

Kolesnykova Kateryna

USING THE SENSE OF HUMOR TO ACHIEVE EFFECTIVE COMMUNICATION IN MODERN TEACHING

*South Ukrainian National Pedagogical University named after K. D. Ushynsky,
Odesa, Ukraine*

*Without the funny one can not understand the serious
Plato*

Abstract. *The article focuses on the role of humor as the basic quality of the modern teacher personality, the use of humor in communication and in the methods of education, as well as the need to revise existing methods of education in order to improve the learning process.*

Keywords: *communication, sense of humor, humor, methods of education.*

Any successful person can not help but have a sense of humor, he simply can not cope with all the challenges that arise on his life's path.

Topicality of the research. The urgency of the topic is dictated by the rapid development of modern society: technologies are developing, information is becoming more accessible, new means of communication (social networks) are emerging, science is developing, and the teaching methodology does not receive adequate innovations that would be consistent with the ongoing qualitative changes.

Modern psychology and pedagogy do not pay sufficient attention to the sense of humor as one of the fundamental qualities of personality, although humor is one of the key tools for achieving any goal, in particular, humor is used in effective communication and in educational methods.

Considering humor and its use in education, it is possible to include in its structure moral, aesthetic, intellectual and emotional components, considering that a sense of humor implies the presence in a person of developed figurative, associative and logical thinking, savvy, knowledge and even courage.

It is difficult to overestimate the importance of humor in communication. Understanding each other, cooperation of people, their joint process of creating and organizing communication at various levels largely depends on how humor is used by the participants in communication.

The role of humor for the teacher is enormous. For him, this is one of the most important professional qualities. To have humor is first and foremost the ability to improvise, maintain a friendly atmosphere in the audience and interest in the subject.

A teacher who skillfully uses various means of humor (puns, proverbs, sayings, anecdotes, funny stories, etc.), thereby reduces tension in class, refreshes attention, develops listeners' associative thinking, broadens their horizons, exerts an emotional impact on the audience .

We do not consider the transformation of the educational process into a comedy act, but we are striving to find a mechanism that allows to use humor to stimulate the interest of the audience in the subject under study.

What is humor? One of the simplest and most precise definitions is that of V. I. Dal: "Humor is a cheerful, sharp, playful crease of the mind, able to notice and sharply expose the strangeness of customs, traditions and morals." And although humor is broader than any definition, he pointed to its significant feature: this is a property of the human psyche, consisting in the ability to "notice strangeness."

Official medieval culture is characterized by exceptionally serious tones. Seriousness was considered the only way to express the truth and, in general, all the important and valuable. However, laughter, according to M. M. Bakhtin, is as universal as seriousness. It carries in itself the history of society and the conception of peace.

A lot of events of the surrounding world are perceived as natural, logical, correct. The ability to detect strangeness in your environment helps you to orient yourself in the world, increases the adaptability to life in society. Since a person has the ability to self-reflect, he is pleased to realize that he is able to detect errors and absurdities. This creates one of the prerequisites for the formation of a sense of humor – taste, desire, focus (intention) to find the absurd and ridiculous in everyday environment.

A. Quintilian said that learning should be joyful. One of the most outstanding home teachers was the proponent of creating a school of joy V. A. Sukhomlinskiy, who holds the priority in posing the problem of humor in education. He gave an important role in teaching to the teacher's word, to the artistic style of the presentation, to writing together with the children small stories and fairy tales imbued with cheerful humor. V. A. Sukhomlinskiy considered humor a powerful means of influence. He argued that the ability to see in the violation of discipline the funny and to shame with the funny – this is the ability to penetrate with the mind and heart into the child's spiritual world: "A child can not live without laughter. When children laugh, one should not be angry, unnecessary and inappropriate laughter should be shamed with humor, i. e. with the same laughter."

A sense of humor is a person's ability to notice in the phenomena their comic sides, emotionally responding to them. A sense of humor implies the presence of a positive ideal, without which it degenerates into negative phenomena like vulgarity and cynicism. Dovlatov wrote: "Humor is the inversion of life." Or it is better to say this way: humor is an inversion of common sense. A smile of the

mind”. Smile is an expression of emotion, an emotion in itself, a feeling. The mind is emotionless in nature. Two opposites – sensible and sensual, ice and flame – generate humor. Reasonable emotion.

Humor is a broad concept that is applied to all words and actions of people, perceived as amusing and usually making others laugh, as well as to the mental processes that are experienced in the generation and perception of such a fun stimulus, and to the emotional reaction associated with obtaining pleasure from it.

Smile is the first step of laughter. Smile turns into an independent expression of pleasure – for all peoples around the world [6].

