

HUMOR AND TENDENCY TO VIOLATION OF SOCIAL NORMS IN ONTOGENESIS

^aTATIANA V. ARTEMYEVA, ^bDMITRY A. ARTEMYEV

Kazan Federal University, 18 Kremlyovskaya street, Kazan 420008, Russia

e-mail: ^aTatyana.Artemeva@kpfu.ru, ^bArtetanya@yandex.ru

Abstract: In psychology, philosophy, cultural science comic often is considered as an aberration. In culture by means of humor need of people for symbolical violation of social norms is implemented. The humor allows mentioning forbidden in the society of a subject, to criticize norms and the bans, without being afraid of punishment. Studying of dependence between humor at preschool, younger school age, at teenage age and in young years and aspiration to violation of norms and rules was a research objective. 578 examinees participated in an empirical research: 40 children of preschool age (5-7 years); 174 younger school students (7-10 years); 55 children of teenage age (11-15 years); 309 students (17-24 years). Were used: author's technique "Amusing plots"; content analysis of ridiculous stories; Questionnaire of styles of humor (HSQ) and Scale of mastering the help of humor (CHS) of R. Martin; technique of Oryol "Diagnostics of tendency to deviant behavior". It was revealed that throughout preschool - younger school age the quantity of the ridiculous stories connected with violations of hygiene, the relations with adults, discipline and the schedule in educational institution increases. Only in group of children of preschool age as ridiculous situations of violation of game interaction are allocated. At teenagers opposite for the first time as ridiculous offense situations are specified. The tendency to violation of social norms is revealed, first of all at the students using aggressive and self-deprecating humor.

Keywords: humor, social norms, rules, preschool children, younger school students, teenagers, students

1 Introduction

1.1 Interrelation of laughter and aspiration to violation of social and moral standards in philosophy

The divergence of objective properties of a subject and the available idea of norm in consciousness of the person is a fundamental prerequisite comic. The double aspect of perception of the world and human life existed already at the earliest stages of cultural development. In folklore of the primitive people near serious cults there were also humorous cults deriding the deity. The national culture of the Middle Ages and the Renaissance was studied by Bakhtin who considered that in the conditions of the developed political system all humorous forms emphasized informal aspect of the world and the human relations. The carnival cancelled norms, the hierarchical relations, the bans and privileges, temporarily exempting the person from the dominating ideology. Often laughter was directed on laughing (Bakhtin, 1990). The person laughed over by itself, at the failures and misadventures (Likhachev & Panchenko, 1976; Villalobos Antúnez, 2015). In mocking comic, most often there was a contradiction between phenomenon form and content; there was a contrast between norm and an ideal. The contradiction to norm generated external comedy, a contradiction to an ideal – comedy of internal inferiority, negligibility (Propp, 1999). The humor allows rethinking reality, to clean from dogmas; it provides not just entry of the individual into society and adoption of its norms and laws, but also certain flexibility in interpretation of these norms (Sychev, 2003; Dashkin, 2017).

1.2 Humor as symbolical violation of social norms in psychology

Cognitive, emotional and behavioral components of humor have social measurement. Psychologically laughter removes a duty to behave on the norms existing in this society from the person (Likhachev & Panchenko, 1976). The role of an appropriate joke which allows discharging tension was allocated by Dmitriyev (Dmitriyev, 1998). Laughter shows senselessness and the absurdity of the cause and effect relations existing in the social world, conventions of human behavior (Gusev & Tulchinsky, 1985). In humor it is possible to violate temporarily all rules (Svebak, 1974). The comic relations take place in various cultures, they perform function of regulation of social interactions and maintenance of social stability (Apte, 1985), allowing to find feeling of freedom and own advantage. The social function of humor directed to regulation of relationship in

group and social system was studied by Ziv (Ziv, 2010). According to the author, the humor is used for expansion of limits of social relevance. The author believes that he to the person more likely will escape violation of various taboos punishment if to do it in comic, but not in a serious manner (Ziv, 2010). Long and Grasser specified that the humor can be used not only for check and violation of social norms (Long & Graesser, 1988), but also for coercion to their performance, implementation of indirect control over behavior of others. Malkey and Kane believed that function of jokes can be more connected with social expression by that which is tabooed in culture ((Mulkay, 1988; Kane et al, 1977). The Oring assumed that besides sex and aggression the humor is often used to transfer various subjects which cause some awkwardness in this culture (Oring, 1994).

