when I'm in a bad mood or when it rains, I read something sad, romantic, or stories with a sad ending. I don't know how it works, but after reading the sad example of heroes, I realize that my problems are nothing compared to them, it motivates me. Often after such books or works, my mood improves.” (Pirinets Evhenia, 11<sup>th</sup> form)*

*„My mood always depends on my day and the circumstances. For example, when the weather outside is gloomy, I am not quite in a good mood. Then I have nothing to do, and I read books or watch movies. In such cases, I can read anything, and it doesn't matter that the weather outside is gloomy. On the contrary, if I read books with a cheerful content, I feel better. After reading such books or stories, my mood improves.”(Birov Karoly)*

The seventh question was of an open type and concerned a favorite hero in world literature. The answers were very different, but I noticed that the girls chose a female image as their favorite character, and the boys chose a male one.

The eighth question was created in order to find out why students read books. For the most part, the students chose the answer that it was interesting and exciting, but there were also those who chose reading just because it is part of the school curriculum.



*Figure 5. Eighth question*

As for questions about the work of Ernest Hemingway, most students knew his answer to questions related to the biography of the author and his most famous works. Almost all students were familiar with his main works „From whom the bell tolls,” and „A Farewell to Arms.” There were students who considered these works very relevant in our time.

The ninth question concerned the time spent reading books. Almost all students chose up to 2 hours, there were even some who did not choose any answer, which means either they do not read books at all or they read but for less than an hour a week.

The tenth question was: „Do you know the name Ernest Hemingway?” - to this question, all participants answered „Yes.”

Question number eleven was about the years in which the poet wrote. Only half of the survey participants answered this question.

„What is the main theme of the author's works?” - this was how the twelfth question sounded, and here the opinions were divided. For some reason, the majority of the students chose love as the main motif of the writer.

Questions thirteen to seventeen concerned elements of the poet's life: elements of biography and creativity. Here all students answered correctly, except for the fourteenth question, which was formulated to find out whether the students liked the poet's work. There were 2 answers – '50:50.' In the eighteenth question, participants needed to find out why Henry's attitude towards life and war changed.

*„At first, Henry views the war quite detachedly, as something happening far away. However, being on the front line, he sees the brutality, senselessness, and destructive power of war*

*firsthand. Particularly traumatic for him is the explosion of a mortar shell, which results in the death of his comrade Pasini, and Henry himself suffers serious injuries. This experience shatters his romantic notions of war.*"(Deak Matey, 11<sup>th</sup> grade)

*„Henry devalues himself and feels that his work as an ambulance driver is not appreciated, and his contribution to the war remains unnoticed. This lack of recognition undermines his initial enthusiasm."* (Tovt Viktor, 10<sup>th</sup> form)

The twentieth question was about the leading theme of the work „For Whom the Bell Tolls:"

*„First of all, the problem of the value of human life in relation to the voluntarily assumed moral duty is raised here. This is very relevant in our time, since there is a war in our country. The work is permeated with a sense of tragedy. And the hero of the novel, Robert Jordan, lives with the same feeling. The threat of death hovers over the entire partisan detachment – either in the form of fascist patrols, in the form of fascist planes. But here the author does not show the tragedy of doom in the face of death and helplessness."* (Zelenjak Viktoria, 10<sup>th</sup> form)

The twenty-first question was about the knowledge of one of the characters of the novella - Rafael; the answers were various, however, there were only 3 correct ones.

The twenty-fourth question was created in order to understand how students understand the title of the work itself „Farewell, Arms:"

*„Perhaps the author with this title urges readers not to take up arms, that is, never to fight again, because war is our enemy, it destroys us both physically and morally. The main character also became a victim of the war. With this title, he says that he will no longer take up arms, he is saying goodbye to them, and that is why, in my opinion, the title of the work is so.* (Tovt Viktor, 10<sup>th</sup> form)

*„On the surface, the title shows the main character, Frederic Henry's decision to leave the army and actually say goodbye to weapons. After going through the horrors of war and losing someone close, he no longer sees any point in continuing to fight and turns away from violence. Besides, it can understand farewell to illusions and ideals the deeper meaning of the title is about Henry saying goodbye to his initial, maybe innocent, ideas about war, patriotism, and heroism. What he experienced breaks these dreams, showing war as something pointless and cruel that brings nothing but suffering and loss. He says goodbye to a romantic view of war and understands how inhuman it really is."*

### 3.5 Discussion and interpretation of the research results

Most pupils who took part in the survey are familiar with the name Ernest Hemingway, therefore, it means that the author is famous among pupils of the 15-17 age category (as the tenth question was completed fully for 100%).

