

ISSN 2411-1899



ЕВРАЗИЙСКОЕ НАУЧНОЕ ОБЪЕДИНЕНИЕ

НАУКА И СОВРЕМЕННОСТЬ 2020

59я Международная научная конференция



ЯНВАРЬ
2020
ЧАСТЬ 4

МОСКВА

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Using Warm up Activities in Language Classroom

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Abstract. Sometimes it is difficult for teachers to attract students' attention and lead them into the world of English as they are either hectic or exhausted or may be tired or hungry. As for the teachers they try to develop students' reading, writing, speaking and listening skills as well as the vocabulary and structure at the same time. Teachers want to inspire, to motivate their students and to create a mood for learning, growth, and communication in the classroom and they always seek activities that could maintain their students be active learners as well as creative during the lessons. Using warm-up activities in the classroom is a good way to help teachers to deal with such obstacles.

Keywords: motivate, facilitated, learning, fun, benefits, relationship, focus attention.

Learning process is facilitated through building a positive relationship with the students. As Krishnan and Hoon stated (2002), a fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning. Warm-up activities are essential in the English classroom. Students may be tired or have other things on their minds and diving straight into a textbook or grammar explanation can be quite jarring. With a good warmer we can put our students into English mode; attentive, interested and ready to participate. A warmer can also serve to review language from a previous lesson or prime the class for a new topic.

Warm up activities are suggested to be used to maintain all skills of learners for English as a foreign language. Gathering the attention of students and getting them participate in such practices may turn into a challenge for English instructors. As for me, I mostly attempt to use warm-up activities to engage my students into the topic and raise their interest in learning more about the theme within my classroom. Modern teaching is characterized by interaction, communication and participation. It is believed that an interactive class must incorporate participation in order to assure learner centered teaching and better results.

Some students complain that they feel bored doing same thing again and again from the beginning to end of a class. As they do not feel interested in class, they cannot progress much in learning a language. Unfortunately, many teachers do not pay attention whether or not students feel interested and motivated to work with the activities they provide in classes. Using warm up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide them purpose and motivation (Eragamreddy, 2013).

There are teachers who do not think warm up is useful that is needed for learning to be fun. They basically

use it in the first class of a new course to give the students a chance to be familiar with each other. They ignore the other benefits of using a warm up activity in classroom. For example: it can motivate the students to participate in class activities, activate the students' background knowledge, help the teachers introduce a new topic in interesting way or help get the students' attention. However, teachers use common techniques such as questioning, reviewing materials from the previous class, chatting with students as warm up activity whereas they can use jokes, songs, funny videos, games, stories or pictures to make the class more interesting.

A warm up activity is a short, fun game which a teacher or trainer can use with students. The purpose of a warm up is to:

- encourage the students
- wake them up – first thing in the morning and after lunch people are often a little sleepy
- prepare them to learn by stimulating their minds and/or their bodies.

Warm ups should last about 5 minutes. Warm ups are particularly useful:

- to help new students or trainees to get to know each other
- to mark the shift when students have finished learning about one topic before starting on a new topic.

I consider warm up activities are essential teaching techniques for good teacher and trainers as they help students to get to know each other. It is good and advisable to use warm up activities at the beginning of the lesson. Activities at the start of the lesson deserve more attention than they usually receive. In fact, the initial activities that start the class are very important for the following reasons:

1: Warm Ups set the tone of the lesson. For example, an activity that students find too difficult or confusing can prove discouraging.

2: Warm Ups get students to begin thinking and focusing on English. It may have been a few days, a week, or even longer since they last used English. A little time here will improve receptivity later.

3: Warm Ups provide a transition into the topic. An activity at the start of the lesson activates pre-existing knowledge on a subject, and may even get students to use (or consider) some of the ideas, vocabulary, or even grammar important to the lesson.

4: Warm Ups allow the teacher important opportunities to assess character and ability. After all, some students work well together, and others don't. Some students have good days, and others bad. During the initial activity, the teacher can determine who will form the best groups for subsequent activities.

Let's see what scientists think of warm-up activities and when it is preferable to conduct them. There are many opinions about them. A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013). According to Robertson & Acklam (2000) "warm up is a short activity for the beginning of lesson" (p.30). Kay (1995) claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008, p. 11). Lassche (2005) defines that for language learning lesson a warm-up stage is the "initial orientation" (p. 83). So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

If students get the idea about what knowledge and skills they will acquire from the starting of the class, their achievement level will be high (Joshi, 2006). According to Prabhu (1987), "perceived purpose and clear outcome was satisfying to learners because there was a clear criterion of success and a sense of achievement from success" (as cited in Lassche, 2005, p.86). Learning is a goal oriented activity where a teachers' job is to engage their students to find out the importance of learning materials and make that journey enjoyable (Cheung, 2001). A brief warm up activity can build a relationship between the students and the learning materials (Hasan & Akhand, 2013). If learners find that a task is related to their learning needs, they will perform the task with higher effort. But their performance level will be minimum when the task will be irrelevant with their needs (Murphy, 2002).