Laughter is a unique (luxurious) reflex, which plays a paramount role in our mental and physical health. Moreover, laughter takes part in our struggle for survival and in the struggle against our adversities. Laughter creates, frees, renews. It saves us from the fear that binds our freedom [7].

The ability to laugh is a truly human trait; sensitivity to the funny, inner “willingness” to laugh require great development, rampant activity, the play of mental forces. Laughter is the reverse side of thinking. To develop in the child the ability to laugh, to assert a sense of humor is to strengthen his mental strengths and abilities, to teach subtly to think and to see the world wisely.

A teacher should not lose his sense of humor when dealing with children’s pranks. Therefore, one should try to reflectively see himself as a young man in the context of today’s situation of pranks, perhaps, more serious manifestations of indiscipline or sloppiness. A sense of humor is an extremely necessary quality for the teacher.

Laughter is an expression of the new, free, critical and historical appearance of the era. Laughter always resisted fear. Through laughter, a person overcomes fear. Laughter occurs simultaneously with language and thinking. Laughter arises as a single unity, as a developed quality and then – as a whole – begins to develop, become enriched, etc.

It is said that laughter prolongs life. They say that if a person can laugh, not everything is lost. But what is this sense of humor? In what way is it measured? What is it worth? And if a person’s (kind, good, clever) sense of humor is completely absent, is it necessary to draw any conclusions? And if so, which ones?

The aim of this work is to draw the attention of the psychological and pedagogical community to the urgent need to revise teaching methods at all levels and to transform them.

Is it possible to “teach” humor? One can teach science – the generation of the mind, – with the senses, everything is more complicated. If a person does not have a musical ear, he can master a musical instrument, learn the rules of playing and, as a result, develop a musical ear. You can teach a low literate person the right letter and literate speech, but can you teach a person to feel

humor?

To judge the presence or absence of the sense of humor is possible by the way a person understands jokes, whether he catches the comic situation, whether he can laugh at a joke directed not only at another's, but also at his own address.

Absence or lack of the sense of humor indicates both a lowered emotional level (rejection of "simple" jokes per se), and insufficient intellectual development of the individual (inability to understand the humor of the situation, the play on words, etc.). In the first case, the person "makes face", because he believes that the interlocutor said something stupid, in the second case, he often sees a misunderstood joke as mockery directed at him. In both cases, it is necessary to exclude from communication any hint of humor – in order to avoid misunderstanding. What makes communication more intense. After all, a sense of humor is a wonderful feeling.

Undoubted pedagogical value, as one of the new technologies, is carried by humor and its natural expression – laughter. The use of this tool can be a reference point for increasing the effectiveness of the educational process, training and personal development. In the history of pedagogy, scientists constantly emphasized the importance of humor in education and upbringing. The development of this problem was carried out by foreign and domestic philosophers, sociologists, psychologists and teachers (M. F. Kvintilian, Yu. B. Borev, O. A. Krivtsun, A. Bergson, V. Ya. Propp, S. L. Rubinshtein, L. Vygotskiy, V. A. Sukhomlinskiy, A. N. Luk, B. Z. Vulfov, V. D. Ivanov, V. S. Kukushin, N. N. Nikitina, S. D. Yakusheva et al.).

The analysis of the data, proposed by scientific literature, allows us to draw a portrait of the modern teacher's personality:

- high level of intelligence,
- professional knowledge,
- the ability present material in a "beautiful" way;
- organizational skills;
- ability to carry out an individual approach to the student;
- judiciousness, sensitivity;
- the correspondence of the reaction to the external stimulus;
- communication skills,
- awareness of limits,
- pedagogical tact,
- sociability,
- social sensitivity (empathy);
- high moral qualities, maturity, emotional stability.

Appreciating deeply the full range of positive qualities of the teacher, students still define their own hierarchy for them, where there are qualities that characterize the level of knowledge of the teacher; qualities that are manifested in interpersonal relationships, external characteristics.

We conducted a survey of postgraduate students and those working with foreign students according to the specialty “Psychology” in the quantity of 65 people aged 21 to 35 on the basis of the State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”.

Among the personal qualities, students recognize as the most important ones responsiveness, attentiveness, restraint, preciseness, objectivity, justice, honesty, integrity, modesty, cheerfulness.

Presence of the sense of humor among the teachers was noted only by some respondents, which may indicate that the formed teaching stamp deeply was ingrained in the subconscious of our compatriots. However, with further research, it turned out that the overwhelming majority of respondents confirmed that the presence of humor is an indispensable tool for effective communication in the learning process.

Each of us remembers his school and student years. Naturally, during this light period each of us had “his favorite teacher”, “favorite subject”, “best friend”. The prerequisite for this feeling is the ease in communication, ease, as well as a smile and laughter, i. e. humor. We treated with respect and interest the teachers who through their inherent sense of humor built a powerful communication, in the course of which, without coercion, they transferred their knowledge and skills and got their students interested in their subject.

