

# The Method of Education Humour Art in Chinese Classroom Teaching of Junior High School

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**Abstract:** Education humor refers to the teaching method that utilizes witty language or actions to present the teaching content, reveal the internal connections of things, thereby stimulating students' enthusiasm for learning and making teaching more relaxing and efficient. The use of humour art in teaching by teachers is not only the need for teaching but also the requirement of the times. In Chinese classroom teaching of junior high school, the following ten methods of education humour art can be appropriately utilized: the method of using rhetoric, changing pronunciation, self-mockery, mnemonic formula, setting up errors deliberately, situational simulation, gilding the lily, using body language and using association, etc.

**Keywords:** Art of education humour; Chinese classroom teaching; Junior high school

## 1. Introduction

With the deepening promotion of quality-oriented education and the continuous development of curriculum reform in the new era, the Chinese classroom teaching of junior high school further requires the continuous innovation of teaching skills and strategies. This educational background also requires teachers to control the rhythm of the classroom and use flexible teaching methods. Humor is a necessary condition for high-quality teachers in the information age, and it is also one of the main elements to measure the quality of teachers. Teachers should update their teaching strategies in real time according to the specific teaching practice, so as to realize the improvement of teaching efficiency.

Mr. Lin Yutang, the master of Chinese culture, first introduced the term "humor" into China in 1924. <sup>[1]</sup> "Humor" is a kind of wit, which can reduce people's depression and anxiety and give people a relaxed and happy feeling. Applying humor to school classroom teaching and studying it as an art constitutes the "art of teaching humor". Generally speaking, the excellent teachers or teachers with their own teaching style are good at using humor. At the same time, teachers who are good at using humor are generally popular with students and classes that are good at using humor also have higher teaching efficiency. Wei Pengsheng, a scholar, interpreted the connotation of the "art of teaching humor" as "A teaching art form that uses interesting and meaningful means of expression to teach students knowledge, develop abilities, and cultivate students' sense of humor and optimistic outlook on life." <sup>[2]</sup> Professor Li Rumi believes that the "art of teaching humor" is "the activity that applies humor to teaching and improves the teaching effect and level in the laughter of students with its unique artistic charm." <sup>[3]</sup>

## 2. The skills and methods of the education humour art

In the teaching of Chinese in junior high school, using the art of teaching humor is an extremely intelligent and effective teaching method. How to use the art of teaching humor skillfully is also an indispensable topic of discussion. In fact, there are countless specific techniques and methods to create humor in Chinese teaching of junior high school. The professor Sun Shaozhen once wrote *50 Methods of Humor Defense* to summarize various methods, which is a necessary reference for teachers to create the art of teaching humor. <sup>[4]</sup> The last paragraph of the book inspires all teachers to flexibly use and constantly try various methods of education humor art in teaching practice, constantly enrich their "cells" of creating humor in teaching, give full play to the role of education humor art, and add luster to their teaching.

### **2.1 The method of using rhetoric**

In junior high school Chinese teaching, if the teacher simply use boring language to lead students to chew the words to teach some concepts and theories, it will make the classroom seem lifeless. If the teacher can make full use of humor and superior language skills to deal with flexible, it is possible to receive unexpected results. Using rhetorical techniques such as hyperbole, metaphor, parallelism, puns and other techniques flexibly, can often attract the attention of students, guide and enlighten students to think, so as to achieve good teaching results.

Appropriate rhetorical exaggeration that within the scope of believable exaggerations, can make people feel more interesting. For example, a teacher in the *Miser* added: "Grandet in the history of literature in addition to the famous for miserliness, he is also a very famous martial arts master. If you don't believe me, please pay attention to this episode. Although Grandet has been seventy-six, but he grabbed the gold when a move 'hungry tiger pouncing on food' body posture, protected the gold when a move 'dragon swinging tail' palm force, non-martial arts masters can't be. " [5]

In addition, when analyzing the composition written by students, Teachers on the composition guidance class, directly quoted "the two-part allegorical saying" vividly played an analogy, said that the level of composition is "nephews playing lanterns - as usual (uncle)". The sentence amused all the students, followed by the teacher said: "everyone's article writing some lack, how not to apply more cosmetics. " The students burst into laughter again. The teacher went on to say, "people make-up will be beautiful, the article also need to use cosmetics to be beautiful. But if use too much, it will turn into a panda eye, that is not beautiful". A few humorous words, which were profound in the simple, made the heavy and dull teaching become easy and active. The students suddenly realized in laughter, accepted the teacher's guidance, and the composition was more and more beautiful. At the same time, the students also understood that the accumulation of flowery words is not good. [6]In short, the using of rhetorical devices in junior high school Chinese teaching not only can active classroom atmosphere, but also make it easier for students to understand the content of learning, stimulate the enthusiasm for learning.