Velandia (2008) proposes some principles to design a warm-up activity. He suggests that a warm-up activity should take place at the beginning of the class. It will help the teachers catch the students' attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it is a preparatory stage of other stages of a lesson. Warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill (p. 13). Robertson and Acklam (2000) also have described the main features of a warm-up activity. They include that a warm-up activity needs to be interesting to motivate the students for practicing English. It will not be the main part of the lesson as a warm-up activity is a short activity. Warm up can be used to give the students a chance to

revise previously studied language. The main principles of warm up activities are that, they:

- must be short,
- be related to the topic,
- Go at the beginning
- Go at the beginning
- Focus students' attention
- Help students begin to work
- Be an interesting and enjoyable activity
- Prepare students for a period of concentration

The warm -ups I use in my lessons are listed in "routines" as they are so flexible, so effective that we use them again and again, varying the content and challenge level, but keep the basic structure of the activity intact and the same basic steps. Routine 1: Brainstorm Routine 2: Change the format Routine 3: Chains Routine 4: Line-ups

I like using warm-ups in my lessons as they provide lively conversation, work well as a lesson starters and lift the energy level of a class. Warm- up activities help students know classmates better and they are suitable for all levels. Relying on my experience, I can say that every teacher should use warm-ups in their lessons as they are the tools of conducting an effective lesson. Here are some examples of warm up activities:

Fortunately / Unfortunately

English learners often have trouble remembering and correctly pronouncing these two useful words. One way to practice it is to start a story and have learners alternately advancing the story using these adverbs. Start the lesson off with a sentence, for example – "I lost my wallet at the shops but fortunately ..." Then point to a student to finish the sentence. Then continue; "but unfortunately ..." (get the nearest student to finish that sentence) . Continue on around the classroom.

Tell a story

This is another circle game. Going around the class students take it in turns to add three words to your story stem. You could start it off with relatively mundane stems such as *Yesterday I went ...*, *If I won ...*, *I have never or something more imaginative like, A wolf howled, the rocket landed ...*, *Princess Martha kissed ...* Write the story on the board and elicit corrections as you go along.

Organize yourselves!

Have students arrange themselves in order according to a given criterion. For example by age, alphabetical order of first name or surname, the number of shoes owned, etc.

Jigsaw reading

Teacher cuts a short text into four pieces. Then, he divides the class into groups of four members. Each member gets one piece of the text. They are asked to read it first and then discuss with their group members without seeing each other's text to find out which piece will come first, which will be the second one and so on.

Question time

It is a warm up activity which is used to give learners some idea about the lesson topic. Here, the teacher asks some questions to activate learners' prior knowledge and elicit information. For example, teacher asks some questions such as *do you often go to restaurant?*, *Do you like cooking?*, *what will make you unhappy when you will eat in a restaurant?*. After eliciting information teacher

tells them to listen a passage where a person is angry about a restaurant (Jun, 2000).

Proverb matching

It is a warm up activity in which every student gets a half proverb card and has to find out his/her partner for the other half. They together have to come up with a story or situation which illustrates their proverb and others can guess the proverb.

Superlative Speaking Cards

This is a fun follow-up speaking activity for practicing superlatives. There are 24 cards. Cut them and give one to each student. They should answer the question: 'Who's the ... student in the class?' following the format: I think/believe/hold that the ... student in the class is ..., because he/she ...

What do you know about bananas?

Set a five-minute time limit and in groups have students think up and write down as many facts as they can about bananas (or cats, Belgium, David Beckham, etc.). One point should be given for each true sentence.

Whose weekend?

Give each student a slip of paper and ask each student to write down three things they did at the weekend. Collect up the slips of paper and randomly read each one out. The students must guess whose weekend is being described.

Teachers' attitude is an important factor to develop cooperation between students and teacher. If teaching style is cooperative, learning condition becomes good (Klippen, 1985). Klippen (1985) mentions that the teacher sets an atmosphere within a class without being aware of it by choosing certain types of exercises and topics (p.6). Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily (Hansen & Liu, 2005). Language teachers should be aware of the usefulness of warm-up activities especially for the first lesson of any new class where students get an opportunity to know each other and the teacher gets a chance

to understand the general level of the class. These kinds of activities help create a bonding among the whole class (Senior, 1997). By spending five or ten minutes for warm up activities, learners can be motivated from the beginning of a class (Garcia & Martin, 2004). Motivation for learning is influenced by the learners' interest in the class activities and they help to learn more and be engaged in learning. So, the warm up activity used to motivate students should be interesting and aimed at involving students to participate actively in learning process. In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them (Jun, 2000). Beginning a class with a warm up activity is a good way to grow curiosity and interest among the learners and motivate them to give their attention in further activities to know more (Zhu, 2010).

