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INTERACTIVE WARM-UPS AS A WAY TO ENGAGE STUDENTS IN ENGLISH LESSONS

ІНТЕРАКТИВНІ РОЗМІНКИ ЯК СПОСІБ ЗАЛУЧЕННЯ СТУДЕНТІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Abstract. Interactive warm-ups increase the effectiveness of English lessons, relieve stress, and help students to readjust to a new language environment. This article studies the role of speech warm-ups in English lessons, and also considers the types of speech warm-ups.

Keywords: interactive warm-ups, teaching English, English as a Second Language, methods of teaching, lesson plan

Анотація: Інтерактивні розминки підвищують ефективність уроків англійської мови, знімають напругу, допомагають студентам переналаштуватись на нове мовне середовище. У цій статті вивчається роль мовних розминок під час уроків англійської, і навіть розглянуті види мовних розминок.

Ключові слова: інтерактивні розминки, викладання англійської мови, англійська як друга мова, методика викладання, план уроку

The formulation of the problem: In most cases, in English classes it is often difficult to attract students to spontaneous speech. Students master grammar rules, solve tests and get good scores, but unfortunately they face difficulties in speaking English and expressing their thoughts. This is all because students are not in the language environment, while speaking English many students are under tension and in a state of stress. New approaches and methods have appeared to solve this problem. One of these methods is speech warm-ups.

Stating the article's objectives. Identifying the effectiveness and role of using speech

warm-ups in English lessons by analyzing the features of interactive warm-ups. Proposing a list of effective interactive warm-ups for providing better speaking results on English classes.

The analysis of recent research and publications. This topic is covered in the works of foreign (Mario Rinvlukri , Jackie Bolen, Jennifer Booker Smith, Andromeda Jones, Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas etc.) and domestic, Kazakhstani methodologists (Utebayeva A.Kh, Orynbayeva U.K., Abilgazyeva Zh.K. etc).

Discussing the main findings. 'Knowing the language, being able to read, listen and understand, without ability to speak and express opinion' is the most challenging issue of ESL teachers. Learning a foreign language in the modern world is one of the most important components of a modern successful person. Knowledge of at least one foreign language broadens one's horizons, allows one to learn the culture and customs of another people. As you know, language is a social value. Its inclusion in the school curriculum is the social order of society. But for the majority, a foreign language is a potential value, not a real one. In this regard, the teacher faces the task of making it more accessible and interesting for each student.

Speaking about the positive aspects of speech exercises in foreign language lessons, it should be noted that well-composed speech exercises not only do not take much time in the lesson, but also create students' motivation for subsequent activities. Warming-Up' is an activity at the beginning of a lesson. It usually takes no more than 5-10 minutes. It has two goals: the first is to help students involve to the language environment after they come to an English lesson after studying other school subjects, tune in to communicate in English; the second is to give students a positive attitude for the whole future lesson. It will prepare them both for perception, introduce them to the topic, help to update existing knowledge and experience, and remove possible difficulties at the stage of listening and reading. Abstract topics also encourage students to speak independently in a foreign language. In this case, passive vocabulary is updated and activated, students are included in the conversation. Speaking causes great difficulties for students, while the highest degree of difficulty is "independent expression of thoughts and feelings by means of a non-native language, since this implies the ability to program not a single statement, but the entire message as a whole."

In the traditional method of teaching foreign languages, speech warm-up at the beginning of the lesson has always played an important role. It was called upon to create a special foreign-language atmosphere in the lesson, a certain mood, switching students from one lesson to another, for the so-called "entry" into the lesson. In modern textbooks by foreign authors, speech warm-up is also given great importance: work on any type of speech activity, whether it be listening, writing, speaking, or simply introducing new grammatical material, is not complete without "warm-up activities", i.e. speech workout. For us, speech warm-up is, firstly, a way to interest, attract the attention of students. And secondly, this is a unique tool for teaching the language in all its aspects (language aspect - vocabulary, grammar, phonetics; socio-cultural aspect, etc.) at the same time and in just 5 minutes at the beginning of the lesson.

