

Using Humorous Texts to Improve Communicative Language Proficiency

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Abstract

The article discusses humorous texts that are used in Russian language classes. In particular, they are presented in dialogues. This technique has a positive effect on the development of communicative language proficiency, arousing significant interest among foreign students. Usually, hilarity is rarely used in the educational process because students face difficulties. But the lecturer's comments help to deal with them. Since texts of a humorous nature arouse considerable interest among students and help a person communicate with other people, they cannot be bypassed. Thus, understanding humor in a foreign language is a sign of language proficiency.

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Introduction

Humor is of great importance for the development of personality and communication of a person with other people. A sense of humor influences the formation of an optimistic, humanistic attitude to life, develops self-criticism, the ability to see things from an unexpected angle of view, ease of association, which are signs of creative thinking, therefore, the use of humor is necessary for the educational process. For example, people in everyday life face the need to translate or retell a joke in another language. Communicating with foreigners who do not speak Russian, Russians want to introduce them to Russian humor. The speaker runs the risk that the joke will lose its effect and he has to deviate from the original text. In our opinion, the joke can be used as an educational material that combines both humor and reflection of the phenomena of Russian reality, and therefore should be widely used in classes in Russian as a foreign language. Observations on the material of the Russian language revealed, on the one hand, a sophisticated fantasy, and on the other hand, the attribution of the action either to the past or to the future, which is clearly demonstrated in the following example: The killer enters a room where there are two New Russians, and says: "Gentlemen, let me interrupt you?" However, about New Russians, black humor is less common.

Humorous Texts Used in Russian Language Classes

In some textbooks, the authors aim to present the vocabulary of various spheres of business life in Russia. Joke questions, in their opinion, will stimulate students' interest, for example, in the history of the monetary and financial system of Russia and will intensify the learning process. Some joke questions are given keys. For example, there are two "New Russians":

- What do you work for now?
- A street vendor.
- Well, you are cool! In addition, how much is one street now?

The students are then asked questions: 1. what does a street vendor do?
2. What does the word "cool" mean?
3. Why did one of the interlocutors call the other cool?

Keys to tasks: 1. "Sells goods on the street from a tray (open counter)";

2. "This is a person who knows how to quickly and easily make a lot of money (usually in a dishonest way)"

3. "I decided that his interlocutor was selling streets." Alternatively, for example, from the diary of a Western businessperson. Friday. Banquet to mark the signing of the contract. Nearly died.

Saturday. The Russians were invited to get drunk. I would rather die yesterday.

Questions: 1. what does the word "get drunk," mean?

2. Why would a businessperson prefer to die yesterday?

Quest Keys: 1. "Drink alcohol to relieve weakness and headaches caused by drinking alcohol the day before."

2. "When drunk, some people, instead of drinking a little, re-consume a significant amount of alcohol and this makes them feel even worse. Probably, in the company of hospitable hosts, this also happened with a Western businessman" (Petukhova, Lebedov, 2002, p. 62).

Humor is universal, but at the same time, it has national specificity, reflecting the features of the national character of a particular people, therefore, the perception of humorous texts by a representative of another culture can cause difficulties. For example, the word "bitter" evokes in Russians the idea of a wedding, and in a foreigner, it does it in a literal sense. Such associations can be caused by an emotional-evaluative consciousness in one word in the absence of such a word in another person. Different peoples have different perceptions of humor. What is funny to Russians will surprise others or vice versa.

There is a special type of speech act - a humorous speech act, the purpose of which is not to convey some information but to make the listener

laugh. The conditions for the success of a humorous speech act are the presence of the speaker and the listener of the same social and psychological experience; they are belonging to the same culture.

Humorous texts can be successfully used in classes in Russian as a foreign language as an activation of the cognitive interest of foreign students, as well as a rich source of linguistic, regional, and socio-cultural information about the country of the target language.

The proposed method also has a positive effect on the development of foreign students' language guesses and the ability to adequately perceive Russian humor.

Authentic humorous texts generate considerable interest among students, although they encounter difficulties in understanding such texts. However, these difficulties can be successfully overcome with teacher commentary.