All of them knew the name of the writer, but not everyone is familiar with his creativity and line of work (according to the results of the fifteenth question). Some participants had doubts about the choice of genres and themes used by Hemingway. Most likely, the name of Ernest Hemingway is known to all students because the works of this writer are included in the school curriculum, and even if students have not read his works, they have heard the name and some elements of his biography repeatedly. On the other hand, not everyone knew which specific works he wrote; this may be related to the fact that nowadays, when technology offers a wide variety of gadgets, programs, and games, it is almost impossible to interest and motivate young people to read.

The response to the question about who Raphael was was performed rather poorly by the participants. A total of three answer options were proposed: a gypsy, a member of Pablo's squad; the commander of a partisan unit; a Francoist officer. The response to the question about who Raphael was was performed rather poorly by the participants. A total of three answer options were proposed: a gypsy, a member of Pablo's squad; the commander of a partisan unit; a Francoist officer.

Generally, teenagers find it much more interesting to watch a movie than to read a book. The younger generation prefers movies to books because it simplifies and increases pupils' learning experience and saves time. Moreover, Ernest Hemingway raised very important and profound questions, and even if students had the desire to read books, they would probably choose something more interesting and closer to them than war. The participants wanted to show their knowledge at the highest level.

Most of the female pupils prefer female characters in the novel. This may be related to the fact that females have different beliefs and understandings of things than males. Perhaps the female students understood the fate, character, and situation of the heroines better than the male students. Thus, they did not judge the heroines but rather supported them.

The open-ended questions required at least a superficial knowledge of what is going on in the world nowadays as well as the ideologies of 19th-century people. The students answered these questions in a subjective way which showed that they have a strong opinion about certain things, whether it is related to literature or recent day's ideas and notions.

The answer reflects the student's knowledge of the novels. Novels by Hemingway are taught in 10-11th grade because they deal with serious subjects like death, narcissism, and bad habits, war, love. Results Show Magnificent Impact of Reading on Mental Health Reading can have a positive impact on people's mental health.

In summary, survey participants were familiar with the biography of Ernest Hemingway and his novels. According to the diagrams and explanations, most of the answers were correct. This positively indicates that the materials are being taught appropriately.

However, there were some questions where the students hesitated about the answer, mainly these were questions related to the students biographies. They knew much more about the poet's creativity than the materials about his biography.

## CONCLUSION

Ernest Hemingway was one of the most influential writers of the 20<sup>th</sup> century, and his creative legacy does not lose its relevance to this day. His works stand out for their concise style, deep psychological descriptions and exploration of timeless themes such as courage, love, death and the meaning of life.

The American writer, known for his laconic style and deep psychologism, explored themes of war, courage, love and loss in his works. His early works, influenced by the First World War, reflected the traumas and frustrations of the „lost generation“. In the 1920s, while living in Paris, Hemingway developed his own unique style known as the „iceberg theory“, where most information remains „underwater“. Novels such as „Farewell, Arms“ and „For Whom the Bell Tolls“ reflected his deep understanding of human nature in wartime. „The Old Man and the Sea“, a story of resilience and dignity, earned him the Pulitzer Prize. Hemingway masterfully depicted masculine strength and resilience, but also explored themes of existential frustration and „nothingness.“ His work had a huge impact on world literature, and his style and themes remain relevant to this day.