The modern British methodologist, author of many textbooks and manuals for teaching English, Mario Rinvolukri, in his articles, books and lectures, always says that any lesson should begin with an anecdote, or with a description of a real-life situation. But not just any situation, but with one that is directly related to the student. Thus, we implement the main principle of teaching a foreign language - personalization, which lies in the fact that only that which is directly related to the person himself is well absorbed and remembered. In our lessons at school, we still do not risk starting lessons with anecdotes, but the fact that each time the speech warm-up in one way or another relates to the student's personal life is a fact. And that's what makes it interesting and effective.

When determining the content and choosing the forms of warm up, the teacher can be guided by the following rules:

1. Come up with a way to start the lesson to make students want to speak English.
2. Connect speech exercises with the objectives of the lesson.
3. Remember that speech exercises, completely unsupported by the subsequent course of the lesson, simply lose their meaning. It is necessary to make sure that warm up is a part of the studied lesson.

It is advisable to prepare several options for warm up. And the chosen option will depend on the circumstances that the teacher will face when entering the class. Pupils can be tired, passive or, conversely, overly excited.

There is a huge variety of warmers, they can be modified, adjusting to the needs of the lesson and the abilities of the students. They will certainly enliven any lesson, add variety, increase interest in learning, relieve fear, stress and tension that interfere with learning the language, and also help to become good friends to all participants in the learning process.

After looking for the best warm-up techniques we have found the following ones, that could be used in ESL classes. Firstly, the activity word lists (the list of words on the studied topic). This task is suitable if the words you are working with can be categorized. Hang sheets of paper on the board (the number of sheets depends on the number of categories). Divide the class into small groups. The task of students is to write as many words from the category as they can in the limited time, for example 30 seconds, 1 minute. As soon as the time runs out, they must stop writing. Then they move one category to the right. Students write words in a new category. The main advantage of the activity is that, it can be used for revising vocabulary or grammar. As for disadvantages, sometimes it takes too long, around 15 minutes.

Secondly, we have combined 'speed-dating' concept with speaking activity, and it has become speed-chatting activity (talking with other classmates during fixed time). Teacher introduces the activity, explains the following rules:

- students should go around the classroom and talk with others;
- while chatting, they should get as much information as possible on given topic, for example, healthy lifestyle, fashion, clothing, food etc.
- students should communicate only in English.

This activity helps to start thinking in English and creates a friendly atmosphere for

better learning. It also builds good student-to-student interaction, which is very important to better learning process. Thirdly, the activity, which is called '5 second rule'. Many of us have watched Ellen's TV show where she plays the game "Answer in 5 Seconds" (5 Second Rule) with famous people in show business. Have you ever thought that this game is also ideal for warming up English lessons? The rules of the game are simple: you need to answer three questions in five seconds. The goal of the activity is to help students to think in English as quickly as possible. For example: Name 3 parts of face, name 3 modes of transport, name 3 phrasal verbs with 'look'. This activity is easy to play, and it motivates students to compete with time. It is expected students will think in English quicker after implementing this activity for several times.