In such texts, direct speech is often used to express positive or negative emotions. Before completing this task, it makes sense to talk with students about the ability to use a variety of words of the author: this is by no means only said or written, which are often not followed in schools when studying direct speech. These can be words with the most varied emotional connotations: ironically noticed, grunted angrily, muttered uncertainly, continued to grumble, began to ask, whispered, prayed, commanded, yelled, indignant, and let's shout, mumble to himself, shout at the top of her lungs, gasped, exclaimed, repented, prayed, invited, greeted, suggested, confessed, yelled, sobbed, prompted, howled, etc. Working with this layer of vocabulary has great opportunities for the development of the student's speech. For example, we can give a number of such words from any book.

We offer students several sayings of outstanding people. In the assignment, they write them down as direct speech, adding on their own the words of the author. For example, Mathematics is the only perfect method for getting yourself through the nose (A. Einstein).

A long speech does not advance the matter just as a long dress does not help when walking.

(Talleyrand Shaul, diplomat, master of subtle diplomatic intrigue; spent the last years of his life in America).

Fools talk most of all about wisdom, and villains about virtue. (Paul Ernst, theologian).

The noise proves nothing: the hen that laid the egg often clucks as if it has taken down a large planet. (Mark Twain).

The best philosophers in the world are boys with beards breaking through. (Plato).

Megalomania is when a mouse imagines itself as a cat and ate itself. (M. Svetlov is a Soviet poet. He said that his smile kept his poetry. Under a smile, he wrote sad poetry).

Everyone complains about his or her memory, but nobody complains about his or her mind. While smart people know how to express a lot in a few words, limited people, on the contrary, have the ability to speak a lot and say nothing (La Rochefoucauld).

If you want to forget something immediately, write down that you must remember it. (Edgar A. Poe).

We think that it makes sense to repeat tasks of this kind since they combine both the consolidation of punctuation material and the development of speech. Here, indicators of emotions can be punctuation marks: ellipses, dashes, exclamation marks, as well as an exclamation mark with a question mark.

In addition, here are the texts that can be considered examples of wit. They can be useful both when fixing the complex topic "The words of the author within direct speech", and for developing a sense of humor in the student. For example, "Is it difficult to quit smoking?" - asked the American humorist Mark Twain. Mark Twain replied: "It's not difficult at all. I have thrown a hundred times. "

Once, when Mayakovski was in America, he was told: "How tall you are!" - "What are you!" - Vladimir Vladimirovich answered in surprise. "I am the smallest skyscraper."

One arrogant landowner decided to make fun of the veterinarian and asked him: "Are you a doctor for cattle?" - Yes, I am, - he answered calmly.

"What hurts you?" Khoja Nasreddin was asked: "When a dead person is being carried, then where should one be: behind or in front of the coffin?" "Not inside," he replied, "but wherever you want."

During the French Revolution, the crowd dragged Abbot Maury to a lantern to hang. "Will it become brighter for you," asked the abbot, "if you hang me on this lantern?" The joke saved his life.

One woman asked the Polish writer Stanislaw Jerzy Lets: "Tell me, is it very difficult to think everything out of your head?" "What are you," he replied. "It would be much more difficult from the leg."

"The guest is like inhaled air," says the Eastern wisdom. If he goes in and does not go out, the owner suffocates."

The next stage of work can be self-completion of short texts with your own answers, preferably witty. For example, what would you say if you were Mark Twain?

Students must first come up with their own answer, and then check it against ours. Then you need to write a sentence with the answer that seems to them more successful (this may be their answer).

Once in the press, there was a message about the death of Mark Twain. He answered in the press...

One day Mark Twain received a letter in the mail that contained only one word: "Pig." The next day he published the answer in his newspaper...

Answer

The rumor about my death is slightly exaggerated.

I usually receive unsigned letters. Yesterday I received my first signature without a letter.

We often cite examples of this American writer, in whose mouth words are put about the weapon of laughter, before which nothing can resist. In the 20th century, Mark Twain is a recognized classic of world literature and at the same time a truly national writer, the discoverer of that America, where the tragic side by side with the comic, the terrible with the poetic. One of the greatest humorists of modern times.

Students can continue the work on their own, checking their options, and ours. Such work will help to correctly express different shades of surprise, irritation, contempt, trust, distrust, catch a joke, or irony.

Conclusion

Thus, "The problem of expressing humor is complicated when speech activity is carried out in writing, because there are no means such as intonation and other means, without which the expression of an emotional state in oral form is practically indispensable" (Shubin, 1972, p. 85). Understanding humorous texts in a non-native language can serve as an indicator of sufficient communicative proficiency in this language.

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