

THE EFFECTS OF WARM-UP ACTIVITIES ON STUDENTS' PARTICIPATION IN EFL CLASSES

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Annotatsiya: *Ushbu maqolada ingliz tili darslarida o'qituvchilar tomonidan berilgan fikr-mulohazalar o'quvchilarga qanday ta'sir qilishi muhokama qilinadi. Ko'pincha o'quvchilar xatolarini tushunishda qiynaladilar, bu esa ularning o'rganishini sekinlashtiradi. O'quv jarayonida o'quvchilar ikki guruhga bo'lindi: birinchi guruhga hech qanday ko'rsatma berilmadi, ikkinchi guruhga esa xatolari haqida ijobiy tushuntirish berildi. Natijalar shuni ko'rsatdiki, berilgan fikr-mulohazalar o'quvchilarning qo'rquvini to'g'ri kamaytiradi va ularga darsda ishonchli gapirishga yordam beradi. Maqolada onlayn darslarda o'qituvchilar va o'quvchilar o'rtasidagi muloqotni qanday saqlab qolish va nima uchun o'quvchining shaxsiga ta'sir qiluvchi tanqiddan qochish kerakligi muhokama qilinadi.*

Kalit so'zlar: *ingliz tili darslari, fikr-mulohaza, o'quvchilarning motivatsiyasi, sinfdagi qo'rquv, onlayn ta'lim, o'qituvchi-talaba muloqoti, konstruktiv fikr-mulohaza, salbiy fikr-mulohaza, o'zaro ta'sir.*

Аннотация: *В данной статье рассматривается влияние обратной связи, предоставляемой преподавателями на уроках английского языка, на учащихся. Часто учащиеся испытывают трудности с пониманием своих ошибок, что замедляет их обучение. В процессе обучения учащиеся были разделены на две группы: первая группа не получала никаких указаний, а вторая группа получала позитивное объяснение своих ошибок. Результаты показали, что правильная обратная связь снижает страх учащихся и помогает им уверенно говорить на уроках. В статье обсуждается, как поддерживать коммуникацию между преподавателями и учащимися на онлайн-уроках и почему необходимо избегать критики, которая негативно влияет на личность ученика.*

Ключевые слова: *уроки английского языка, обратная связь, мотивация учащихся, страх в классе, онлайн-образование, общение преподавателя и ученика, конструктивная обратная связь, негативная обратная связь, взаимодействие.*

Annotation. *This study investigates the significant impact of warm-up activities on students' engagement and psychological readiness in learning English as a foreign language (EFL). Using a qualitative approach, the study compares two groups of intermediate-level learners to assess how early-level tasks affect overall lesson effectiveness. The findings suggest that warm-up activities effectively reduce the "affective filter," reduce anxiety, and*

facilitate a smooth transition from their native language to English. The results suggest that students exposed to warm-up activities report higher motivation, better vocabulary retention, and enhanced collaborative interaction. Ultimately, the article highlights warm-up as an important pedagogical tool for creating a dynamic and effective learning environment.

Key words: *EFL classrooms, warm-up activities, student motivation, language acquisition, affective filter, classroom participation, pedagogical methods, quality method, interactive learning, psychological preparation.*

INTRODUCTION

These days language learning is regarded as the most important factor in people's development. In most countries, English is taught as a second language. Especially in EFL classes, participation and communication are considered vital. However, at the beginning of the lesson, most students may feel less motivated. Some of them are tired or embarrassed to speak in other languages. It means that they can't actively participate in EFL classes. So using warm-up activities can be the best solution for this problem. It is the activity that is done at the beginning of the lesson and encourages students to become active. This makes the lesson more interesting and helps students to stay motivated during EFL classes. Therefore, the study aims to explore the effects of warm-up activities in English language classrooms.

