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### **Методический аспект использования юмора в учебном процессе** **Methodological aspect of the use of humor in the classroom. Using** **anecdotes in teaching German grammar**

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**Аннотация** Несомненную педагогическую ценность обнаруживает в себе юмор. Включение в педагогический арсенал средств, методов и приемов, основанных на знании методического потенциала юмора, может стать существенным резервом повышения эффективности процесса обучения, воспитания и развития личности. Ряд современных исследователей (Ш. А. Амонашвили, К. Морис, Л.Ф. Спиринов, В.И. Прокопенко, М.И. Станкин) отмечают среди характерологических особенностей личности учителя, наряду с эмпатией – способностью сопереживать, доброжелательностью к другим, необходимыми эмоциональными особенностями характера, - наличие оптимизма и чувства юмора. Среди основных причин, препятствующих употреблению юмора на уроке, выделяют: страх нарушения дисциплины, боязнь показаться смешным, негативное отношение к классу, личные качества педагога (низкая коммуникабельность, негибкость мышления). Однако в педагогике до настоящего времени нет целостных научно обоснованных исследований по проблеме методического и психолого-педагогического потенциала юмора.

Цель данной статьи рассмотреть юмор как педагогическое средство, выделить функции юмора в педагогической деятельности, проанализировать такие методические приемы, основанные на юморе как: намек, ирония, каламбур, гротеск, парадокс, псевдоконтраст, а также рассмотреть таблицу применения юмора в педагогической деятельности, предполагающей реализацию юмора на занятиях по иностранному языку.

**Ключевые слова** юмор, информативная функция; эмоциональная функция; мо-

тивационная функция; регулирующая функция; методические приемы; намек; ирония; каламбур; гротеск; парадокс; псевдоконтраст.

**Summary** Undeniable pedagogical value finds itself in humor. Including humor in the pedagogical arsenal of tools, methods and techniques, can be a significant reserve to increase the efficiency of training and personal development. A number of modern researchers (Sh. A. Amonashvili, K. Maurice, L.F. Spirin, V. Prokopenko, M.I. Stankin) note of the teacher's personality character traits, together with empathy - the ability to empathize, kindness to others, necessary emotional character traits - the presence of optimism and sense of humor. Main reasons preventing the use of humor in the classroom are emphasized: fear of violation of discipline, desire of not being ridiculous, negative attitude to the class, the personal qualities of the teacher (low sociability, inflexible thinking). However, in pedagogical process nowadays there are no science-based researches on the problem of methodological and psycho-pedagogical potential of humor. The purpose of this article is to consider humor as a pedagogical tool, highlight the function of humor in teaching activity, analyze methodological techniques based on humor such as allusion, irony, pun, grotesque, paradox, pseudo-contrast and also to consider table use of humor in teaching activities involving the implementation of humor in the foreign language lessons.

**Keywords** humour; informative function; emotional function; motivational function; regulating function; methodological techniques; allusion; irony; pun; grotesque; paradox; pseudo contrast; anecdote.

Humor is a pedagogical tool, based on the awareness of participants of the communications of various types of discrepancies (between expected and occurred, between the visible and tangible, and so on) related to comic effect, relieving psychological stress and facilitates the creation of friendly relations [2].

Describing humor as a teaching tool, it is necessary to determine its function in educational activities. Let's consider the following functions of humor: informative, emotional, motivational, regulating.

Informative function is that the teacher, using humor, not only conveys some information about the subject of the speech, but also manifests itself as a person (expresses personal attitude, and has the ability to take into account the individual characteristics of the pupils). Sense of humor during communication, expressed in calembour, characterizes the culture of anecdote, tact and the mind of man, creating the comic situation.

In addition, using humor teacher can extend a personal attitude, as well as to show the ability to take into account the individual characteristics of the learner. Most acquires greater significance because of the reaction the interlocu-

tor teacher receives information about it, in particular, about its ability to understand and accept.

The emotional function of humor provides a satisfactory feeling in any situation. It allows less painful to adjust to changed circumstances. The higher the educational process participants have the ability to understand and create comic, use it to overcome difficult situations, the less are they symptoms of depression and low mood, low self-esteem, hopeless perception of their future.

Humor can serve as a means of relieving psychological stress, psychological defusing, creative and ultimately contribute to the effectiveness of pedagogical activities. In addition, by using Group Policy, you can control the essence of humour; create conditions for collective action, and forming a team of students. Humor can serve as a means to their own emotional support and emotional support of others. The motivational function of humour serves as a stimulus for self-education and stimulates the search for new means of measuring.

