

PECULIARITIES OF IMPLEMENTING HUMOR INSTRUCTION IN ENGLISH

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Annotation. This article summarizes the recommendations for the introduction of humor training in English language teaching. Theoretical approaches to the use of humor in teaching are considered and the experience of using different types of humor in the practice of teaching English is summarized. Teachers note that even after returning to the traditional format of education, many students continue to experience anxiety and anxiety, especially when performing tasks aimed at teaching oral foreign language speech. To ease such tension and relieve the difficulties associated with it, it is necessary to use different forms of humor in the learning process.

Аннотация. В данной статье обобщены рекомендации по внедрению тренинга юмора в преподавание английского языка. Рассмотрены теоретические подходы к использованию юмора в обучении и обобщен опыт использования различных видов юмора в практике преподавания английского языка. Преподаватели отмечают, что даже после возвращения к традиционному формату обучения многие студенты продолжают испытывать тревогу и тревогу, особенно при выполнении заданий, направленных на обучение устной иноязычной речи. Чтобы ослабить такое напряжение и облегчить связанные с ним трудности, необходимо использовать в процессе обучения разные формы юмора.

Keywords: teaching English, humor, the practice of using humor in learning.

Ключевые слова: преподавание английского языка, юмор, практика использования юмора в обучении.

Currently, one of the problems in the learning process is the rapid fatigue of students, which occurs against the backdrop of a continuous flow of information. Due to the increase in the amount of information consumed, the quality of complete perception and processing of information is steadily decreasing. In addition, foreign language teachers note that after distance learning during quarantine, the issue of psychological (emotional) health of students experiencing neuropsychic stress in situations related to oral productive speech activity in foreign language classes is especially acute. It seems to us that a possible option for easing such tension and relieving the difficulties associated with it is to use humor as one of the tools for learning a foreign language [1].

The issues of using humor in pedagogical activities, its influence on the process of learning and teaching English have recently attracted the attention of both theorists in the field of pedagogy and teaching practitioners around the world. The results of many studies and scientific works on this topic, surveys and questionnaires of students and teachers, as well as analysis and generalization of teaching experience allow us to conclude that humor, as a pedagogical tool, has enormous potential. At the same time, there are certain limitations when using humor in the learning process, taking into account which will allow, on the one hand, to maximize the benefits of humor, and on the other hand, to prevent situations in which humor can damage the professional reputation of the teacher and have a negative impact on both the educational process, and on the general atmosphere in the educational community [2].

The main goal of using humor in teaching English lessons is to increase the efficiency of the educational and cognitive process, to create conditions for intensifying the mental activity of students. The appropriate and moderate use of humor in the educational process allows you to achieve this goal, as well as solve a number of related problems. In general, most teachers consider humor to be an integral part of their professional activities, contributing to the creation of a comfortable learning environment and helping to establish stronger connections between students and educational content. However, despite the increasing attention

to the use of humor in teaching in recent years, there is still a certain misunderstanding on the part of some teachers of the significant role that it can play in teaching [2].

One of the reasons is the perception by some teachers of humor as something frivolous and inappropriate in the context of treating teaching as an extremely serious and responsible process. One cannot but agree with the last statement; indeed, the educational process requires attention and concentration, however, learning should not be boring. Every educator seeks ways to gain and hold the attention of his audience, and humor, more than any other mechanism, promotes full student engagement. Research in this area [3-4] has revealed a significant positive relationship between the use of humor by a teacher and the attention and interest of students. With interest comes motivation and an increased likelihood of learning more thoroughly and retaining information longer. In other words, by making classes more comfortable and enjoyable, humor can make teaching and learning more effective.

Currently, there are a number of studies proving the usefulness of using humor in English lessons. The positive impact of humor on the educational process comes down to the following:

1. Humor helps create a comfortable environment in an English lesson and creates a sense of spontaneity. Immediacy is a pedagogical concept that refers to the degree to which a teacher establishes close personal relationships with students, as opposed to maintaining distance and reserve. The described feeling of spontaneity ultimately leads to students developing a positive attitude towards the subject and the teacher, which increases motivation and the quality of learning the material.

This is especially important when teaching a language, as it occurs through dialogue between teacher and students. Students may experience certain difficulties when entering into foreign language communication, but a positive attitude towards the teacher as a communication partner contributes to their successful overcoming.

2. Material accompanied by humor is remembered better than information presented exclusively in a serious manner. This statement suggests that humor can be considered as one of the techniques of mnemonics. This is due to a number of reasons. Firstly, humor is accompanied by positive emotions, such as joy, which increases a positive attitude towards the perception of the material. Secondly, humor has the properties of novelty, which attracts and holds the attention of students, facilitating the process of obtaining information. Third, one of the main characteristics of humor is incongruent mental associations, which may facilitate cognitive processing by helping to retain information in long-term memory. Finally, humorous cues that help to quickly assimilate information and connect it with previously learned information subsequently facilitate the retrieval of this information from long-term memory. When learning a foreign language, everything described above is useful, since memory in this process is of fundamental importance. However, when using humor to improve retention, it is important to remember that the humor must be closely related to the course content. In addition, it is advisable to use humor little by little and to illustrate the most important concepts, rather than secondary material.

3. Currently, in many school textbooks, including foreign language textbooks, you can find funny drawings and other humorous materials illustrating information in the text, which, according to a number of studies, help students better understand the material and increase motivation for what they are studying subject.

Having considered the definitions of “humor”, its evolution, classification, features of English humor and its basis, as well as analyzing the difficulties that hinder the perception of English humor by foreigners, we came to the following conclusions:

– Humor is a multifaceted concept that includes an understanding of the comic, the ability to express it, as well as a special way of thinking and behavior.

We have found that the judicious use of humor in the educational process is one of the ways to improve it. Turning specifically to teaching English, we come to the conclusion that high-quality acquisition of the English language is impossible

without familiarity with English humor, since it is widely represented in the language and culture. When using this pedagogical technology, the English teacher needs to ensure that humor is directly related to the educational material, so that its integration into the learning process is strategically limited to those stages of the lesson where humor can help most. Only positive, correct and appropriate humor should be used, avoiding negative humor that can hurt students' feelings, may be offensive, or negatively affect students' attitudes towards the discipline and the teacher [5].

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