Literature review. In EFL classes warm-up activities are considered one of the most important techniques in explaining the productivity of a lesson. Joe

Deutsch(2022) states that a warm-up is the set of activities that is used by the teacher in order to create a positive environment and attract students' attention. Furthermore, Marija Stevkovska (2025) regarded psychological sides of warm-up activities, and he said it is to prepare students for the lesson; also, it is the short activity that makes it easier to switch the language from their mother to the target language. Hasan Savas (2016) emphasizes the motivational value of warm-up exercises, describing them as a visually appealing and entertaining tool that helps students engage in meaningful practice and productive classroom activities.

Many experts have recognized the beneficial effect of warm-up exercises on the learning process. First, according to Teri Valter (2011) "Affective Filter" hypothesis, students' anxiety is reduced by engaging in tasks at the beginning of the lesson, which increases the effectiveness of language learning. Second, Kasdi Merbah(2024) believes that warm-up exercises play a crucial role in forming and maintaining student motivation; he believes that students' enthusiasm for the entire course is determined by the first minutes of the lesson. Third, Revista (2019) argues that since these exercises help students move from a "passive" state to a "passive" state, they significantly increase students' participation and interest in the lesson. Finally, Khawla KHALAF (2023) notes that warm-up exercises improve students' motivation and foster a collaborative environment among them.

Methods. This study used a qualitative method to identify the effects of warm-up activities on EFL classes. The aim of this research was to analyze how warm-up activities

contribute to the development of students' performance. The study consisted of 20 participants from extracurricular classes who were learning English as a foreign language. Their level was intermediate.

The data were collected through observation and students' responses. The researcher observed students' participation from the beginning of the lesson to the end. First, students were divided into two groups and the first group was given exercises immediately, the second group was experienced with warm up activity before starting the lesson. After this activity, the results were analyzed to explain the effects of warm-up activities in EFL lessons.

Result. The findings of this study show that warm up activities play a significant role in improving students' performance in EFL lessons. Based on the observation of the two groups, the students in the second group participated more actively in the lesson. They listened attentively, spoke more confidently and did not feel anxious during the lesson. On the contrary, the students in the first group had difficulty understanding the lesson and were not very willing to participate in the lesson because the lesson seemed difficult to them, despite the topic being the same. The second group actively used vocabulary and subconsciously memorized new words, phrases through warm-up exercises. Finally, the results show that warm-up exercises not only improve students' participation, but also increase their interaction. and helped them feel more positive psychologically as well as made the lesson more interesting, easier to understand.

Discussion. The results of this study show that warm up activities in EFL classes are regarded as one of the most effective ways to improve productivity during a lesson. During the study, the second group participated more actively which is fully consistent with Teri Walter's "Effective filter" hypothesis. That is to say, doing funny activities at the beginning of the lesson reduced students' excitement and anxiety and increased effectiveness of language learning. As Marja Stevkovska emphasizes (2025), this is very helpful for transferring the language from mother tongue to the second language. Kasdi Merbah (2024) and Hasan Savas (2016) have focused on the motivational power of warm-up exercises. Our results also confirm this: the group that started the lesson with warm-up exercises not only got into the lesson faster, but also maintained a higher level of interest throughout the lesson. The "passivity" and difficulty understanding the topic observed in the first group indicate, as Revista (2019) states, that the mechanism for moving students from a passive to an active state is lacking. According to Joe Deutsch (2022) and Khawla KHALAF (2023), warm-up exercises create a positive atmosphere and collaboration in the classroom. Our observations showed that the level of interaction and free use of vocabulary was significantly higher among the second group of students. This shows that a few minutes of practice at the beginning of the lesson can determine the quality of the entire academic hour.

In conclusion, warm-up exercises are not just a means of passing time, but a strategic tool that mobilizes students intellectually and psychologically for the lesson.

Conclusion. In conclusion, this study highlights that warm-up activities are more than just introductory fillers; they are strategic pedagogical tools necessary for successful

language acquisition. By creating a positive environment and reducing student anxiety, these activities bridge the gap between passive and active participation. The study shows that even short-term activities structured at the beginning of a lesson significantly increase student confidence, engagement, and long-term interest. Therefore, EFL practitioners who aim to improve classroom effectiveness and ensure a seamless linguistic transition for their students are encouraged to incorporate varied and creative warm-ups.

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