### **2.2 The method of changing pronunciation**

The change of pronunciation is a form of phonetic that is derived under certain grammatical and semantic conditions relative to the original pronunciation. It means that when the teacher is teaching, especially when learning the language or dialogues as the main content of the text, if necessary, he can change his pronunciation habits at the right time when reading aloud. And he can use novel, strange or exaggerated pronunciation to attract students' attention, stimulate students' interest, and send students the signal that "This article is actually very interesting, my explanation is worth paying attention to."

For example, in the ninth grade *Chameleon* lesson, the teacher used different and distinctive timbre to demonstrate the reading of the text. Through the continuous performance of voice change, students could better understand the inner world of the protagonist Ochumelov on different occasions, so as to deepen their understanding of the content of this article and deepen their learning of the method of shaping the character image.

### **2.3 The method of self-mockery**

Self-teasing refers to the speaker making fun of himself, teasing himself through irony, self-mockery and other means. This can resolve embarrassment, help teachers gain popularity, and make students learn in laughter.

Such as the special teacher Han Jun who explained the *Dayan River, my nanny* lesson said: "I have a lot of advantages, some of the advantages can be found at a glance. For example, I stand here, hey, the body is not bad, quite slim; appearance is also okay, quite dashing; the face has more advantages (smiling and pointing to his face acne), this, this, and here, a total of 20 to 30 it. There are also a lot of invisible advantages, such as my good voice and good singing, and I'll sing a song for you today." Mr. Han Jun introduced himself in a self-mockery tone, exposing the "advantage" of his pimples and showed the students the ordinary and real side of his teacher. [7] In this way, students could feel the kindness of teachers and narrowed the distance between teachers and students. At the same time, it created a relaxed and harmonious classroom atmosphere, improved students' interest in learning, and promoted students' conscious learning.

Another example is that an old teacher who is about to retire, when teaching a lesson on *Young China*

by Liang Qichao, read that "old people are like spinal cows, and young people are like tits", which caused the students to burst into laughter. But instead of getting angry, the teacher pointed to himself when he read "old people" and to his students when he read "young people." When analyzing the text, he mocked himself as a "ridge cow", not as good as the young "milk tiger", who will soon return to his hometown. [8] Through self-mockery humor, the teacher not only resolved the embarrassment but also set a model of magnanimity and perseverance for the students. It can be seen that the clever use of this method in junior high school Chinese teaching can not only narrow the distance between teachers and students, create a harmonious and relaxing classroom atmosphere, but also resolve the sudden embarrassing situation in class in time and promote students' interest in learning.

#### **2.4 The method of mnemonic formula**

Chinese teaching in junior high school often involves a lot of literature knowledge that needs to be memorized, but the traditional rote memorization often fails to achieve the expected results. What's more, these boring contents will also affect students' interest in learning. At this time, it is necessary for teachers to process the blunt text intelligently and show it to students in an interesting way. This can not only help students deepen understanding and memory, but also make the classroom teaching lively.

For example, when learning the seventh grade lesson *Hurt Zhongyong*, it is inevitable to introduce to *the Eight People of the Tang and Song dynasties*. This knowledge needs to be memorized, but some students can't remember the names of those eight people. So the teacher compiled a rhyme "Cold Willow three Su Ou Wang Hate", literally meaning can be understood as "cold early spring, the willow after many blows of the spring breeze to wake up, Ou Wang to the willow this slow response state is very hate". After listening to this interesting explanation, the students not only felt interesting, but also had such an image in their minds, and naturally remembered it firmly." Cold Willow" refers to Han Yu and Liu Zongyuan; "Three Su" refers to Su Xun, Su Shi, Su Zhe; "Ou" means Ouyang Xiu; "Wang" means Wang Anshi; "Hate" refers to Zeng Gong. "Cold Willow" is from the Tang Dynasty, and the remaining five are from the Song Dynasty. In this way, the students used this formula to quickly remember *the Eight People of the Tang and Song dynasties*. [9] Therefore, when teaching fixed Chinese and literature knowledge that needs to be memorized, teachers should be good at grasping students' psychology to summarize the teaching content. According to the characteristics of the content, various formulations are used to use the art of teaching humor, so as to improve students' learning efficiency and learning quality.

