

EMOTIONS IN HUMOUR OF CHILDREN AND TEENAGERS

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Abstract: In modern psychological researches need of studying of emotions for humour, interrelation of cognitive and emotional aspects of humour is emphasized. The role of positive humour in strengthening of the interpersonal and group relations is noted, positive emotions are considered as the adaptable mechanisms strengthening mental and physical health of the person create physical, intellectual and social resources which the person can use for overcoming vital difficulties. However excessively strong or negatively painted emotions, on the contrary, are capable to lead to the conflicts and difficulties in the interpersonal relations. The objective of this research consisted in studying of positive and negative components of humour at children of preschool, younger school and teenage age. 264 examinees participated in a research. The author's technique "Amusing plots" and also content the analysis of ridiculous stories of children of preschool and younger school age, teenagers was used. As a positive component of humour situations of interaction of children were considered, falling situations were carried to negative -. By means of the correlation analysis of Pearson feedback between actions of interaction and falling was revealed ($t = -.67$, at $p < .05$). Falling situations a thicket were presented comical to the children of preschool and younger school age and teenagers defining the surprise moment in a situation was. The choice as ridiculous situations of interaction confirms pronounced communicative function of humour at children and teenagers. The repertoire of social interactions in descriptions of preschool children and school students changes from game activity to the wide social relations.

Keywords: humour, emotions, children, younger school students, teenagers

1 Introduction

Russian researches of an emotional component of humour

The humour, is a thin and difficult product of culture, and the Russian researchers of humour write about need of observance of a measure of its use. The humour reflects the positive attitude towards the person, a subject and is expressed in mild laughter and a benevolent smile (Nikitina, 2008); favorable good nature (Propp, 1999); mild playful relation of the author to a subject of a statement (Popchenko, 2005). However, crime or misfortune cannot be an object of ridiculous, it should not cause sympathy: the grief, sufferings, troubles of people turn laughter into ethically inadmissible action (Latyshev, 2003). Laughter stops being the benefit, according to Stankin (Stankin, 2007) when aggression passes for a framework of roughness, cynicism. As an emotionally rich form comic, directed to underlining of social injustice, it is possible to consider satire (Kulinich, 2004). The satire is directed to negative lines of derided, criticizing imperfection of the world and human defects (Okriashvili, 2017; Villalobos Antúnez, 2016).

Foreign researches of an emotional component of humour

In the researches Aillaud, M & Piolat, A. need of studying of interrelation of cognitive and emotional aspects of humour is approved, results of an empirical research of emotions are presented, importance of effect of surprise and also the positive and negative emotions caused by process of humour is emphasized (Aillaud & Piolat, 2013).

Laughter, according to Bergson is the strongest emotion having a social significance. On character of the emotions caused by this or that look comic laughter can be distinguished, cruel, love, caustic, sarcastic, tormenting, touching, contemptuous, rough, tragicomic, healthy, sick. Excessively strong emotionally charged emotions (pity, sympathy) "kill" laughter (Bergson, 1900; Leviathan, 1991).

Martin emphasizes that the humour acts as the mechanism of regulation of emotions. It can cause strengthening of such positive feelings as feeling of wellbeing and satisfaction, to promote liberation, to lead to weakening of negative feelings, anger and alarm. However if the humour is used to get rid on purpose temporarily of a stress or to strengthen positive emotions, showing the superiority at the expense of aggressive types of humour, sarcasm, then further it can result in difficulties in the interpersonal relations (Rod, 2009).

Comic reevaluation can reduce the caused negative emotions because the humour can help to feel better when the person faces negative incentives (Kugler & Kuhbandner, 2015). Good perception of emotions and skills of their regulation can promote bigger susceptibility of humour in everyday life (Papousek et al, 2014). Perception of humour also causes pleasant emotional reaction and strengthening of positive emotions, improvement of mood (Szabo, 2003). The emotional nature of humour is also clearly shown by the researches with application of scanning of a brain showing that presentation of comic animated films makes active the known scheme of a reinforcement in the limbic system of a brain (Mobbs et al, 2003). The participants consider more amusing the concrete animated film, the these parts of a brain become more active stronger.

Fredrickson offered the model "expand and create" describing psychological functions of such positive emotions as joy. The author believes that positive emotions expand borders of focus of attention of an individual, allowing to solve more creatively problems and to expand the range of options of behavioural reactions, unlike negative emotions which tend to narrow focus of attention and to motivate the person to participate in certain actions (Fredrickson, 2001; Fredrickson & Branigan, 2005). Positive emotions can play an important role in regulation of the interpersonal relations, Shiota notes the Emotion of joy is effective in the intergroup relations, at romantic communications, friendship (Shiota et al, 2004). The joy connected with the general laughter can help to define people with common interests, to choose and attract partners.