Fourthly, old, but gold is 'Odd one out'. The teacher gives the students sheets of paper with semantic groups of words printed on them. In each group there is a word that is not related to other words for various reasons. Students must find this word and justify their choice. It helps students to find connections between group of words and cross out the odd one. As another option for a warm-up, you can consider the game of 20 questions. One of the students has to think of a word, and the rest have to figure out what it is by asking questions to which the student can only answer "yes" or "no". This warm-up is especially suitable for those students who have difficulty in formulating questions. With this task, they improve their knowledge in this area. Unfortunately, this activity does not work good on primary school students. Moreover, solving anagrams is good to wake our brains up, so there is an interesting activity 'Scrambled sentences'. Teacher can put students into pairs or small groups for this task, or they can work independently. Before class, think of a few sentences and put them on your physical or digital whiteboard in a random arrangement. The round is won by the first team or student to successfully decode the words and read the text aloud. Teacher can use inspiring sayings, the day's target language, or a grammar point from a prior session while crafting the sentences. This activity promotes better student-to-student interaction, can be done in pairs, or groups. But, it does not suitable for young learners. Furthermore, it is good to start your lesson by letting your students dig into their mind. Word association. It is the easiest word game to play, making it one of the oldest ESL warm-up exercises. However, sometimes the simplest concepts prove to be quite powerful. Each student takes a turn saying a word that they link with the initial word, such as "banana," after which you provide the beginning word. Encourage students to explain their decision if the connection is not immediately apparent: the bible, a banana, a monkey, a zoo, tourists, and a hotel etc. Also, Art appreciation, or simply 'describing a picture' works well on ESL. Before the class, teacher prints out some pictures of abstract paintings. Teacher holds up a photograph and asks students 'What do you see in this picture?'. After giving students some time to reflect, teacher calls on them or allow them to raise their hands. Without correcting or interjecting, let them speak up, share the thoughts, emotions, or words they connect to the image. For this warm-up activity, it is crucial that the students feel free to express their ideas. The outcomes are really satisfying, and you can discover a lot about the personalities of your students, which you can consider later to customize your classes for them. Another variation of this activity is 'Picture Prompt'. It is one of the

best diversions you can play with ESL students, from beginners to advanced. You can introduce a new topic by appearing the students a picture of the subject you're examining. This may be a great way to urge students considering more profoundly almost the subject and reviewing a few watchwords or lexicon words related to the topic. Beginners will be able to point out things they can see within the picture, such as blooms, trees, bicycles, and children. Moreover, you may ask the students questions, such as “What are the children doing?” and encourage full sentences on the off chance that you think they are capable. Intermediate-level students may be able to grow on their answers and give total sentences. They can provide much more graphic answers. Advanced students may be able to create a story around the picture or depict what is happening. For more active students, you can use ‘Spot the error’ activity. It helps learners develop their spelling, punctuation, grammar and critical thinking abilities. Put some sentences up on the board, each with a variety of errors, and challenge learners to spot them. This exercise can be implemented to revise grammar, vocabulary (collocations, phrasal verbs, idioms). Another activity is ‘Short Reading’. Teachers face difficulties while implementing listening activities. It is hard to get students focused on listening, sometimes they show no real interest. One of the ways of creating this interest is by presenting the subject in a way of short reading, which is very effective. Teacher has students studied the first few lines of a script, and let them anticipate what will happen next. They need to check their answers after listening to the rest of recording. For early morning classes, the best warm—ups include music and movements. This kind of activity is ‘Sound Intro’. Before running or doing work out, we need to extend our muscles. Same thing should be done in ESL. Before listening to the whole conversation or script, let your students listen to some intro sounds. For example, if they are going to listen to conversation in a restaurant, let them listen to some restaurant background sounds. Another musical activity is ‘Addams Family brain break and warm-up’ for writing. Combining movements with ESL is a nice idea. Let your students cheer up before doing writing exercise. It is really humorous and engaging warm-up; it perfectly works for both young learners and adults.

In conclusion, warmers can also be used as a warm-up and to link different tasks and exercises. It is important to remember that one of the main tasks for a warmer is to relieve tension, relax students, give them the opportunity to freely express themselves, their thoughts. Teacher should not correct their mistakes when performing such tasks. Warmers should be rather fun, entertaining and in no way inspire fear of making a mistake or being in an awkward situation. It is desirable that teacher himself take an active part in this activity, this will contribute to the establishment of a friendly atmosphere in the classroom. Consequently, due to the variety of forms of speech warm-ups, teacher solves a whole range of tasks: provides control of knowledge; increases motivation; avoids stereotypes; solves educational problems and, most importantly, develops unprepared spontaneous speech in students.

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