#### **2.5 The method of setting up errors deliberately**

This method refers to that teachers deliberately mis explain some knowledge points that students are easy to ignore in teaching, and then strike back to improve the quality of teaching while producing humorous effects. For example, in appreciating the sentence "work and rest day and night" in *Peacock flying Southeast*, students' understanding of the polysemantic word with partial semantic focus "work and rest" is easy to make mistakes. So the teacher deliberately translated it as "Laneige worked and rested from morning till night." Many students laughed and the teacher immediately asked the students to tell the correct translation. Sloppy students were also reminded in laughter, and the chance of similar mistakes was significantly reduced. [10] This method allows students to deepen their awareness of mistakes, have a deeper memory of knowledge, and reduce the possibility of repeating the same mistakes, so as to achieve the purpose of improving the teaching effect.

#### **2.6 The method of leading away the goat in passing**

The so-called "leading away the goat in passing" means that when teachers introduce new lessons, they can use existing or more familiar conditions, or things that meet the characteristics of students as teaching materials. And create a humorous classroom atmosphere in the appropriate time, so as to assist teaching, attract students' attention and improve their interest in learning. These "materials" can be familiar advertising slogans, favorite movie materials or well-known characters for students. Teachers need to know the students' preferences and introduce them into their teaching in an appropriate way if they want to "lead away the goat in passing".

For example, when explaining the eighth grade Chinese lesson *Prelude to Water Melody*, the teacher used multimedia to play the song of Faye Wong's "When will the Moon Be" for the students, so that the students could enter the class with the melody. The students followed the lyrics into the situation described by the poet, which effectively helped the students understand the meaning of the poem. Introducing a new lesson with a song not only enlivens the classroom atmosphere, but also enhances students' interest. [11] When teaching this class, the teacher did not introduce the class in a blunt or traditional way, but "led away the goat in passing" to add songs familiar to the class, so as to introduce new lessons. For the students who are in the junior high school stage, it is the right teaching method.

In addition, in the study of the seventh grade Chinese lesson *Bamboo Shadow*, the teacher adopted the method of guessing riddle to introduce the new lesson. When telling the question, he sang with the tone of the *Hero Song*: "You have, I have and he also has it; black body, black legs and black head; following with you in front of the light or under the moon; but never open its mouth." The students immediately sat up, concentrated their attention, and drew out the bamboo shadow from shadow naturally and easily.<sup>[9]</sup> It can be seen that the introduction of new lessons in which teachers use songs, advertising slogans, stories, especially popular songs, often attracts students' attention at once and makes students feel fresh. At the same time, the whole class also presents a relaxing and active atmosphere, rather than boring.

### **2.7 The method of situational simulation**

Situational simulation method refers to the creation of a field or simulated situation. It is a humorous teaching art in which teachers lead students to carry out cognitive activities. The main point is that teachers should be good at creating interesting situations, leading students to the problem situation, thinking in various ways and capturing inspiration in the three-dimensional situation of the problem. For example, there is a teacher who taught "modifying the faulty sentences" like this: "Everyone, this sentence seems to be a little sick, like a superfluous tumor, and like a congenital defect." Now we'll do the surgery, cut it or mend it, and give it a healthy body. But you can't cut it wrong, or it will die!" The students were excited and competed to speak first. After a while, the "patient" was cured in conversation and laughter.<sup>[12]</sup>

This kind of humorous situation method arouses the interest of students and puts their brains in the best state to absorb knowledge. With the continuous development of the application of modern technology, teachers use multimedia technology in teaching, input humorous picture information, use the Internet, humorous sound and other various teaching channels or methods to mobilize students to coordinate the use of multiple senses in language learning. So as to, it can lead students into the learning situation and achieve the best effect of teaching.

For example, when teaching the lesson *Moonlight over the Lotus Pond* by Zhu Ziqing, a teacher first caught the students' attention with the song of *Moonlight over the Lotus Pond* by Phoenix Legend. At the same time, he combined with the slide show and presented a variety of pictures to show the "sinuous and zigzagging lotus pond" and "like a graceful dancer's skirt" thoroughly and vividly.<sup>[13]</sup> In this way, the thoughts of students follow the text tightly. And made full use of their hearing while matching the visuals presented by the images. It is helpful to help students to have a sense of knowledge in the real situation, so as to reduce the obstacle of understanding and strengthen the teaching effect.