Crawford (2011) believes that programs of training in skills of humour help with improvement of emotional wellbeing by increase in self-efficiency, positive thinking, optimism and perception of control, at the same time reducing negative thinking, perception of a stress, depression, alarm and a stress.

2 Methodology

2.1 Chyba! Zálóžka není definována. Participants

35 children of 5-7 years of Russia (5-7 years) (20 boys and 15 girls) participated in a research.

174 school students of elementary school (92 boys and 82 girls) agreed to participate in a research. The consent of parents to work with preschool children and with school students was received.

55 teenagers aged from 11 up to 15 years participated in a research on a voluntary basis: 24 girls and 31 boys.

2.2 Procedure

Studying of an emotional component of humour at children of preschool age was carried out by means of an author's technique "Amusing plots" to Children suggested to consider the beginning of a plot, and then to finish a plot one of 2 offered options. Plots were offered to be created amusing, ridiculous. Also children ridiculous stories asked to compose.

To children of younger school and teenage age suggested to invent a ridiculous story.

3 Results And Discussion

3.1 Preschool age

In total 315 elections of children of preschool age by a technique "Amusing plots" were received and analysed.

Falling was represented to children of preschool age ridiculous in 28% of cases, interaction – in 15% of cases.

Examples of descriptions of falling:

Enzhe the M (6,1) "Built, built a tower, and suddenly collapsed"; "Went, went, did not look and fell"; "Ran, ran, the ball squeezed out and missed a mouse". Amir I. (6,4) "Built a tower and it fell". Safina Z (6,0) "The hare did not keep and fell in a snowdrift. It is the ridiculous story, it is not necessary on - kind". Dima "Is funnier than M (6,5) as the lock collapsed how the boy constructed it what there ridiculous?".

Examples of descriptions of interaction:

"When friends together play Chinghiz Highway (6,6), it is good". Polina "Will be so better than M (6,5), and evil chanterelle – it is wrong". Ulyana F. (6,8) "A cat play with a mouse with each other it is amicable". Safina Z. (6,5) "The tiger and a fox together come into a lodge because the tiger fell in love with a fox. It is the kind fairy tale".

In ridiculous stories of children the stories of children connected with falling of people, children, objects, animal from any height (16%) often met: "Fell down from a horizontal bar a sofa"; "The person swung a sledge hammer and dropped it to himself on the head"; "A cat, catching mice, fell"; "The boy stumbled and fell in a snowdrift"; "The wolf fell from a tree, having been frightened of shout of little squirrels";

The stories describing situations of communication, interaction with parents, small children, animal are carried to the interaction group (10%). Game interaction was carried out by heroes of children's stories within social norms, gave to heroes of stories pleasure. Family members, animal ("It was cheerful when the dolphin touched my person and we wanted to communicate with each other became heroes of stories"; "The father tickled").

3.2 Younger school age

Younger school students made 170 ridiculous stories.

Examples of descriptions of falling:

Maxim U. (9,10) "There was along the street a girl with an umbrella. Suddenly strong wind blew, and it flew up together with an umbrella. It flew by by multi-storey house. Looks, at a window the monkey sits. - the Girl, the girl, and you where fly? - I do not know what difference. The monkey caught the girl's leg, and they departed together. Flew by by a dog, she seized a leg too, but not girls, and a monkey. But here the umbrella did not sustain, and they were gone off with a bang in a pool". A Lily To. (10,1) "I walked in the park. I went and fell in a pool. Also began to be angry with herself! - Here the infection all got wet! - Here I am a bungler!!!! While I went home passersby laughed! I came home. Mother began to laugh over me, I went to the room and sat there!". In descriptions of a situation of falling children often speak about transformation and violation of norms and rules:

Alyosha "Once in the 4th class "D" studied Century (10,1) the boy by the name of Kirill Ulyanov. He was a hooligan, but studied as good marks, he exchanged words with teachers eternally. One day Kirill came to school and the lesson began. Spoke to Kirill do not shake on a chair. And suddenly it shook and fell from a chair! End".

Examples of descriptions of interaction:

Alina M.(10,2) "Once upon a time there was Emil in Kazan. He loved Nastya, and his Nastya, but they could not find each other 4 years, and then found and got married".