Joke can sometimes be pedagogically useful, rather than punishment or reprimand. In addition, humor is a means of expressing the individuality of both teachers and students. The ingenious teacher always finds an unconventional solution to pedagogical tasks. Thus, the desire to use humour in a professional activity may be due to various causes, but in any case the pedagogical tool must contribute to the positive solution of pedagogical tasks.

The regulatory function is that humour regulates the relations between teachers, between teachers and students, between students. Sometimes, to join the conversation, the teacher begins with a witty comment or story about a funny story. It's important sometimes to make a person laugh and then it's easier to achieve an emotional contact with him, call for location.

Humour contributes to favorable solving of conflict situations. As the basis of friendly relations between the participants of the educational system, humour involves positive intentions and positive ideal of each of them. The methods of teaching based on humour are: allusion, irony, puns, irony, grotesque, pseudo contrast.

Irony is the way in which the teacher creates educational situation contrasts, somewhat different, often exquisitely gallant form of its expression.

Pun (or way of the double interpretation of the incident, the situation or problem) is achieved through word games, the use of the original course of thought. Grotesque is a humorous acceptance of conscious educational influence based on exaggerating or understating the typical characteristics of a person, phenomenon, situation, life event. Paradox is a conscious change habitually used in language. Pseudo contrast is a false dichotomy; the way in which the teacher is the final part of the strength of the opposes affirmative sentence or judgment of its beginning, in fact, enhances its original idea [1, p.69].

Receptions allow to specify a number of positions in the pedagogical process. To use laughter in the audience is to study with pleasure. Its effectiveness is increased when the teacher skillfully uses techniques [3].

Among the main obstacles to the use of humour in the classroom are: fear of breach of discipline, fear of being ridiculous, rejection of the class, the personal qualities of a teacher (low communicability, the inflexibility of thought).

Taking into account the specificity of the German language, we have developed a table of humor application in the educational activities involving the implementation of humor at the advanced level of knowledge of students, the wider use of humour in the classroom. This implies the differentiation approach to the selection of teaching materials for lessons. For example, at the initial stage of the study puzzles are more effective, as well as games, rhyming and humorous contests.

*Table 1* - Implementation of humour in the classroom.

No	Method. techniques based on humour	Aim	Competence development	Sort of pedagogical speech activities	Humour functions	Training standard level	Aim
1.	Humorous riddles	The development of analytical mentality	Language, learning and cognitive	Auding, speaking	Informative, emotional & motivational	Elementary	The development of communicative and intercultural competence
2.	Humorous commands	Consolidating of the new vocabulary	The language competence of compensatory	Auding	Informative, emotional, motivational, regulating	Elementary, intermediate	
3.	Humorous anecdotal illustrations	The development of creative mentality	Educational-cognitive compensatory	Auding, speaking, writing, reading	Informative, emotional, motivational, regulating	Elementary, intermediate, advanced	
4.	Humorous interview	The development of communication skills	Social, cultural, compensatory & intercultural	Speaking, auding	Informative, emotional, motivational, regulating	Advanced	
5.	Humorous games	Consolidating of the new material	Learning and cognitive	Auding, speaking, writing, reading	Informative, emotional, motivational, regulating	Elementary, intermediate	
6.	Comic sketches	The development of creative abilities.	Language, learning and cognitive	Speaking, auding	Informative, emotional, motivational, regulating	Elementary, intermediate	
7.	Special humorous lessons	The development of a sense of humor & analytical mentality	Compensatory & intercultural	Speaking, auding, reading	Informative, emotional, motivational, regulating	Elementary, intermediate	

Thus, humor as a pedagogical tool plays an important role in the educational process. By performing such functions as an informative, emotional, motivational, regulating, it removes a psychological tension and helps to create a friendly relationship. Humor activates the process of learning, attaches to creative solutions of complex issues, teaches to think.

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**Семантика как предмет обучения. Семантические сдвиги общераспространенных английских прилагательных**  
**Semantics in Teaching. Semantic Shifts of Common English Adjectives**

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*Аннотация* Статья посвящена рассмотрению изучения семантики английского прилагательного через семантические сдвиги. Автор уделяет особое внимание роли английских имен прилагательных, как специфических структур, в формировании адекватной картины мира, а также единиц, формирующих лексический запас и лингвокультурологическую компетенцию студентов.

*Ключевые слова* семантика; семантические сдвиги; прилагательное; английский язык.

*Summary* The paper considers teaching of English adjective significance through studying semantic shifts. The author emphasizes the role of adjectives as specific structures in performing adjectival worldview and forming vocabulary and linguacultural competence of students.

*Key words* semantics; semantic shifts; adjective; the English language.

The real significance of linguistic units is one of the most difficult aspects in language teaching. It is rather difficult to define the meaning of a word as it is connected with many lingual and extra lingual aspects – logical and psychological, historical and philosophical.