One student found a salutary technique: every time he was called, and he was not ready, he made up another excuse: but I was ill ... No exhortations helped. And then in response to another refusal to answer the teacher just told him an anecdote.

A sparrow is sitting on the wires. Sullen, gloomy. The eagle flies up.

- I'm an eagle, and who are you?

- Me? I'm also an eagle!

“Why are you so small?”

- But I have been ill!

The illness has just vanished...

Right, in able hands an anecdote is a powerful weapon, especially in the difficult conditions of today's school.

Source: <https://trizway.com/art/cards/37.html>

The downside of humor is shame. And in order not to lose such an important for us communication, so that there is no shame in front of the person whom you like, we could not but learning the material. Thus, through effective communication, the subject itself became interesting for us.

The reason here lies in the more general problem of feedback in communication. Absence of a full feedback in pedagogical communication can be connected with those features that the teacher's profession imposes on his relationships with other people. As the researchers note, many teachers are distinguished by the didactic teaching manner of speech, authoritarianism, the habit of simplified approach to the problem, the presence of speech stamps and

cliches of thinking.

People who have worked in educational institutions for many years often acquire the skills to give the interlocutor more explanations than necessary. Teachers of natural history, are used to appreciating the preciseness and accuracy of the formulation, gradually, they are showing a tendency to exchange precise information, even in conditions that do not require such preciseness [4]

In the practical and methodical direction specific methods of developing a sense of humor are developed, and its characteristics and distinctive features are elaborated. A. Ziv, speaking of a sense of humor, suggests differentiating the processes of understanding, evaluating and creating humor. The appreciation of humor is regarded by him as the ability to understand and enjoy the comments that have a humorous character.

The creation of humor is a consequence of perceiving the relationship between people, objects or ideas in their inconsistency, as well as the transmission of what was perceived to others [8].

Considering the sense of humor as a stable characteristic of the teacher's personality, it can be argued that humor is an effective means of increasing motivation in the study of the subject. Also it reduces the level of tension when the student communicates with the teacher, allowing them to show their best qualities and open up to new knowledge and achievements.

The teacher should have a developed personality, a full-fledged "Self". While there is a school, the words of K. D. Ushynsky remain an immutable truth: "In education, everything must be based on the personality of the educator, because the educational power comes only from the living source of the human personality." Without the educator's personal direct influence on the pupil, which penetrates into the character of teaching and education is impossible. Only personality can affect the development and definition of personality, only character can form a character" [13,18]

Saying that we want and must move on to new, improved forms of education, presenting information and successfully using the knowledge gained, the form and methods of communication become important. What sense will this be realized with? In my opinion, this sense deservedly can be humor, as comprehensively developing, easy and understandable communication element. Applying humor in teaching is great chance to reduce the threshold of tension between the student and the teacher, turning learning in not a painful process of remembering, sometimes difficult to perceive, materials, but in an exciting, kind and positive experience of learning the information. When it is funny to present the knowledge and to acquire with pleasure.

*Do not lose you're a sense of humor. Humor for man is the same as the fragrance for a
rose.*

D. Galsworthy

References translated and transliterated

1. Bekh, I. (2005). Osobystist u fokusi novitnhikh idei [Personality in the focus of novice ideas]. *Pedahohichna hazeta – Pedagogical newspaper*, 1, 2 [in Ukrainian].
2. Verlanov, Yu. Yu. (1998). Try aktualni problem vyshchoi osvity [Three topical problems of higher education]. *Suchasni problem vyshchoi osvity – Modern problems of higher education*. Mykolaiv [in Ukrainian].
3. Demydenko, M. (2003). *Informatsiina kultura sychanoho vchytelia [Informational culture of modern teacher]*. Cherkasy [in Ukrainian].
4. Zabrodskiy, M. M. & Makarenko, S. S. (2000). *Formuvannia komunikatyvnoi kompetentnosti uchytelia [Forming teacher's communicative competency]*. Kyiv – Zytomyr [in Ukrainian].
5. Tan, A. (2007). Pochemu u kitaitsev malo razvito chuvstvo yumora? [Why do the Chinese have a poorly developed sense of humor?]. *Logicheskyy analiz yazika. Yazikovyye mekhanizmy komizma – Logical analysis of the language. Linguistic mechanisms of the comic*. Moscow: Indrik, 541-544 [in Russian].
6. Darwin, Charles. (1872). *The expression of the emotions in man and animals*. London: John Murray. 1st edition. Asscher, 2.2008.
7. Koestler, A. (1964). *The act of creation*. London: Hutchinson&Co.
8. Ziv, A.(1984). *Personality and sense of humor*. - N.Y.: Springer Publ. Co.