Katya of Page (9,5) "Once upon a time there was a girl Yulya. Yulya was able to dance well and went to dances. Once Yulya together with the girlfriend on dances burst out laughing. Girls long could not cease to laugh. The rest the girl it became ridiculous from loud and fervent laughter of Yulya and her girlfriend too. In a dancing class there was a noise. Not for nothing say that laughter infectious!". Kirill K. (9,10) "Somehow time I went with mother to circus and on the street the dog ran. She so ridiculously ran behind a tail and to me was so ridiculous.

Then we came into circus, and in circus the conjurer showed ridiculous focuses and to me was ridiculous".

3.3 Teenage age

60 ridiculous stories of teenagers were analysed.

Examples of descriptions of falling:

Alyosha S. (13 years) "In the summer when I rode from the Vaniny roof. I hit in a stone fence. I laughed". Alina of M (13) "Once in elementary grades my friend wanted to sit down on a chair, but the schoolmate moved away him, and it fell". Elza of N (11) "At us is the two-storeyed house. When I went down from the second floor a floor was wet and I fell". Mischa N. (12 years) "We went by bicycle with Maxim and the Azat. The Azat fell in a roadside". The Azat N. (13 years) "The most ridiculous case when I ran yesterday and stumbled about a wire and fell. It was not sick, and is ridiculous".

Examples of descriptions of interaction:

Denmark To, (12 years) "Once we with parents went to shop behind jeans. We went with the acquaintance Albina. We came into an office and got confused from where we came and then went in the opposite direction. Albina very strongly laughed, and I joined". Anwar N. (11 years) "And still I remember when I came home from school and my brother (he is 1 month old) laughed also a smile from ear to ear".

4 Summary

Falling is often chosen by children of preschool age in a technique "Amusing plots" (28% of elections). Making independently ridiculous stories, children also specify falling of animals, people, objects (16% of stories). In the research Havigerova directed to studying of humour at preschool age 223 comical situations were analysed (Havigerova & Holeckova, 2015). It was revealed that children of preschool age laughed at the situations classified as jokes: the accidents caused intentionally by other person. Similarly and in our researches children as ridiculous situations allocate falling (Garanina & Artemyeva, 2017; Kolojarceva & Artemyeva, 2017). "Amusing plots" choose an interaction situation in a technique in 15% of cases. Describing positive emotions, joy during the games with friends, children point to norm, the rule to be kind, to be on friendly terms, together to play Independently made ridiculous stories of children also contain situations of game interaction (10% of stories) (Akhmetzyanova et al. 2012; Artemyeva, 2016).

15% of stories of younger school students contained the description of falling in a pool, dirt, snow; falling of children from a chair and during the game; falling of various objects (a stone, a case) on children and adults, falling on ice; falling of the child and animals (a kitten, a hedgehog, a puppy) in a hole, a ravine. Dowling, studying idea of school students of humour by means of a method group focus, notes that accidents as ridiculous are noted by boys. In our research, gender distinctions are not revealed, both boys and girls allocate falling as a ridiculous situation. According to Dowling, school students use humour to cope with the daily stressful situations connected with the interpersonal relations at school and in house conditions (Dowling, 2014). Elements of playful culture serve for smoothing of group interaction (Fine & De Soucey, 2005). 12% of stories of younger school students contained the description of interaction with other people: friendship, love, pleasant communication of people with each other, cheerful games with each other and with animals (Artemyeva, 2017; Kolojarceva & Artemyeva, 2017). 33% of the stories made by teenagers are connected with falling of people, objects; 8% of stories reflect interaction between people.

5 Conclusion

Chyba! Záložka není definována. The falling situation often meets in independently made ridiculous stories of children and teenagers and also at the choice in a technique "Amusing plots". At the

description of humour of a situation of falling, children of preschool age point to the surprise moment. The humour in playful way allows children to express fears of adulthood, experience and fears of these relations in less menacing, comfortable form.

Allocation of situations of interaction at preschool children, younger school students and teenagers, allows to claim that the humour possesses pronounced communicative function: laughter causes on communication, helps to come into contact. In difference from preschool children who derive pleasure from joint game activity younger school students and teenagers allocate situations of love, friendship, pleasant communication with each other, interaction during performance of any activity. Positive emotions play an important role in regulation of the interpersonal relations, the joy connected with the general laughter can help to define people with common interests, to choose and attract partners, to reward joint efforts and to strengthen interpersonal relations and unity of group.

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