



The Effectiveness of Using Warm-Up Activities in Language Teaching

Khakimova Dilshoda Oybek qizi

Faculty of English philology and teaching, Uzbekistan State World Languages University,
Tashkent, Uzbekistan
dilshodaa.khakimova@mail.ru

Abstract: This article examines the meaning, types and the role of warm-up activities in language learning process, and methods of introducing them into classroom are also mentioned in the paper.

Keywords: language, exercises, vocabulary, practice, rules, skills, grammar.

I. INTRODUCTION

To be a master of particular field requires much effort and continuous training. From schoolchildren to university students, they have their various classes and exercises to do. As it is clear that language learning is the process in which learners have to do mental workloads and sit the same place during the whole class. Acquiring language skills not only demand to be mentally active, but also physically activeness. Introducing physical activities in language learning procedure is the responsibility of teachers, so every language teacher must know about them. Warm-up exercises are exercises or games designed to prepare the body and mind for more intense physical or mental activity. Such activities usually involve low-intensity activities or mental exercises that gradually increase in intensity or difficulty, helping to improve blood flow, flexibility, and focus. Warm-ups can be used before sports, training, or other physical activities, as well as before academic or work-related tasks to improve performance and reduce the risk of injury or mental fatigue.

II. METHODS

Cotter explains that a fun warming activity not only creates a relaxed atmosphere with raising the levels of energy but also makes the learners switch into the “English mode,” which apparently helps in detaching from the world outside the classroom, where English is not used [1]. The present day and age offers endless opportunities for teachers to choose the most suitable activities to start their lessons. It is entirely up to their choice that whether they choose verbal, kinaesthetic, auditory or visual activities, the most important factor is to bring the classroom to life. Considering the great variety of learners and even greater variety of the existent learning styles, it becomes almost essential for considering audial, visual or kinaesthetic stimuli in the classroom just as much as the verbal ones [2].

Learning a language is a complex process that involves knowing new vocabulary, grammar rules, and pronunciation skills. To increase the effectiveness of language learning, it is important to engage in warm-up activities that prepare the mind and body for the task ahead. Now some warm-up activities are given so that many know when and how to use them in classroom.

1. Vocabulary check - one of the most important aspects of language learning is acquiring vocabulary. It is important to regularly review previously learned words to ensure that new vocabulary is retained. A vocabulary review activity can include writing a list of previously learned words and testing yourself on their meaning. This can be done individually or in pairs, with one person acting as the examiner and the other as the tester.

2. Pronunciation practice - correct pronunciation is essential for effective communication in any language. A pronunciation warm-up may involve practicing specific sounds or words that are difficult to pronounce. This can be done by listening to native speakers, repeating after them and recording their own voice to compare with the original. Tongue twisting is also a fun way to practice pronunciation and improve your pronunciation.
3. Conversation starters - engaging in conversation is one of the best ways to improve your language skills. A warm-up activity to start a conversation can include topics or questions to discuss with a partner or group. This can be done with suggestions such as news articles, images or videos. The goal is to encourage students to use the language naturally and meaningfully.
4. Grammar exercises - grammatical rules are an vital component of language learning. A grammar warm-up activity can include reviewing specific grammar rules and practicing them through exercises or games. This can be done individually or in groups, where students take turns answering questions or completing tasks related to the grammar rule being practiced.
5. Listening exercises - listening skills are essential for effective communication in any language. A listening warm-up activity might involve listening to a short audio clip or video and answering comprehension questions. This can be done individually or in pairs, with students discussing their answers and comparing them to the original.
6. Reading comprehension - reading is an important component of language learning because it helps improve vocabulary, grammar, and comprehension skills. A reading comprehension warm-up activity might include reading a short passage and answering questions about the content. This can be done individually or in pairs, with students discussing their answers and comparing them to the original.
7. Mind development exercises - learning a new language can be stressful and one should take care of one's mental health. A mental warm-up may include breathing exercises or meditation to reduce stress and improve focus. This can be done individually or in groups, followed by student guided meditation or breathing exercises.

III. RESULTS

Moreover, Helgelsen adds that by releasing endorphin and dopamine into the body while practicing physical movements the students get a bigger chance for understanding the patterns and learning the structures more easily than by omitting these [2]. Warm-ups are an important part of any language learning program. They give students a way to facilitate the learning process, focus and prepare themselves for the upcoming lesson. Well-designed warm-up activities can be an effective tool for improving students' language skills and enhancing the overall learning experience. The role of warm-up exercises in language teaching is multifaceted. First, they help create a positive learning environment. By starting the lesson with a fun and engaging activity, students will feel more motivated and excited about the upcoming lesson. This helps reduce anxiety and boost self-confidence, which in turn leads to better learning outcomes. Also they can be used to review previously learned material. This is especially helpful for language learners who struggle with memorization. By reviewing key concepts and vocabulary, students are given the opportunity to reinforce their understanding and build on existing knowledge. Warm-up exercises can be used to introduce new material. By giving students a brief overview of the topic or grammar point they will be learning, they are better prepared to engage with the lesson content. It helps to increase the ability to understand and remember new material.

Activities focusing on pronunciation, grammar and vocabulary help students develop their language skills in a fun and engaging way. This can lead to improved speaking, listening, reading and writing skills. Finally, warm-up exercises can be used to promote social interaction and communication. Activities involving group or pair work help students develop their interpersonal skills and build relationships with their classmates. This can create a more collaborative and supportive learning environment, which in turn leads to better learning outcomes.

IV. DISCUSSION

The effectiveness of warm-up exercises in language teaching depends on a number of factors. Firstly, the activity should be appropriate to the level and needs of the students. If an activity is too easy or too difficult, students can become bored or frustrated, which can negatively affect their motivation and engagement. Then the activity should be relevant to the lesson content. If the activity is unrelated to the topic or grammar point being studied, students may struggle to see the connection between the warm-up activity and the lesson content. This can lead to confusion and separation. The activity should be fun and interesting. If the activity is boring or uninteresting, students will not be motivated to fully participate. This can lead to a lack of engagement and poor learning outcomes. They should be well designed and structured. If an activity is poorly organized or lacks clear instructions, students may become confused or frustrated.

V. CONCLUSION

In conclusion, it can be said that warm-up exercises play an important role in language teaching. They help students facilitate the learning process, review previously learned material, introduce new material, improve language skills, and develop social interaction and communication. The effectiveness of warm-up training depends on a number of factors, including appropriateness, relevance, participation and structure. Warm-up activities, when designed and implemented effectively, can be an effective tool for improving students' language skills and enhancing the overall learning experience.

REFERENCE:

1. COTTER, C. 2014. The Importance of Warming Up Students [online]. 2014. [cit. 2017-20-11]. Available online: <https://www.linkedin.com/pulse/20140917080559-26665973-the-importance-of-warming-up-students>
2. HELGELSEN, M., 2002. Let's get physical- Warm-up activities involving movement and language [online]. 2002. [cit. 2017-17-11]
3. SPRATT, M. 1994. English for the Teacher. 1st ed. University Press, Cambridge, 1994. 158 p. ISBN 0-521-42676-6
4. VARNES, D. n.d. How to Add Excitement to Your EFL Activities: Multisensory Learning online]. n.d. [cit. 2017-17-11]. Available online: <https://www.fluentu.com/blog/educator-english/esl-efl-learning-activities-multisensory>