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WARMING-UP AS AN IMPORTANT PART OF AN ENGLISH LESSON

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Abstract: The article describes a special kind of mutual, educational activity that is very close to reality, and that is aimed to help the teacher to engage the students in the atmosphere of foreign language communication and attract their attention to the process of English language studying. We speak about warming-up.

Key words: warming-up, mutual, activity, evoke, content, task, situation, game, students, communication.

РАЗМИНКА КАК ВАЖНЫЙ ЭТАП УРОКА АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В статье описывается особый вид совместной учебной деятельности наиболее приближенный к реальной действительности и направленный на помощь преподавателю вовлечь студентов в атмосферу иноязычного общения, а так же привлечь их внимание к процессу изучения английского языка. Речь идет о разминке.

Ключевые слова: разминка, совместный, деятельность, вызывать, содержание, задание, ситуация, игра, студенты, общение.

"Learn in a way to enjoy your learning" - these words are an important pedagogical principle of teaching English language even at the University, and for the students - it is their basic motto for studying. To implement this principle on practice you need to use special motivate communicative exercises. In English, this methodology is called warming-up. These exercises are aimed to attract your students' attention to foreign language communication, arouse their interest, or serve as a "bridge" to the subject, material or activities in the main part of the lesson.

We can say that tasks like warming-up are a special kind of mutual, educational activity that is very close to reality. Warming-up can be used at any time of English lesson, due to specific aims and tasks. With it, you can "run" a lesson, giving the lesson a right rhythm and right atmosphere. This kind of learning activity can be used to fill the pause.

It can also be a logical conclusion of the lesson. Successful conclusion evokes positive emotions of the students and these feelings are saved till next lessons. Emotional memory repeatedly returns students to this experience. The content of warming-up can be diverse.

We should notice that it can be rhymes, tongue-twisters, proverbs, idioms, wise sayings, songs, different game and logical techniques and exercises, as well as

various types of lexical, phonetic or lexical and grammatical "warming-ups". To make this stage more attractive is not very difficult if you turn it into a little game or competition.

For example, we can offer the following task: which group (pair) of students will remember and write down more keywords for one minute; or who (what group of students) will build a large number of sentences (on a given topic or grammatical rule); or what group/pair of students will make the most interesting mini-story.

You can also turn a routine training of grammatical structures into interesting activity if you give every student cut parts of sentences and offer them to join these parts. You can add to this activity an element of competition, if you mark those students who have coped with the task faster or have joined more sentences over a definite period of time.

Grammatical structures are also easy to remember when you work with songs, poems, rhymes and excerpts from interesting texts. Every teacher has many such «helpers» in his/her «money box». Of course, all of these rhymes and songs are good for first-year students.

When working with students of senior courses, and offering more complex material you can and should use elements of problem-based learning, as the self-made revelation always causes a feeling of satisfaction, which in its turn has a positive effect on the psychophysical state of every student and a whole group.

To work with the vocabulary it is very good to use educational films, videos, excerpts from the animated and feature films. At the stage of vocabulary training you can use "voice" method (supported by subtitles or not). You can turn it into more interesting lesson, asking students to "overrecord sound" in their own way a particular fragment.

Here are some examples of motivating tasks:

Getting-to-Know Games and Situations. They are used throughout the course of studying and are aimed for a better knowing each other.

«Insisting game». Students are asked the same question several times. For example, the question: Who are you? And a student responds differently every time: I am a girl. I am a student. I am Nancy. I am a sister. I am a rugby player.

The game «Back-to-back». Students walk around the lecture-room. As soon as a teacher claps his/her hands, the students stop, and each of them stands by his\her back to the back of the nearest partner. Then students tell what they know about standing behind their backs group mates.

The situation «Questionairing». Students receive cards where they find questions addressed to them (usually it is multiple choice). After filling out the cards all the answers are discussed. It turns out that in the group there are students with similar interests.

The situation «Interviews». Students receive, for example, such task as to learn more about their group mates, e.g. their family, interests, opinions on a particular issue (this example is for first-year students) For this task, the students prepare a series of questions and take the interview, then they make a report with the information they have learnt about their partners.

Another type of warming-up games is *guessing games*. They are:

«Guess the theme». A picture is placed in the envelope it can be cut from a magazine connected with the theme (photo of the writer, movie star) or a card with the name of the subject from students' life or a city. Students try to guess what thing is in the envelope, and thus they determine the new topic of the lesson asking clarifying questions (e.g. yes \ no questions).

«Acrostic poems». On the blackboard there is written the word connected with the topic of the lesson. Students find words so that each letter of the word is the first letter of this written word.

«Unscramble the word». Students are offered to make a word from the letters given at random (rtveal – travel), another variant is to make words from the letters of a «long» word written on a blackboard, etc.

Next type of warming-up tasks is *problem situations*. They can be:

«Give me your advice». The teacher tells about his/her personal problems or problems of his/her friends: My microwave oven is not working. There is no place to park a car here. What can you advise me? Personal problems of this nature can be posed by the students even, and the group mates help giving advice.

«Finish the story». The teacher begins the story, there is a problem, and then stops in the middle. After that teacher asks the students to finish the story or offer their solution to the problem described in the story.

«What happened». The teacher shows the student a picture from a magazine, which depicts: a man with a look of confusion, bewilderment on his face or scattered around the room things, e.g. Students express their supposition about what happened, and what they would advise to do.

Certainly, there are many other types of warming-up tasks that can be described in our future articles.

But we should remember that working on warming-up type tasks takes 5 to 15 minutes. Because their main aim is to attract your students' attention to foreign language communication, arouse students' interest, or serve as a link to the subject, material or activities in the main part of the lesson.

Thus, warming-up is an important form of active learning activities that helps to increase interest to the process of foreign language studying. Warming-up provides a practical use of a foreign language in situations that simulate the reality.

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