

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

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Since the picture of the world is an integral, global image of the world, which is the result of all the spiritual activity of a person, it arises in a person during all his contacts with the world" [6, p. 63]. G. O. Vinokur noted: "Every linguist who studies the language of a given culture, thereby becomes a researcher of the culture to which the chosen language belongs [11, p.7].

The problem of social aspects of bilingualism. In the context of bilingualism, two languages - Belgium, inland, Switzerland, the Vatican and others-coexist with each other within the same collective, using these languages in various communicative spheres, depending on the social situation and other parameters of the communicative act.

The problem of language policy - a set of measures taken by the state, party, class, or social group to change or preserve the existing functional distribution of languages or language subsystems, to introduce new or preserve old language norms.

Thus, the analysis showed that sociolinguistics is, first of all, a unified set of how people use language to create, express and certify their needs.

The study of social factors affecting language, which is the science of sociolinguistics, helps to get deeper and more detailed insight into the nature of language, to identify the conditions of its functioning in society, since there are deep and stable connections between the social functions of language and the language system.

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USE OF «WARMING UPS» TECHNOLOGY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Annotatsiya. Mazkur maqolada talabalarni o'quv jarayoniga, xususan ingliz tilini o'qitishda motivatsiya berish hamda faol jalb qilinishda "warming-up" texnologiyasidan samarali foydalanish usullari muhokama qilinadi.

Kalit so'zlar: warming-up, til muhiti, motivatsiya, o'yinlar va topshiriqlar, xotira, gapirish.

Аннотация. В статье рассматриваются эффективные способы использования «разминки» в обучении английскому языку с целью мотивации учащихся к активному вовлечению в учебный процесс.

Ключевые слова: разминка, языковая среда, мотивация, игры и задания, память, говорение.

Abstract. This article discusses the effective ways of using of "warming ups" in teaching English in order to motivate students' active involvement in the learning process.

Key words: warming ups, language environment, motivation, games and tasks, memory, speaking.

The use of warming ups is one of the most important elements in the process of teaching foreign languages. The warm-up usually takes a short time, about 5-10 minutes and is used at the beginning of the session to "warm up" and prepare for the main stage of the session. Regular use of "warming ups" quickly introduces students to a foreign language atmosphere and tunes in to the learning process, leads to active mental activity. This technology contributes to the development of speaking skills, strengthening vocabulary, repeating the content of topics covered, grammatical structures, the ability to reproduce dialogues, ask questions and answer them correctly. The use and selection of games and exercises for warm-up are aimed at making the learning process more fun and the lesson will be meaningful and interesting. The main task of teaching a foreign language should be the active participation of students in mastering knowledge, skills and abilities, the formation of their ability for independent activity and the development of critical thinking. Typically, an English class begins with a survey about lesson readiness, information about absentees, finding out the date, lesson goals and discussing the weather. Does this start of the class contribute to an interesting continuation? Such a traditional beginning of classes may not always interest and involve students in the process of foreign language communication. Conditions should be created where students would be motivated to discuss any problem, discussion, etc. It is necessary to start the lesson with such exercises that will gradually force students to speak. An important condition for such exercises is minimal preparation before the lesson. For instance, flip through a textbook; prepare magazine clippings, or handouts. We often use the materials such as blackboard and chalk, textbooks, notebooks, sheets of paper, pens and pencils. It is necessary to prepare several options for speech development. The use of a particular version of speech development depends on the

physical condition of the students, they can be tired, passive and for some students some tasks may be difficult. Monological statements represent an impenetrable barrier for them, since they have to speak in front of everyone. It is possible to weaken such a tension by working in pairs and in groups, which will be the correct solution for the implementation of speech development tasks.

Pair work can be easily and quickly organized. This type of activity provides the practice of intensive listening and speaking. Working in pairs is preferable to group work. Group work generally requires 5-6 participants per team with different skill levels. While completing assignments, the teacher needs to monitor the performance of assignments: listen, help and correct, if necessary. Tasks for "Warming ups" can consist of proverbs, songs, games, videos or dialogues as well. The best form of warm-up is conducted through games.

