

as well as to get acquainted with a lot of the realities inherent in the cultures of native speakers [3, 56-67]. This greatly enriches the vocabulary of students, develops them, and extends the life issues and nuances. This leads students to an understanding of their own place in a wide range of human cultures. They clearly understand universal aspects in common. Also, there is a fact of geographical boundaries which unite people all over the world.

Of course, students make speech mistakes, but delving into the study and understanding of other cultures, they recognize their culture which becomes to be close and clear, upbringing a deep love to the country of native speakers having a great respect to other countries.

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WARM-UP ACTIVITIES AS THE MEANS TO CONDUCT INTERESTING AND PRODUCTIVE CLASSES

Abstract

The article below considers the ways to apply warm-up activities to conduct a very interesting and the same time productive class, where all the students both perfect and bad at studying may enthusiastically demonstrate desire to work.

Key words: warm-up, students, teaching process, skills, class, means, foreign language, teacher.

Ключевые слова: разминка, студенты, педагогический процесс, навыки, класс, средства, иностранный язык, учитель.

The present days within the development of comprehensively developed and competent personality the question of studying and acquisition of foreign languages has an important value. The state and society feel the need for the people who study foreign languages. What are the ways to train the expert at least one foreign language? The main target for each teacher is to interest a student. Training process becomes productive when it is interesting.

Modern concepts of foreign language teaching are exposed to frequent changes. The popular grammar-translation method in post-war years was won by the audiolinguistic concept in which the main attention was directed to the formation of language skills. Now the leading role in training is assigned not so much to the teacher knowledge as to the developed motivation, together with the ability to organize own work. It is possible only when various means of activation of students' cognitive activity are used. One of such means of a foreign language training activation is the use of pedagogical warm-ups. Warm-up form of education is important for modern education, first of all, as it can be used as an effective means of activation in educational process.

Many can not agree having noted that a warm-up is an entertainment for children and only for students it is to have any value. It should be noted that the concept warm-up is not only a physical warm-up, but also any creative exercises which the teacher carefully prepares and selects for the pupils to master a foreign language to some extent.

The majority of warm-ups is connected with the activation of certain mental processes and promotes permission, mainly, of such pedagogical tasks as fixing and quality check of the acquired skills' knowledge. Essential and esthetic values of pedagogical warm-ups are very important and any warm-up makes an impact on the activation of all mental processes, promoting all-round development of students. Pedagogical warm-ups expand the range of their perception, covering the vital phenomena, promote judgment of an ideological orientation of cognitive activity, and excite aspiration to a practical embodiment of the gained knowledge.

Warm-ups remove excessive intellectual stress from the process of knowledge, create a certain discharge of brainwork, switch dull attention of a student, reduce the fatigue. In a correctly organized and held pedagogical warm-up process knowledge is accompanied by a certain emotional spirit. Knowledge and abilities are got in the atmosphere of pleasure.

The same warm-up can have various functions:

1. The training function consists of the development of memory, attention, perception of information, development is general educational skills, and also it promotes development of foreign language skills mastering. It means that a warm-up is an especially organized occupation demanding tension of emotional and intellectual forces, and also ability to make the decision (how to arrive, what to tell how to win, etc.). The desire to resolve these issues aggravates cognitive activity of students, i.e. a warm-up conceals rich training opportunities.

2. Educational function consists of education of such qualities as the attentiveness, humane attitude towards the partner, also develops feeling of mutual aid and mutual support. The students enter cliches of speech etiquette for the improvisation of the speech address to each other in a foreign language that helps to educate politeness.

3. Entertaining function consists of the creation of the favorable atmosphere at lessons, transformation of lessons into an interesting and unusual event, a fascinating adventure to the fantastic world.

4. Communicative function consists of the creation of foreign-language communication atmosphere, establishment of the new emotional and communicative relations based on interactions speaking foreign language.

5. Relaxation function - removal of the emotional pressure caused by load of nervous system at intensive training in a foreign language.

6. Psychological function consists of formation of the physiological state preparation skills for more effective activity, and also reorganization of mentality for assimilation of large amount of information.

7. The developing function is aimed at the harmonious development of personal qualities for activation of reserve opportunities of the personality.

All above-mentioned functions warm-ups help not only in a foreign language training, but also, develop personal qualities of the student [1, 40].