### **2.8 The method of gilding the lily**

The so-called "gilding the lily" is "drawing a snake and adding feet to it", the original meaning is superfluous or unnecessary. In the use of humor in junior high school Chinese teaching, it means that there is no need to speak other languages, but add a surplus sentence to produce humorous effects.

For example, in the explanation of *A Dream of Red Mansion* (one of the Four Great Classical Novel of China), when talking about the character of Yingchun, a metaphor "cheeks like new lychee" was used. It meant that the rosy cheeks are like fresh lychees. Originally, it was enough here, but the teacher added a sentence: "Of course, it's like lychee flesh, can it also be like lychee shell?" Everyone laughed heartily.<sup>[14]</sup> It was this extra sentence, instead of "drawing a snake and adding feet to it", promoted the students' understanding of the word and helped them better understand the characters in the book.

### **2.9 The method of using body language**

Clever use of body language can also give full play to the art of education humour, play an unexpected effect in Chinese teaching. Body language can be exaggerated or reserved, the important thing is to see what content is being interpreted.

For example, when learning the lesson *the Lane in the Rain*, when the teacher reads "holding an oil-paper umbrella, wandering alone in the long, long and lonely lane in the rain", he can do the action of holding an umbrella, walking back and forth with his feet wandering, as if he were waiting for someone. Exaggerated dynamic performances can not only make students feel interested, but also encourage them to continuously imagine and associate with the article. It is conducive to better fathom the artistic conception of the poem and understand the content of the article. At the same time, it is also necessary

to pay attention to the body language should be refined, precise, natural and lively, it should be exaggerated but not excessive.

### **2.9.1 The method of using association**

Lyrics, advertising words, stories, jokes and so on can be used in junior high school Chinese teaching, as long as the teacher is good at associating and applying in the right place to use can get twice the result with half the effort. For example, when a teacher was teaching his students the poem "All the four hundred and eighty temples from Southern Dynasty hide their towers amongst smoky blossoms and misty rain.", many students could not skillfully recall the following sentence. Therefore, the teacher improvised and sang this poem with the music of the theme song of the TV series *Romance in the Rain*: "There were four hundred and eighty temples from Southern Dynasty. How many towers and terraces are now veiled in the smoke and rain..."<sup>[15]</sup> Since then, the students have never forgotten this poem, and when reciting it, they can always associate it with the singing performed by the teacher. And every time they saw the TV drama *Romance in the Rain* broadcast, they could always think of the teacher's class and think of this poem, which is very impressive. It can be seen that the associative memory method in the art of teaching humour plays an important role in the influence of teachers' teaching and students' learning outcomes.

## **3. Conclusion**

The educator Svetlov who from former Soviet Union said: "The teacher's main and first assistant is humor".<sup>[16]</sup> The art of education humour uses humorous and meaningful expression techniques to cleverly and flexibly achieve the teaching objectives designed by teachers, achieve a relaxing and active classroom, and enlighten students. Edutainment (teaching through lively activities) has become a popular and effective artistic technique in classroom teaching. In the Chinese teaching of junior high school, teachers correctly use the art of education humour to make the teaching language interesting, targeted and inspiring. First of all, it can break through the traditional "preaching" mode, activate the classroom atmosphere and improve the efficiency of classroom teaching. Secondly, it can stimulate students' interest in learning and reduce their boredom. Thirdly, it can better enlighten students' mind and deepen students' understanding and memory of knowledge. At the same time, it can also activate students' creativity and personalized thinking, and promote students to form a good character quality. Finally, it can also improve the affinity of teachers and establish a positive and good relationship between teachers and students. Finally it can produce a better teaching effect, so that the Chinese classroom teaching of junior high school become more interesting, pleasant and vivid.

In the classroom teaching, teachers should constantly improve their own level while following the school's training objectives and imparting knowledge and cultivating people. They should cultivate the sense of humour and find depth in humor, wisdom in punchlines, and wonder in common examples. Teachers should equip themselves with humour, deeply understand and flexibly use the ten methods of education humour art, such as the method of using rhetoric, changing pronunciation, self-mockery, mnemonic formula, setting up errors deliberately, situational simulation, gilding the lily, using body language and using association, etc. Let the classroom be filled with laughter and be a teacher loved by students. Guide students to enhance their interest in learning and improve teaching efficiency amid laughter and joy. Thus, it will promote the improvement of the educational and teaching level and drive the high-quality development of education.

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