Games are the most accessible and interesting type of activity, a way of assimilating the impressions received from the surrounding world. Game was defined by Passov as:

- 1) an activity;
- 2) motivation, absence of coercion;
- 3) individualized activity, deeply personal;
- 4) training and education in a team and through collective;
- 5) development of mental functions and abilities;
- 6) learning with enthusiasm; [1, p.223].

The game is a powerful stimulus to mastering a foreign language and an effective technique in the arsenal of a foreign language teacher. It is a universal tool that helps a foreign language teacher to turn a rather complex learning process into an exciting and favorite activity for students. The educational game fosters a culture of communication and forms the ability to work in a team and with a team. All this determines the functions of educational games as a means of psychological, socio-pedagogical influence on the personality. According to the goals and objectives of teaching, educational games used in foreign language classes can be divided into language (or aspect) and speech. Language games, helping to master various aspects of the language, are divided respectively into phonetic, lexical, grammatical, syntactic and stylistic. Speech games are aimed at developing skills in one or several types of speech activity. According to the form of the conduct, there are subject games, mobile games with a verbal component, plot or situational, role-playing, games - competitions, intellectual games (rebuses, crosswords, quizzes, etc.), games - interactions (communicative, interactive).

According to the method of organizing games, there are computer and non-computer, written and oral, with and without supports, imitation - modeling and creative, etc. According to the degree of complexity of the actions performed, all educational games are subdivided into "simple" (monosituational) and "complex" (poly-situational), and according to the duration they are divided into long and short ones. According to the quantitative composition of the participants, the games are divided into individual and doubles, group, collective and team games [2, p.153]. The game takes a very important place in the lives of learners and is an effective tool in learning a foreign language. Any educational game is, first of all, the activation of language activity. Each teacher always accurately and clearly understands what educational goal a particular game pursues. Game is a great way to activate students to work actively in class. After a difficult oral exercise or other tedious activity, fun play is the perfect opportunity to relax. Games can help relieve stiffness, especially if you eliminate the element of competition or reduce it to a minimum. Games allow us to take into account the age characteristics of students, their interests, act as an effective means of creating motivation for foreign language communication, contribute to the implementation of an active approach in teaching a foreign language. The game makes it possible not only to improve, but also to acquire new knowledge, since rivalry and the desire to win makes you think, remember the past and remember everything new. Games help develop memory, attention, logical thinking. Examples of motivating tasks include:

1. Getting-to-know games and situations. They are used throughout the course of study and are designed to better get to know each other. a) Insisting game. The student is asked the same question several times. For example, to the question "Who are you?". The student responds differently each time: I am a boy. I am a pupil. I am Mike. I am a brother. I am a football player. b) Back-to-back game. Students walk through the classroom. As soon as the teacher claps their hands, the students stop and each of them stands with their backs to the nearest partner. Then they take turns talking about what they know about the comrade standing behind them. c) Situation "Interviews". Students receive, for example, such an assignment: to find out as much as possible about their friend, his family, interests, opinion on a particular issue. Students prepare a series of questions and interviews and report what they have learned as well.

2. Guessing games. a) "Guess the theme". The envelope contains a picture cut from a magazine related to the topic (a photo of a writer, a movie star) or a card with the name of an educational subject or city. Students try to guess what is in the envelope and thus define a new lesson topic by asking clarifying questions (yes \ no questions). b) "Unscramble the word". Students are encouraged to make a word from letters given in a breakdown (tuorye - country), to make words from letters of a "long" word written on the board, etc. c) "Acrostic poems". The word on the topic of the lesson is written on the board. Students choose words so that each letter of that word becomes the first letter of a new word.

To conclude, students learn best when they are relaxed and happy in "English mode" and perhaps, not importantly-set them for success in the class. As being future EFL teachers, we must constantly give students a reason to feel good every time when they enter our classrooms as this technology provides practical use of a foreign language in situations that reflect reality and game exercises, educational drama games, creative tasks are a good option for a motivating task at the initial stage of the lesson.

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