Hemingway's work profoundly influenced 20th-century literature. His concise style, deep psychological insights, masterful depiction of emotions, and timeless themes of struggle, courage, love, and loss established him as a key figure. His strong, often silent characters, facing life's challenges with dignity, became enduring symbols of resilience. His ability to convey complex emotions through simple language remains a hallmark of his genius. Hemingway's life and creative path represent a continuous search for truth, a dedication to his craft, and a powerful belief in the strength of the human spirit, inspiring readers and writers for generations.

Hemingway's anti-war novels are innovative works in content and artistic form. They comprehend the global problems of the century from an artistic and philosophical point of view in the appropriate form. The unifying principle in each of the works is the general ideological and aesthetic pathos – exposure and condemnation of the war. The writer is adamant in his conviction that the hardships of war are a crime against humanity that cannot be justified by any state interests. According to the participants of the study, Hemingway's works are very relevant today as they condemn war. Judging by the study, students are familiar with the author's works and life and are oriented in his works and main characters.

In conclusion, the survey demonstrates that students are generally familiar with Hemingway's biography and novels, suggesting effective teaching of the material. However, there were areas of uncertainty, particularly regarding biographical details of the author, with students showing stronger knowledge of his creative works.

The survey results indicate that Ernest Hemingway is a well-known name among students aged 15-17, likely due to his inclusion in the school curriculum. While almost all students recognized his name, their familiarity with his specific works and the genres he explored was less comprehensive. This suggests that while students are exposed to Hemingway's name and perhaps some biographical details, they may not have extensively engaged with his actual writing. This could be attributed to the prevalence of technology and the challenges of motivating young people to read in the digital age, with many potentially preferring visual media like movies over reading books, especially when faced with serious themes like war.

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## РЕЗЮМЕ

Ернест Хемінгуей був одним із найвпливовіших письменників XX століття, і його творча спадщина не втрачає своєї актуальності й досі. Його роботи відрізняються стислим стилем, глибокими психологічними описами та дослідженням позачасових тем, таких як мужність, любов, смерть і сенс життя.

Творчість Ернеста Хемінгуея глибоко вплинула на літературу XX століття. Його лаконічний стиль, глибокі психологічні інсайти, майстерне зображення емоцій та вічні теми боротьби, мужності, любові та втрати утвердили його як ключову постать. Його сильні, часто мовчазні персонажі, які з гідністю зустрічають життєві виклики, стали неминущими символами стійкості. Його здатність передавати складні емоції простими словами залишається відмінною рисою його генія. Життя та творчий шлях Ернеста Хемінгуея відображають постійний пошук істини, відданість своїй майстерності та потужну віру в силу людського духу, надихаючи читачів та письменників з покоління в покоління.

Американський письменник, відомий своїм лаконічним стилем і глибоким психоаналізом, вивчав теми війни, мужності, любові та втрати в своїх творах. Його ранні твори, під впливом Першої світової війни, відображали травми та розчарування «втраченого покоління». У 1920-х роках, живучи в Парижі, Хемінгуей розробив свій унікальний стиль, відомий як «теорія айсберга», де більшість інформації залишається «під водою». Романи, такі як «Прощай, зброе!» та «По кому подзвін», відображали його глибоке розуміння людської природи у воєнний час. «Старий і море», історія про стійкість та гідність, принесла йому Пулітцерівську премію. Хемінгуей майстерно зображував чоловічу силу та стійкість, але також досліджував теми екзистенційної фрустрації та «ніщо». Його праця мала величезний вплив на світову літературу, а його стиль та теми залишаються актуальними й до сьогодні.

Антивоєнні романи Хемінгуея є інноваційними творами в контенті та художній формі. Вони сприймають глобальні проблеми століття з художньої та філософської точки зору у відповідній формі. Об'єднуючий принцип у кожному з творів – загальний ідеологічний та естетичний пафос – викриття та засудження війни. Письменник непохитний у своєму переконанні, що війна є злочином проти людства, який не може бути виправданий жодними державними інтересами.

Згідно з учасниками дослідження, твори Хемінгуея є дуже актуальними сьогодні, оскільки вони засуджують війну. Судячи з дослідження, студенти знайомі з творчістю та життям автора і орієнтуються в його творах та головних персонажах.

