



 Research Article

## USING TEXT MATERIALS IN TEACHING ENGLISH

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### ABSTRACT

The article discusses using a short humorous text in order to create a speech situation when teaching English. Such textual materials can become effective incentives for students to generate monologues and dialogic statements in the target language and a motivational basis for group discussion.

### KEYWORDS

Short humorous text; speech situation; speech stimulus; statement; discussion.

### INTRODUCTION

It was controversial issue among the methodologists of the 20th century to create a

natural speech situation when teaching speaking in such conditions, in which the implementation



of the act of communication in a foreign language will be an urgent need for students. The need for verbal self-expression appears only if the student has not only a motive, but also appropriate language and speech skills. If a student can express his/her point of view in a foreign language in connection with an interesting topic, then he or she will probably want to speak out or participate in a group discussion.

One of the most accessible means of stimulating a natural speech situation in an artificial learning environment is still textual material. Undoubtedly, not every text can generate a natural situation of verbal communication. It is necessary that the content of the text develops around a certain storyline, and not necessarily completely, it may be unsaid. A person who is able to understand this text easily recovers the implied parts of the content. It is this property of understatement that can be used to create situations of communication. In addition, a communication situation can be created by selecting a text that allows for the possibility of an active evaluative attitude to the facts, phenomena, and events presented in it. Communication appears when the teacher succeeds, relying on the content, to stimulate

students to express different attitudes towards the same things. According to methodologists, a short humorous text fully meets the requirements for texts intended to create speech situations that can be developed, thought out, discussed, and criticized. Comic stories are textual materials in relation to which you can express your own point of view. Such materials include not only jokes, which are great for sharing with friends by including them in your own English statement, but also short funny stories that were made up or actually happened, so they can be used as an argument during the discussion.

## MATERIALS AND METHODS

Currently, in the methodology of teaching a foreign language, an active search is being made for new ways to optimize the learning process and there is a tendency in educational and methodological manuals to use humorous texts and anecdotes as auxiliary material to explain the lexical and grammatical features of the language being studied. The important role of humor in the process of education and upbringing was recognized as famous foreign teachers: Ya.A. Comenius, J. Locke, J.J. Rousseau, A. Disterverg, and Russian: A.S. Makarenko, Sh.A. Amona-shvili,



V.A. Sukhomlinsky. In recent years, works have appeared devoted to the use in the learning process of means, methods and techniques based on the pedagogical impact of humor in foreign language teaching. Humor is useful for the development of speech activities: listening, understanding and reading. Modern anecdotes are a multifaceted phenomenon that can be found such as (aesthetic), cultural, sociological, psychological and historical-political analysis; they provide important and interesting material for the respective sciences. John Robert Schmitz divides humor into three groups:

- 1) Universal humor, or humor based on reality;
- 2) Cultural humor;
- 3) Linguistic humor, or humor based on words.

Teaching university students a foreign language based on reading humorous texts is studied mainly in relation to future linguists or teachers of a foreign language, and even in this case, humor is undeservedly underestimated as a special layer of culture with didactic potentials. People often get into funny or ridiculous situations in the workplace, when communicating with people, while traveling, in a restaurant, hotel, resort, park. The desire to share a funny story with colleagues

or friends, to retell a read or heard anecdote is a completely natural desire of a person to gain popularity among listeners and an attempt to please the audience, establish contact, remove communication barriers, and demonstrate a friendly attitude towards interlocutors. Thus, it can be argued that teaching speaking to students in a foreign language using comic texts and anecdotes allows you to recreate the element of naturalness in the artificial conditions of classroom learning.

This classroom-based research confirms the idea of the effectiveness of using a short humorous text to form the communicative competence of students. It was noted that “students perceive with great interest the inclusion of humorous material in the educational process, since it is not only a source of authentic cultural information and expands the linguistic horizons, which is very important, but also performs emotionally expressive and ludic (game) functions, thus thereby developing creative thinking, increasing the motivation for learning” [3, p. 134].

Students have practical experience in using short humorous texts in teaching English. The use of short jokes helped us increase students' interest in the issues under study, create an atmosphere

of lightness and goodwill in the classroom, emphasize the professional orientation of the issue under discussion, and promote the development of such an important quality in students' speaking skills.

For example: A medical student is taking an anatomy exam. The professor stops him: "You don't even know that in medicine they don't say "liver", but "liver". Let's talk about the spleen. The student begins: "A drake is ..."

A drunk drowned in the river. The policeman draws up an act and writes down: "The act of utopia ..." Crosses out: "The act of drowning ..." Crosses out: "The act of utopia ..." Crosses out: "The act of entering the body into the water and not leaving the water."

Chinese jokes:

The boy asks:

- Dad, do you know what color Spiderman is?
- Black and red.
- No, that's wrong, he's white. It is called "spiderman" in English.

Spiderman is the hero of an American film that is popular with children. The boy specifically called Spiderman's English name with a Chinese accent,

and it turned out that the English "spiderman" sounds like a phrase in Chinese - "white man".

Students can share with their speech partners knowledge about the national cuisine of countries such as the USA, Japan, Italy, France, and express their assessment of the food traditions adopted in these countries in terms of their usefulness, taste, ease of preparation, prevalence, aesthetics, attitude to the use of alcohol, fats, sweets, etc. As an incentive, the teacher can offer students a humorous text below. The advantage of such materials lies in their informative saturation, despite the small volume.

The Japanese eat little fat and suffer fewer heart attacks than the British or Americans.

The French eat a lot of fat and also suffer fewer heart attacks than the British or Americans.

The Italians drink a lot of red wine and they, too, suffer fewer heart attacks than the British or Americans.

Conclusion: Eat and drink what you like. Speaking English is apparently what kills you [2, p. 206].

The students drew attention to the fact that the above joke mentions the cultural traditions of different peoples of the world: the British and



Americans, Japanese, French and Italians. Features of the national cuisine of different countries are mentioned very briefly and paradoxically. Teacher can ask students to find additional information that confirms or refutes the facts stated in the joke. The search activity of students can develop into a project task “the most healthy products and food traditions from around the world that promote a healthy lifestyle.”

## CONCLUSION

A short humorous text acts as a stimulus, a mechanism that starts a chain reaction of replicas, questions, re-questions, statements and assessments. It is also important that the ability to irony in a difficult working situation, the ability to turn a conflict into a joke, to diversify a prepared speech with an anecdote can be attributed to the professionally significant skills of students.

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