



**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ПОЛТАВСЬКА ПОЛІТЕХНІКА
ІМЕНІ ЮРІЯ КОНДРАТЮКА**

ЗБІРНИК МАТЕРІАЛІВ

**76-ї НАУКОВОЇ КОНФЕРЕНЦІЇ ПРОФЕСОРІВ,
ВИКЛАДАЧІВ, НАУКОВИХ ПРАЦІВНИКІВ,
АСПІРАНТІВ ТА СТУДЕНТІВ УНІВЕРСИТЕТУ**

ТОМ 1

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Nachwuchs), бережливість (*Sprksamkeit*), стабільність (*Stabilität*), ефективність (*Effizienz*).

У результаті аналізу лексикографічних джерел встановлено, що німецькомовний концепт *Nachhaltigkeit* в українськомовному дискурсі реалізується лексемами: *стійкість*, *сталість*, *стабільність*, *постійність*, *тривалість*. Крім того, виокремлено дві групи ознак:

1) здатність стояти, триматися впевнено, без сумніву, не падаючи, незалежно від дії зовнішніх факторів (*стійка опора*, *стійкість організму*, *рівновага*); 2) постійність, стійкість (*постійна погода*, *стійкі переконання*, *стійкість фарби*).

Результати аналізу понятійної складової увиразнюють специфіку аналізованого концепту в німецькомовній лінгвокультурі. Аналогом найменування концепту в українськомовному дискурсі є термін *сталий розвиток*, що не виражає всіх тих ознак, властивих концепту *Nachhaltigkeit*.

Література

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ANALYSIS OF THE EFFECTIVENESS OF CHANTS IN THE DEVELOPMENT OF ENGLISH LISTENING AND SPEAKING COMPETENCE

Chants, with their catchy rhythms and repeating patterns, are fantastic tools for helping people learn English better. This scientific work investigates how chants can influence on improving listening and speaking skills. By looking at lots of research and real-life examples, we can realize how useful chants can be in making English learning more effective. There are different methods to study this topic, such as: asking questions, doing tests, and watching how people learn in class. In the world of languages learning, being good at listening and speaking English is too important. But sometimes, it's hard to get better at these skills using traditional methods. That's where chants come in! They're like catchy songs that make learning easy and fun.

Chants have been used for a long time to help people learn languages. For example, the chant *Head, Shoulders, Knees and Toes* helps kids learn body parts through its catchy melody and simple lyrics. Another example is *The Wheels on the Bus*, which teaches kids about transport. These chants are fun, repetitive and easy to remember, making them perfect for language learning.

A lot of scientists learn the problem of chants using in language learning. According to L. Cammeron, chants work on two levels: language sounds and meaning. They help students focus on word pronunciation and language rhythm [1]. P.G. Barker states that chants also build vocabulary and bring order to language. R. Kahneman and L. Halpern (2014) agree that rhymes and prose help with word learning. R. Kahneman suggests that associating related words boosts memory. Chanting shares these qualities. Because of these benefits, chants aren't just useful for language but for teaching many subjects, as D. Heywood points out. Chants are easy to learn and can help with teaching different concepts effectively.

To understand how chants can improve English skills, Classroom Action Research at the Bogor Ibn Khaldun University used different ways of collecting information. They asked the students questions, tested their English before and after using chants, and watched how they learned in class. By combining these methods, they could get a clear picture of how effective chants are helping people learn English. The study was conducted at a primary school in West Java, where there were 20 students enrolled in the fourth grade. This research utilizes classroom action research (CAR), which incorporates both quantitative and qualitative data. Quantitative data were gathered by the administration of tests at various stages, including Preliminary test (knowledge of the students about greetings and spelling words), Cycle-one test (young learners' ability about greetings and spelling words after the experiment was given), Cycle-two test (a role play in front of class in pairs about greetings and also spell the words), and Cycle-three test which included: *Planning* – when the researcher did the following activities: a. Making lesson plan b. Preparing hand-outs and media for teaching. *Acting* - when the researcher carried out the teaching activities: a. Preview. Talking about the title of the chant and explaining the simple English could be used. b. Giving the examples of Jazz chant and singing it while the students were listening. Familiarizing the students with the chant. c. Choral chanting. Students opened their books or the teacher wrote the text of the chant at the blackboard. So, they could read it and repeat it after the teacher. d. The students practiced the material in group and in pair in front of the class. After all the activities in every cycle had been done, the researcher gave the test for students. The test was given for measuring the students' knowledge about the material. 3. *Observing*. The researcher observed all of activities, students' participation and cooperation during learning process. While teaching, the researcher also observed how to make a good atmosphere in the class and how to handle the students. 4. *Reflecting*. Reflection of all activities in the classroom.

The teacher gave the test to check the students' mastery of the materials in every cycle.).

At the end of the experiment all aspects, such as fluency, accuracy, pronunciation and intonation in every meeting had improved. The result of the observation shows there were improvement of students' participations and students' co-working. Quantitative data demonstrated significant improvements in listening comprehension and vocabulary retention among learners exposed to chant-based activities.

In conclusion, chants are powerful tools for learning English. They make learning effective and fun, and they help learners improve their listening and speaking skills. Teachers and learners can use chants to make English learning more enjoyable and successful.

References

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DIE DARSTELLUNG DES KONZEPTS LIEBE IN DEN PHRASEOLOGISMEN DER DEUTSCHEN SPRACHE

Die Aktualität der Studie beruht auf dem Fehlen einer umfassenden Untersuchung der Darstellung des Konzepts LIEBE auf der Grundlage der phraseologischen Einheiten der deutschen Sprache als strukturell und inhaltlich komplexe mentale Einheit, ein Element des menschlichen Bewusstseins.

Die wissenschaftliche Neuheit der Studie besteht darin, die Merkmale der Darstellung des Liebesbegriffs auf dem Material der phrasenbezogenen Einheiten der deutschen Sprache zu klären, das Konzept als Grundbegriff der kognitiven Linguistik zu studieren, die Komponentenzusammensetzung der Ausdrucksweise zu analysieren, eine Klassifikation der sprachlichen Einheiten des Deutschen, die die Liebe widerspiegeln zu erstellen.

In der aktuellen Sprachliteratur wird akzeptiert, zwei grundlegende Ansätze