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## **ENGLISH HUMOR AND ITS ROLE IN LANGUAGE LEARNING**

Currently, much attention is paid to humor: the forms of its manifestation, its impact on human life and health, and the features of are used in various fields, such as medicine, politics, business, and education [2].

It is proved that humor is a kind of translator of values, ideals, and views of a particular people. English humor is particular interest, which is widely reflected in the English language, which is currently the language of international communication and is studied in many countries, including Ukraine.

According to the state standard of education, the study of the subject of a foreign language begins from the 1st grade [3].

However, as practice shows, within the framework of school teaching of the English language, humor is not given due attention while it is an integral part of English culture and native speakers who actively use it in speech. The inability to recognize the humorous component when communicating or being acquainted with cultural works significantly reduces the level of formation of communicative competence.

The use of English humor in the process of language learning can lead to positive results in learning; promote familiarity with the culture of English-speaking countries.

We do not understand English humor, because each of us has his\her own habits, lifestyle, history, traditions and customs. Therefore, we cannot understand what is so funny in a particular joke in English, because each phrase can have several meanings.

Unprofessional and standard translation is not able to convey the intended meaning, so the output of the joke may look at least incomprehensible, and sometimes stupid. It should be noted that some expressions could not be translated literally, so the result of the translation depends only on the ingenuity and sense of humor of the narrator (translator). Many jokes are based on events that have a backstory – its ignorance is the reason that the humor will not be understood and appreciated.

Phonetic subtleties are another reason that English humor is not understandable to foreign-speaking listeners. There are many cases when, the main meaning of a joke lies precisely in the pronunciation or a wordplay, which most often cause the greatest difficulty in understanding, as well as anecdotes that contain specific information known to residents of the UK, but not always understandable for foreigners.

According to the results of the survey made in KPNU students, it was found that: Forty-eight people do not understand English humor, and sixteen do.

- Thirty - one people know English humor, but thirty-three do not.
- Fifty-eight people claim that the difficulty of not understanding humor is due to ignorance of the language.

- Fifty-seven people believe that knowing, understanding, and knowing English jokes will help them learn English.

From the results of the survey, it is fashionable to conclude that the difficulties associated with the perception of jokes in the subjects can be divided into three groups: difficulties caused by insufficient knowledge of the language, ignorance of the peculiarities of the country's culture, and less often the lack of a sense of humor in the subject.

The intelligent use of humour in the educational process is one of the ways to improve it. Turning specifically to teaching English, we conclude that high-quality learning of the English language is impossible without being acquainted with English humour since it is widely represented in the language and culture. Taking into account the fact that English humour often manifests itself in forms that are difficult

for foreigners to understand, and the distorted humorous image remains in the memory for a long time.

For the initial acquaintance with humour, simple and short jokes or poems based on the situational variety of humour will be productive, since they are more understandable and closer to Ukrainian humour. Then it is necessary to gradually present more complex and different from the Ukrainian humorous examples of a linguistic nature.

The study of humor fully contributes to the realization of all the required competencies:

**Speech competence.** The Brits actively use humor, both in personal and business communication, including with foreigners. Familiarity with various variants of humor gives students the opportunity to adequately respond to its manifestation in the conversation and continue it, perhaps in a humorous way, as well as to recognize humorous forms that are different from the Ukrainian language in the written or heard text [1].

**Language competence.** English humor is a linguistic humor that allows you to take a different look at the possibilities of the language, better understand its features, and learn much more productively such phenomena that are not present in our native language.

**Sociocultural competence.** Humor is a translator of the values, ideals, views, and way of people life. The study allows us to discover the features of another culture and better learn the features of our own.

**Compensatory competence.** In cross-cultural communication, all sorts of difficult situations are possible, and humor helps overcome them, this is one of its main social functions.

In conclusion, English humor is considered refined, elegant, and intelligent, so familiarity with it can lead to the development of students' healthy aesthetic understanding of the comic.

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