Підсумовуючи, опитування показує, що учні загалом знайомі з біографією та романами Ернеста Хемінгуея, що свідчить про ефективне викладання цього матеріалу. Однак були сфери невпевненості, особливо щодо біографічних деталей автора, причому учні демонстрували кращі знання про його творчі роботи.

Результати опитування вказують на те, що ім'я Ернеста Хемінгуея добре відоме серед учнів віком 15-17 років, ймовірно, завдяки включенню його творів до шкільної програми. Хоча майже всі учні впізнали його ім'я, їхнє знайомство з конкретними його творами та жанрами, в яких він працював, було менш повним. Це свідчить про те, що, хоча учні знають ім'я Хемінгуея та, можливо, деякі деталі його біографії, вони могли не надто глибоко ознайомитися з його фактичними творами. Це можна пояснити поширеністю технологій та труднощами в зацікавленні та мотивації молоді до читання в цифрову епоху, коли багато хто може віддавати перевагу візуальним медіа, таким як фільми, перед читанням книг, особливо коли йдеться про серйозні теми, як війна.

**APPENDIX A*****Research Questions:***

1) Ваша стаття:

- ☐ Ч
- ☐ Ж

2) Ваш вік:

- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17

3) Якою мовою ви навчаєтесь у школі?

- ☐ Угорська
- ☐ Українська
- ☐ Румунська

4) Чому ти надаєш перевагу у свій вільний час: читанню книг чи грою за компютером?  
Чому? (1-2 речення)

5) Який жанр книг тобі подобається найбільше:

- ☐ Пригодницький
- ☐ Класичний
- ☐ Романтичний
- ☐ Науковий
- ☐ Автобіографія
- ☐ Історичний
- ☐ Фентезі
- ☐ Інша відповідь \_\_\_\_\_

6) Чи впливає твоя настрій на жанр книги яку ти читатимеш?(наприклад, якщо ти засмучений, то читаєш книги із сумним або трагічним змістом і навпаки).

7) Чи маєш ти улюбленого героя чи улюблений образ у світовій літературі? Ким він є і чому?  
(1-2 речення)

8) Ти читаєш тому, що: (можливо декілька правильних відповідей)

- ☐ Це цікаво і захопливо
- ☐ Це вимагає вчитель
- ☐ Це повчальний і пізнавальний процес
- ☐ Змушують батьки

9) Скільки часу в тиждень ти проводиш за книгою?

- ☐ до 2-ох годин
- ☐ до 4-ох годин
- ☐ до 6-ти годин
- ☐ 8 і більше годин

10) Чи відоме тобі ім'я Ернест Хемінгуей?

- ☐ Так
- ☐ Ні

11) У які роки писав Ернест Хемінгуей

- ☐ XX століття
- ☐ XVII століття
- ☐ XXI століття

12) Яка провідна тема творів автора?

- ☐ Війна
- ☐ Любов
- ☐ Політичні відносини
- ☐ Дружба

13) Де народився Ернест Хемінгуей?

- ☐ Будапешт
- ☐ Берлін
- ☐ Ок-Парке
- ☐ Вашингтон

14) Чи подобається тобі творчість письменника?

- ☐ Так
- ☐ Ні
- ☐ 50:50

15) Які з цих творів написав Ернест Хемінгуей(декілька відповідей)

- ☐ «Гаррі Поттер»
- ☐ «І сонце сходить»
- ☐ «Пригоди Тома Сосра»
- ☐ «Старий і море»
- ☐ «Портрет Доріана Грея»
- ☐ «Прощавай, зброє»

16) Які ще з творів письменника тобі відомі зі шкільної програми?

17) Чи відомий тобі твір під назвою «Прощавай, зброє»! (англ. «A Farewell to Arms»)?

- Так
- Ні
- Вперше чую

18) Як ви думаєте, чому змінилося ставлення Генрі до життя і до війни?

19) Хто з героїв тобі сподобався найбільше?

- Фредерік Генрі
- Кетрін Барклі
- Рінальді

20) На твою думку, яка тема роману «По кому подзвін»? (англ. For Whom the Bell Tolls)

21) Ким був Рафаель?

