



THE ROLE AND FUNCTION OF WARM-UP ACTIVITIES

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Annotation

The thesis is aimed to outline the notion of “warm-up stage” and focuses on the role and functions of this stage of the lesson in teaching English as a foreign language. Besides, it describes the principles of warm-up activities and gives reasons why it is important to make a perfect warm-up.

Key words: Warm-up, stages of the lesson, motivation, focus, goal-oriented.

Аннотация

Целью данного тезиса является ознакомление с понятием «стадия разминки» и детально рассмотрение роли и функции разминки в рамках урока по обучению английского языка как иностранного языка. Кроме того, здесь описываются принципы разминочных упражнений и причины, по которым разминка должна быть идеальной.

Ключевые слова: Разминка, стадии урока, мотивация, концентрация, целевая ориентация.

The process of a lesson in foreign language teaching is generally divided into three distinctive stages, which are: warm-up, acquisition of new information, and skills practice. Undoubtedly, all the three stages are vital for an effective lesson, still, to have a good lesson it is necessary that all learners work equally on the materials presented and are involved into the process. This can be achieved if a



proper warm-up activity is chosen for the class.¹

Warm-up is a stage of a lesson in which students are supported and encouraged to acquire new knowledge and language skills. It is most commonly held at the beginning of a lesson and lasts for 5 to 15 minutes depending on the total duration of the lesson and students' readiness for practice.² It is a preparatory stage that relaxes students and creates positive atmosphere and good mood for learning.³

Though it is short and serves as a preparation to the main stages of the lesson, it has several functions, vital for the continuation of the lesson. When students come to class, they come from other lessons or from other activities of their busy lives/ warm-ups help them be ready for the class and focus on the English lesson rather than sport or a shopping list. It also helps them get used to the language they are learning as outside the class they probably use their native language for most of their time. If well-structured, warm-ups get every student involved, thus, help them reach their goals. During this stage it is possible to review language skills presented earlier and master them. Students will be encouraged if they feel that they have successfully acquired something new and will be proud of themselves.⁴ The teacher also benefits here since he/she can check students' background knowledge so as to present new materials appropriately and smoothly. Besides, lesson objectives are also set during this stage. The lesson objectives give students the idea of what they are going to learn and be able to do by the end of the lesson, which helps them be more goal-oriented and focused on the process of language learning.⁵ After the goals have been set and students have

1 www.eslteacherboard.com/cgi-bin/lessons/index.pl?read=5042

2 Tosum M., Yildiz, Y., Extracurricular Activities as Warm-ups in Language Teaching, International Journal of Social Science & Educational Studies, ISSN 2409-1294 (Print), September 2015, Vol.2, № 1.

3 Rushidi, J. The Benefits and Downsides of Creative Methods of Teaching in an EFL Classroom: A Case Study Conducted at South East European University, Tetovo-Macedonia, 2013, Journal of Education and Practice, 4(20), 128-130.

4 www.eslteacherboard.com/cgi-bin/lessons/index.pl?read=5042

5 Akther A. *Role of Warm-Up Activity in Language Classroom: a Tertiary Scenario.*, Department of English



got focused, the teacher can present new language skills by scaffolding them on previously practiced skills.⁶

It is vital that the teacher find proper activities for warm-up stage since some students are very shy and acting alone before public can be a threat for them.⁷ Besides, the activities should match the lesson targets as well as students cognitive abilities, emotional conditions and language experience.

In order to make a perfect warm-up activity one should follow some rules, there are some common principles of warm-up activities. Velandia suggests some principles to design warm-up activities. He claims that the activities should come at the beginning of a class so that the attention of students is caught. Besides, they can motivate students from the very beginning of the lesson. They should be short and should be arranged so that they match the lesson topic and students do not have difficulties later in the lesson. Such activities aim to help students to begin working and concentrate on the topic. They have to be interesting and enjoyable for them and useful for the continuation of the lesson.⁸ However, some other scientists have a different opinion. For instance, Robertson and Acklam, when describing the main features of a warmer activity, included the point that the activity should be interesting and short. But mention that the activity may not necessarily match the topic of the lesson but should only catch students' attention and make them ready to have a lesson in English.⁹

Summarising all the points it is clear that warming-up activities can be very encouraging for both learners and teachers as they provoke general interest to the process of learning a language and to the lessons themselves. They help get

Humanities, BRAC University, Dhaka, Bangladesh., August 2014.

⁶ www.eslteacherboard.com/cgi-bin/lessons/index.pl?read=5042

⁷ Akther A. *Role of Warm-Up Activity in Language Classroom: a Tertiary Scenario.*, Department of English Humanities, BRAC University, Dhaka, Bangladesh., August 2014.

⁸ Velandia, R. (2008). *The Role of Warming Up Activities in Adolescent Students' Involvement During the English Class.* Profile Journal, 10, 9-26.

⁹ Robertson, C., & Acklam, R. (2000). *Action Plan for Teachers a Guide to Teaching English.* London, UK, BBC World Service.



students involved and provide them with “fuel” that will burn into knowledge.

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