The task of a foreign language is not just a warm-up but the success of the warm-up use which depends, first of all, on the atmosphere of necessary speech communication which the teacher creates in audience. It is important for students to get used to such communication, to become together with the teacher and the participants of one process. The credibility and ease of communication of the teacher with students arising thanks to the general warm-up atmosphere and actually warm-ups dispose students to serious talks, discussions of any real situations. It is known that the training of students in the use of grammatical structures demands constant training and the spent efforts don't bring fast satisfaction. Warm-ups help to make boring work more interesting and surprising.

Warm-ups promote performance of important methodical tasks:

- to create psychological readiness of students for speech communication;
- to ensure natural need of constant revision of language material by them;
- to train students in situational spontaneity of the speech in general [2, 45].

Warm-ups can help not only to form speech skills, but also develop speech abilities.

There is a great number of the warm-ups directed to the formation of grammatical, lexical, phonetic and spelling skills as they help to create the active speech of students [3, 258]. First of all, it is grammatical warm-ups that result at mastering grammatical material and create the opportunity for transition to the active speech of pupils. Grammatical warm-ups help to create a natural situation for the use of the speech samples containing certain grammatical difficulties. For example, "What? Why?"

When?" which can be used for a difference explanation between the present times of Continuous and Indefinite. The warm-up can consist of several etudes which will be played further by pupils, and it will be easier for teacher to talk to pupils, paying their attention to a difference in the use of two aspectual-temporal forms.

The lexical warm-ups which are logically continuing "to build" the speech base are directed on formation of a basic word stock necessary for communication [3, 258]. Lexical warm-up activities develop speech reaction of pupils and acquaint them with word compatibility. A number of warm-ups can be intended for training of pupils in the use of separate parts of speech, for example: numerals, adjectives, etc. Other warm-ups can correspond to certain subjects, for example: "Clothes", "Furniture", "Appearance", etc.

Phonetic intend for correction of a pronunciation at a stage of formation of speech skills and abilities. There are two types of phonetic warm-up activities: Jaw and Tongue Games – the games training pupils in pronouncing English sounds and promoting the correct articulation of organs of speech of pupils, and Voice Training Games – the games directed on formation of skills of a loud and distinct pronunciation and promoting development of a voice.

And, at last, formation and development lexical and the audio skills to some extent are promoted by spelling warm-ups [3, 259], which main objective – development of spelling of the studied lexicon. The purpose of spelling games – exercise in writing of English words. The part of these warm-ups can be calculated on training of memory of pupils; another can be based on some regularity in spelling of English words. The majority of spelling warm-ups can be used when checking homework. In all these types of games the role of the teacher is especially great: its own freedom of movements, the imagination, and enthusiasm have to infect pupils. He has to be able to the first to play this or that sketch. These warm-ups can be held on teams, defining, whose team will better read verses or this or that character that of teams will quicker and more correctly perform tasks on spelling, etc. will represent.

Warm-up forms of education allow using all levels of assimilation of knowledge: from the reproducing activity through reformative activity to a main goal – creative – search activity. Creativity is a search activity that appears more effective if proceeds in reproducing and transforming activity during which pupils acquire receptions of the doctrine. Proceeding from it, it is possible to note that the technology of warm-up forms of education is aimed at teaching students to realize motives of the doctrine, the behavior while a warm-up, that is the formation of the purpose and the program of own independent activity and to expect its immediate results.

Thus, a warm-up, first of all is a fascinating activity. It also involves teachers, including, the teachers of a foreign language. All are equal in warm-ups. It is feasible even to the students who study not well. Moreover, the student, weak at language preparation, can become the first in a warm-up, resourcefulness and ingenuity here sometimes are more important, than knowledge of a subject. The feeling of equality, the atmosphere of enthusiasm and pleasure give the chance to children to overcome the shyness preventing the feeling of being misunderstood and the same time show well affects results at training. Language material is imperceptibly acquired, and together with it there is content. All this raises both efficiency of digestion of material, and development of creative abilities of students that promotes all-round development of the identity of the student and expansion of his or her outlook. It also facilitates the teacher's task in the education of a sense of responsibility and high moral qualities necessary for the student in his further life and communication with world around and other people.

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