

HOW TO USE WARM-UP ACTIVITIES EFFECTIVELY THE EFL CLASSES

Warm-up is one of the most important stages of learning a foreign language. The first minutes of the lesson are often very difficult for the teacher, because one needs to set the tone of the whole lesson, create a certain atmosphere and set students up for creative work. With the help of speech charging, many goals can be achieved: to interest students in the topic of the lesson; to draw their attention to the following lexical units provided in this lesson; help them to be free in communication; repeat the material of previous lessons; replenish vocabulary with new words; enable students to use general knowledge; and most importantly – to involve students in the whole class. Good warm-up can be interesting and funny but with a limited time (5 minutes). Different types of such charging diversify the beginning of the lesson. The teacher can ask questions, encourage students to work in pairs or groups, study short poems or songs, make up dialogues, play, use printed assignments, help them to be relaxed in communication, because warm-up is not a test, and as a result – no extra stress.

The tasks of the speech warm-up include:

- encouraging students to speak a foreign language;
- actualization of the language material studied in previous lessons in the speech of students;
- repeating the material of previous lessons;
- - enriching their vocabulary with new words;
- development of creative thinking in trainees;
- allowing students to use general knowledge;
- development of the ability to work in a team;
- enhancing the attention of students;
- development of imagination and creative thinking;
- creating a dynamic lesson atmosphere;
- development of students' spontaneous speech.

Scientists did a lot of research about warming-up and whether it is preferable to perform them. The warm-up phase is a preparatory phase in which students feel relaxed and it also creates a positive mood for learning. According to Robertson and Aklam "warm-up is a short kind of activity which could be used at the beginning of the lesson" [4, p. 30]. Kay argues that warm-up activities can help students to think in English, review materials which were learnt before and become interested in the lesson (as mentioned in Velandia), [7, p. 11].

Lassche defines that for language learning lesson the warm-up phase is

the “initial orientation” [3, p. 83]. Warm-up is used in class with an interesting assignment to help students get comfortable and help them get started to think in English. When students have an idea of what knowledge and skills they will acquire at the beginning of the course, their performance level will be high [6]. According to Prabhu “conscious purpose and clear outcome was satisfactory for those who studied because it was a clear measure of success and a sense of accomplishment on success” [3, p. 86]. To teach is a focused activity in which teachers involve students to find out how important it is to study the materials and make this trip enjoyable [1]. A quick warm-up can be a relationship between students and learning materials [2].

Velandia offers various design principles. He suggests that warming up should take place at the beginning of the lesson. It will help teachers get students’ attention. It has to be interesting so that students are motivated right at the beginning. It is usually a short-term activity which is so-called preparatory phase for other phases of the lesson. Warm-up activities should cover the topic of the lesson so students can take part in different stages and easily develop their language skills [7, p 13]. Robertson and Aklam have also described main features of warm-ups. They believe that warming-up should be interesting for motivating students for English language practice [4].

Warm-up is nothing more than a small talk, which is accepted in Western countries and is a sign of good form. The ability to have a casual conversation will be very helpful, especially if the student plans to travel or move to another country. Regular targeted warm-ups without much effort and time consuming allow students to repeat and master active thematic vocabulary, new grammatical structures and speech patterns; develop the skills of an unprepared dialogue, the so-called spontaneous speech, including the ability to ask different types of questions and try to answer them accurately.

In order to achieve high efficiency of the lesson the teacher should take into account the physiological and psychological characteristics of children, planning such types of work that would relieve fatigue. When planning and conducting an EFL lesson, the teacher simply has to include different types of warm-up activities.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ КУЛЬТУРИ ЗДОРОВ'Я МОЛОДШИХ ШКОЛЯРІВ

Найважливіша цінність суспільства – життя і здоров'я людини. Проблема збереження здоров'я населення, особливо учнів початкових класів, залишається однією із найбільш актуальних для держави.

Одним із важливих завдань початкової освіти в забезпеченні оздоровчого виховання школярів є формування в них свідомого, відповідального ставлення до збереження та зміцнення здоров'я. Одним з пріоритетних завдань загальної середньої освіти є виховання у кожного школяра відповідального ставлення до свого здоров'я та здоров'я інших людей як до найвищої індивідуальної та суспільної цінності.

Здоров'я є складним, багатоаспектним феноменом, який вивчає медицина, психологія та інші науки. Однак, саме середній загальноосвітній навчальний заклад є основним соціальним інститутом, діяльність якого спрямована на ефективне виховання здорового способу життя підростаючого покоління. Результатом цієї роботи повинно стати виховання в школярів культури здоров'я й цінностей здорового способу життя.

Категорія «здоров'я» містить в собі наступні складові: фізичну, психічну й духовну та соціальну. Кожна складова здоров'я багатогранна. І лише за умови їх органічного поєднання формується і розвивається здоров'я людини [2; 3; 5].

За останні роки інтерес учених – філософів, культурологів, соціологів, психологів, педагогів, медиків та інших – до проблем здоров'я людини значно зростає. Вивчення проблеми здоров'я на методологічному, теоретичному й практичному рівнях узагалі й формування культури здоров'я зокрема висвітлені у вітчизняних і зарубіжних працях філософів і культурологів, продовжують працювати вітчизняні та зарубіжні вчені, серед яких слід відзначати. Питанню формування здорового способу життя