

## NEED OF PROBLEM TRAINING AT THE BEGINNING OF THE LESSON

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**Abstract:** *at the English lessons pupils analyze the selected problem, defend their position. Pupils should be able to estimate the read works critically, to state thoughts in written form according to the put problem, to learn to defend their point of view and to make their own decision in an understanding way in a class. Such form of a lesson develops mental pupils' functions, logic and analytical thinking and that is important, ability to think in a foreign language. Thanks to musical singing at a lesson the favorable psychological climate is created, the weariness decreases, language activity is stirred up. In many cases' it serves also as a discharge reducing pressure and restores pupils' working capacity.*

**Keywords:** *creativity, activity, ability, method, advantage, games.*

## НЕОБХОДИМОСТЬ ПОДГОТОВКИ ПРОБЛЕМ В НАЧАЛЕ УРОКА

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**Аннотация:** на уроках английского ученики анализируют выбранную проблему, отстаивают свою позицию. Учащиеся должны уметь критически оценивать прочитанные произведения, излагать мысли в письменной форме в соответствии с поставленной задачей, учиться отстаивать свою точку зрения и самостоятельно принимать решения в классе. Такая форма урока развивает умственные способности учеников, логическое и аналитическое мышление и, что важно, способность мыслить на иностранном языке. Благодаря музыкальному пению на уроке создается благоприятный психологический климат, снижается усталость, активизируется языковая активность. Во многих случаях он также служит разрядом, снижающим давление и снижающим работоспособность учеников.

**Ключевые слова:** креативность, активность, способность, метод, преимущество, игры.

The lesson in the form of a musical play promotes development socio-cultural competence and acquaintance with the cultures of the English-speaking countries. Methodical advantages of song creativity in teaching a foreign language are obvious. It promotes aesthetic and moral education of schoolchildren, opens creative abilities of each pupil more fully. Thanks to musical singing at a lesson the favorable psychological climate is created, the weariness decreases, language activity is stirred up. In many cases' it serves also as a discharge reducing pressure and restores pupils' working capacity.

Build in 30 to 60 minutes at the opening of your class to conduct introductions and review your objectives and agenda. Your beginning will look something like this:

1. Greet participants as they arrive.
2. Introduce yourself and ask participants to do the same, giving their name and sharing what they expect to learn from the class. This is a good time to include an ice breaker that loosens people up and makes them feel comfortable sharing.
3. Try one of these: Fun Classroom Introductions for the First Day of School [1].
4. Write their expectations on a flip chart or white board.
5. State the objectives of the course, explaining why certain expectations on the list either will or won't be met.
6. Review the agenda.
7. Review housekeeping items: where the restrooms are, when the scheduled breaks are, that people are responsible for themselves and should take a restroom break early if they need one. Remember, you're teaching adults.

### **Module Design**

Divide your material into 50-minute modules. Each module will contain a warm up, a short lecture or presentation, an activity, and a debriefing, followed by a break. At the top of each page in your teacher's guide, note the time needed for each section and the corresponding page in the student's workbook.

### **Warm Up**

Warm ups are short exercises (5 minutes or shorter) that get people thinking about the topic you are about to cover. It can be a game or simply a question. Self-assessments make good warm ups. So do ice breakers. For example, if you're teaching learning styles, a learning-style assessment would be a perfect warm up.

### **Activity**

Design an activity that gives your students an opportunity to practice what they just learned. Activities that involve breaking into small groups to complete a task or to discuss an issue are good ways to keep pupils engaged and moving. It is also a perfect opportunity for them to share the life experience and wisdom they bring to the classroom. Be sure to build in opportunities to take advantage of this wealth of relevant information.

Activities can be personal assessments or reflections that are worked on quietly and independently; they can be games or role playing; or they can be small group discussions. Choose your activity based on the best way to provide the adults in your class with an opportunity to experience what you just taught.

### **Debriefing**

After an activity, it's important to bring the group back together and have a general discussion about what was learned during the activity. Ask for volunteers to share reactions. Ask for questions. This is your chance to make sure the material was understood. Allow for 5 minutes. It doesn't take long unless you discover that learning hasn't happened [2].

**Tip:** While breaks are important, it's crucial that you manage them well and begin again precisely on time, regardless of stragglers, or chatter will get carried away. Pupils will learn quickly that class begins when you said it would, and you'll gain the respect of the entire group [3].

### **Evaluation**

End your courses with a *short* evaluation to determine whether or not your students found the learning valuable. Emphasis on the short. If your eval is too long, pupils won't take the time to complete it. Ask a few important questions:

1. Were your expectations of this course met?
2. What would you have liked to learn that you didn't?
3. What was the most helpful thing you learned?
4. Would you recommend this class to a friend?
5. Please share comments about any aspect of the day.

This is just an example. Choose questions that are relevant to your topic. You're looking for answers that will help you improve your course in the future. Games are very important for forming pupils' informative interests. They

promote the realised development of a foreign language. They promote development of such qualities as independence, initiative; to educate the feeling of a collectivism. Pupils work actively, with enthusiasm, help each other, listen to the companions attentively; the teacher only operates educational activity. It is necessary to note efficiency a role game as a methodical way of training raises, if the teacher defines duration of speech dialogues correctly. Duration of optimum working capacity of pupils of elementary grades in a dialogue reaches five minutes. The expediency of use of role games, in 1-4 th forms is caused by the fact that children prefer the group form of study. For them joint activity and a dialogue get the personal importance, they aspire the development of new forms and ways of a dialogue, knowledge of other people of a dialogue, the organisation of mutual relations with contemporaries and adults.

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