In conclusion, to start a class with an interesting activity, to help the students set a positive mood for learning and to keep them engaged in class, using warm up activity can be an effective way. It is obvious that, in a language classroom warm up activity can be used for many reasons. One of the reasons of using warm up is to establish a good relationship between students and teachers and to set a positive learning environment for the students to make them comfortable in classroom. Then, warm up can be used to motivate the students so that they become interested to learn. Moreover, teachers can use warm up to get students' attention at the beginning of the class. Also, the use of warm up also can be a good exercise for the students to recall their background knowledge. As well as, teachers can discuss the lesson objectives in the warm up session so that students get a clear goal to give higher effort to learn. It is necessary to tell the students why they are doing certain tasks. A warm up session can be a good time to discuss the lesson objective so that students get a valid reason to perform any activity.

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The Stylistic peculiarities of lexical stylistic devices

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Abstract. The article evaluates and analyzes the usage of different stylistic devices (especially, lexical stylistic devices) and gives clear explanation of why literary works become more valuable with the help of expressive meanings and stylistic devices. In this article the features of lexical stylistic devices have been learn and analyzed giving different examples from the English literary works. The article deals with the meanings and usage of colorful words as stylistic devices and how they change the content of the work.

Keywords: metaphor, metonymy, oxymoron, composition, distribution, derivative meaning.

1. Introduction

According to I. R. Galperin the term "Stylistics" having many links with the vicinity of linguistics deals with the different tasks. We can call this sphere (Stylistics) a bridge between literature and linguistics as it is connected with both the usage of the phonemes, morphemes, words, phrases, and bigger junks of the language in the literary works which make it concerned with two separate but at the same time connected studies. Galperin explains Stylistics as follow: "Stylistics, sometimes called lingvo-stylistics, is a branch of general linguistics. It deals mainly with two interdependent tasks:

a) the investigation of the inventory of special language media which by their ontological features secure the desirable effect of the utterance and

b) certain types of texts (discourse) which due to the choice and arrangement of language means are distinguished by the pragmatic aspect of the communication.

The two objectives of stylistics are clearly discernible as two separate fields of investigation. The inventory of special language media can be analyzed and their ontological features revealed if presented in a system in which the co-relation between the media becomes evident."

2. REVIEW OF THE LITERATURE

The book "Stylistics" and "Articles on English stylistics" by I. R. Galperin are used as the base of this article. The primary notions and explanation of the Stylistics are analyzed in the book and it was very handful to give a simple explanation of the term and general information to the reader.

As the article is tightly connected with the explanation and role of lexical stylistic devices, the work "The Lexicology of the modern English language" by I. V. Arnold is used to get examples for the different stylistic devices. Lexicology is considered as the prime sphere connected with Stylistics, especially the pace of change in modern English language and its lexicology the use of stylistic devices and expressive means is huge in the literary works by the authors of English literature.

Articles by Kukharencov defines the role of stylistics in English literature. The core value of the book is linked with styles and stylistics and aforementioned articles play an important role to explain the process of writing and the language of the literary work.

3. MATERIALS AND METHODS

The problem of stylistics for the last time attracts more and more attention of theoreticians, linguists, teachers of native and foreign languages and interpreters. Because the ability to see the aim of using language devices, gives us the possibility to understand deeply the content of the work, where the language expressions play a big role.

Most of the readers enjoying the perfection of form of the fiction are not able to define what exactly creates such kind of feeling of esthetic enjoyment. An observation of character of using different stylistic devices let us deeply get to the idea of the author and what is more it gradually teaches the reader to see the definite purpose in using of these devices.

The interaction or interplay between the primary dictionary meaning (the meaning which is registered in the language code as an easily recognized sign for an abstract notion designating a certain phenomenon or object) and a meaning which is imposed on the word by a micro-context may be maintained along different lines. One line is when the author identifies two objects which have nothing in common, but in which he subjectively sees a function, or a property, or a feature, or a quality that may make the reader perceive these two objects as identical. Another line is when the author finds it possible to substitute one object for another on the grounds that there is some kind of interdependence or interrelation between the two corresponding objects. A third line is when a certain property or quality of an object is used in an opposite or contradictory sense.

Words in a context may acquire additional lexical meanings not fixed in dictionaries, what we have called contextual meanings. It may sometimes deviate from the dictionary meaning to such a degree that the new meaning becomes the opposite of the primary meaning. This