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### HUMOUR — AN EFFECTIVE TOOL IN TEACHING

Ушбу мақола таълим беришда ҳазилнинг аҳамияти ва қандай қилиб дўстона руҳда ташкил қилиш ҳақида. Бу ўқувчилар ҳолатини қандай билиб олиш ва уларнинг ҳис-туйғуларини ҳисобга олган ҳолда ўқитишга бағишланади. Кулгу ва ҳазил ўз меъёрида ишлатилганда, жуда самарали ва фойдали натижа бериши изоҳланган.

Эта статья о важности юмора в обучении и об организации занятия в дружественной атмосфере. Она посвящена тому, как понять состояние обучающихся и как эмоционально обучать языку. Юмор очень эффективен и полезен, когда он используется в должной мере.

This article is about importance of humor in teaching and how to organize lessons with friendly atmosphere. It's devoted to how to know learners' states and teach a language touching their feelings. Humor is very effective and useful when it is used in its measure. This article is based on this theory.

*Once you get people laughing, they're listening and you can tell them almost anything.*

Some years ago I came across such event which I have never forgotten. One English teacher who had much knowledge and experience, treated with children too rudely during a lesson. I watched and couldn't realize how she made awful mistake in teaching. There was no friendly atmosphere between the teacher and pupils. Her pupils were afraid and they weren't able to share opinions and even speak any word. That was just simple event but it made great impression on me. And I always remember a saying "Emotion drives attention, attention drives learning".

According to the Presidential Decree in December 10, 2012, English teachers have much responsibility in teaching young generation. After some years it will be shown how we are teaching them now. So I tried to write a main tool of teaching which I always use. It is about the role of humour in teaching English.

In our country English is learned as a second language. Learning a second language requires a "positive" classroom atmosphere. This article presents "humor" as an effective tool in creating the affective second language classroom, and in learning a second language. Scientists consider that reveal favoritism towards using humor in learning a second helps pupils getting their attention and learning difficult material. Evidence in this research confirms, consistently with past studies, that the use of "humor" in ESL classrooms reduces tension, improves classroom climate, increases student-teacher rapport, and even facilitates learning. More specifically, students reported greater enjoyment of the learning process when humor is used. This research argues that "humor" has a positive effect on the language teaching

setting in increasing motivation and success thereafter. Along with encouragement and praise, “humor” ought to be used by language teachers to make their classrooms more inviting and conducive to learning.

One of the aims of foreign language learning is to get to know the nation's culture and to learn to respect it. Humour reveals the most hidden parts of a nation's culture. Only few teachers include humor systematically into the educational process. Most of them are certain that students can learn less if they are laughing. The truth is quite the opposite. Laughter brings people closer together and therefore effects in the same way teachers and students.

These humorous activities introduced in this seminar paper which last just a few minutes can easily change the educational process. They can be used as an introduction to a lesson; a starting point for a discussion, creative activity or project work; a means of help to relax the students and prepare them for more serious work; a device which enables students to concentrate their attention to one topic and a pleasant conclusion of a lesson.

Humour affects to learners' behaviours as well. All of our behaviors are dependent on which state we are in from moment to moment. States are not the same as emotions. The seven most common learner states are:

1. Curiosity/Anticipation: Curiosity expressed by a tilted head and furrowed brow; anticipation expressed by leaning forward and little blinking.

2. Disappointment: Expressed by looking like a blow-up toy that has had some of the air let out: posture slumped horizontally; also, eyes tend to look down.

3. Fear: Expressed by a hunched posture or sitting low in chair. The learner seems to be trying to become the smallest possible “target”; eyes are cast down or sometimes glancing about as if seeking the nearest exit.

4. Apathy/boredom: Expressed by slumping horizontally, eyes fixed into space.

5. “Self-convincing” or “I get it!” moment (a.k.a. “knowing they know”): Expressed by a big inward breath and a shifting of weight, usually in an excited rocking motion.

6. Confusion: Expressed by physical asymmetry, like a head tilt; possibly by a hand covering the mouth.

7. Frustration: Expressed by more extroverted personalities in pen-or foot-tapping, knee jiggling, pacing, and the like. More introverted personalities will express through tightened jaw, lips, neck, or shoulders.

According to these states we should help pupils to express their ideas without fear, get them interested and teach them a language with humour. Why should we use it? What reasons can be helpful to achieve our goals?

The First and Best Reason: It's Easy and Everyone is Naturally Good at It.

As for us, teachers, like jokes and humour. And always want to be in a good mood. Pupils also like to have fun.

**The Second Reason: It Substantially Reduces Stress and Threat.**

If a teacher is upset how can s/he teach pupils without influencing to children? How can disappointed pupils accept given knowledge? Nowadays we have new ways of teaching: pupils must share their ideas and opinions independently. And how can we let them think and speak if they are afraid, if they have no feeling to share without fair? So, we should use humour in this case.

**The Third Reason: It Draws People Together.**

Our first aim of teaching a language is to bring up capable people of communicating in real life. So in teaching process pupils have to speak to each other in English. Even they should speak to the teacher too. In order to speak pupils must be friendly with their friends and their teacher as well. Humour helps to solve this problem.

**The Forth Reason: It Engages Emotion.**

I read a lot of books on teaching and I know a saying: “ Emotion drives attention, attention drives learning”. This is my motto which I use during my lessons. Of course, we cannot attract our pupils without touching their emotions. What is the use of teaching without attraction? We have never met such teachers who have ability to teach without attention. So we should know about how to touch their emotions. It is through their emotions that your learners will assign value to your information. Specifically, their emotions will help them decide:

1. How they feel about your topic
2. Whether or not they want to learn it
3. Whether they believe the information they're hearing is true
4. How long they should remember the information.

I can say as a conclusion that Humour is said to be the best physical exercise - laughter relaxes all facial muscles, unwrinkles the forehead, the body receives more oxygen, and the breathing deepens automatically. I don't want to say that all lessons should be full of humour and funny activities. We shouldn't forget that everything is sweet in its measure. Humour is not necessarily cause learning, but there is empirical evidence to support the idea that humour creates conditions conducive to learning. And what is more rewarding for a teacher than to see the students leaving the classroom with a smile on their faces and at the same time knowing they learned new vocabulary, structure and function. It is the achievement of our goals.

#### **REFERENCES**

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