- циган, член загону Пабло
- командир партизанського загону
- франкістський офіцер

22) Роман «І сонце сходить» (англ. The Sun Also Rises) заснований на:

- Заснований на реальних подіях, які відбувалися в житті автора.
- Розповідях друзів автора
- Листах знайомих автора

23) Як ти вважаєш, війна це:

- Добро
- Зло

24) Як ти думаєш, що означає назва «Прощавай, зброє»?

- 24) Яка версія роману «По ко́му по́дзвін» тобі подобається найбільше: фільм чи книга?
- 25) Як ви думаєте, чи актуальні романи Хемінгуея про війну сьогодні?
- 26) Що найважливіше ви винесли для себе з романів письменника? (на конкретних прикладах).



**APPENDIX B****Research Questions:**

- 1) Your gender:
  - ☐ Male
  - ☐ Female
  
- 2) Your age:
  - ☐ 14
  - ☐ 15
  - ☐ 16
  - ☐ 17
  
- 3) What language do you study in at school?
  - ☐ Hungarian
  - ☐ Ukrainian
  - ☐ Romanian
  
- 4) What do you prefer to do in your free time: reading books or playing computer games?  
Why? (1-2 sentences)
  
- 5) What book genre do you like the most?
  - ☐ Adventure
  - ☐ Classic
  - ☐ Romance
  - ☐ Science
  - ☐ Autobiography
  - ☐ Historical
  - ☐ Fantasy

○ Other answer\_\_\_\_\_

6) Does your mood influence the genre of book you will read? (For example, if you are sad, do you read books with sad or tragic content, and vice versa?)

7) Do you have a favorite hero or a favorite image in world literature? Who is it and why? (1-2 sentences)

8) You read because: (multiple answers possible)

- It's interesting and exciting
- The teacher requires it
- It's an educational and informative process
- Parents make you

9) How much time per week do you spend reading books?

- up to 2 hours
- up to 4 hours
- up to 6 hours
- 8 or more hours

10) Are you familiar with the name Ernest Hemingway?

- Yes
- No

11) In what years did Ernest Hemingway write?

- 20th century
- 17th century
- 21st century

12) What is the leading theme of the author's works?

- ☐ War
- ☐ Love
- ☐ Political relations
- ☐ Friendship

13) Where was Ernest Hemingway born?

- ☐ Budapest
- ☐ Berlin
- ☐ Oak Park
- ☐ Washington

14) Do you like the writer's work?

- ☐ Yes
- ☐ No
- ☐ 50:50

15) Which of these works did Ernest Hemingway write? (multiple answers)

- ☐ „Harry Potter”
- ☐ „The Sun Also Rises”
- ☐ „The Adventures of Tom Sawyer”
- ☐ „The Old Man and the Sea”
- ☐ „The Picture of Dorian Gray”
- ☐ „A Farewell to Arms”

16) What other works by the writer are you familiar with from the school curriculum?

17) Are you familiar with the work titled „A Farewell to Arms”?

- Yes
- No
- First time hearing about it

18) Why do you think Henry's attitude towards life and war changed?

19) Which of the characters did you like the most?

- Frederic Henry
- Catherine Barkley
- Rinaldi

20) In your opinion, what is the theme of the novel „For Whom the Bell Tolls”?

21) Who was Rafael?

- A gypsy, a member of Pablo's band
- The commander of a partisan detachment
- A Francoist officer

22) The novel „The Sun Also Rises” is based on:

- Based on real events that occurred in the author's life.
- Stories from the author's friends
- Letters from the author's acquaintances

23) What do you think war is?

- Good
- Evil

24) What do you think the title „A Farewell to Arms” means?

25) Which version of the novel „For Whom the Bell Tolls” do you like the most: the movie or the book?

26) Do you think Hemingway’s novels about war are relevant today?

27) What is the most important thing you learned from the writer’s novels? (with specific examples)

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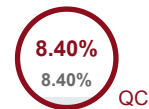
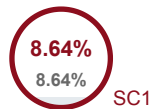
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