The analysis of concepts of humor allowed selecting its following characteristics: dynamism; an opportunity to actively discuss the issues forbidden in society and to use contradictions; allows lifting and discussing a wide range of social problems, without being afraid of punishment for it.

2 Methodology

2.1 Participants

Preschool children. 40 children at the age of 5-7 years of Russia (27 boys and 23 girls) participated in a research.

Younger school students. 174 school students of elementary school of Russia (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.

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

Students. 309 students of various institutes and faculties of Kazan Federal University, aged from 17 up to 24 years participated in a research. Women's selection made 249 people, men's - 60. Participation in an experiment was voluntary, free.

2.2 Procedure

2.2.1. Preschool children. The standard behavior of children when using humor was studied by means of an author's technique "Amusing plots".

2.2.2. Younger school students. Children of younger school age were offered to invent a ridiculous story, then asked to remember a ridiculous case from the work of art or the animated film.

2.2.3. Teenagers. Teenagers asked to remember and write down a ridiculous case from their life.

2.2.4. Students. For studying of styles of humor of students the Questionnaire of styles of humor developed by Martin with coauthors, adapted by Ivanova with colleagues was used; The Scale of mastering the help of humor, a technique is adapted by Artemyeva; technique of Oryol "Diagnostics of tendency to deviant behavior" (Martin, 1996; Ivanova et al, 2013; Artemyeva, 2013; Kleyberg, 2007).

3 Results and Discussion

Chyba! Zálóžka není definována.3.1 Preschool children

The qualitative analysis of answers of children, allowed revealing that children, choosing, this or that option of development of a plot, often pronounced norm. 4% of children of preschool age indicate violation of norm and the rule during creation of amusing plots. Often children realize that ridiculously happens when the norm is broken: "Because that is wrong, and is ridiculous!" (S.K., 6 years), "It is the ridiculous story, it is not necessary on – kind" (Z.C., 6 years),

Often the norm is shown in situations of interaction of children in a game: "When friends together play, it is good" (Sh.Ch., 6,5 years), "It is necessary to be on friendly terms, it will be so better, and an angry fox – it is ugly" (M. P., 6,4 of years), "The furnace pies alone not really well, boringly and alone" (L. S., 6,4 years).

The norm is often specified by children at the description of rules and standards of hygiene and safety rules: "Ate badly as pigs" (M.E., 6 years), "Who dirty, becomes a pig" (I.A., 6 years), "It is impossible children's to dress" (S.N., 6 years), "Doggies were tidied up and began to play a ball" (L.M., 7 years), "Is ridiculous that doggies dressed children's things, they strangers" (Z.S., 6 years).

Chyba! Záložka není definována.3.2 Younger school students

Violation of norm in stories from personal experience school students

The stories connected with violation of the rules of behavior, norms entered into this group. 12% of children of younger school age indicated violation of norm and the rule by drawing up ridiculous stories from personal experience. Situations in which children broke norm more often were revealed: violation of school rules, rules of hygiene.

- Violation of school rules, norms: "Once upon a time there was a boy the hooligan. In one day he could do a heap of everything. Here it went to school and threw a ball in a wastebasket. Came into school and jumped on a chair, broke it. When went to the dining room, a fork in the director throw sausage" (P.Sh., 9 years).

- Violation of the rules of hygiene: "Went along the street of people. Saw a cake. Dropped it, but all the same ate it. It was tasty. Tasty sand" (U.V., 9 years).

Violation of norms, the rules of conduct selected by school students from works of fiction

Calling ridiculous situations from works of fiction of 15% of the school students participating in an experiment called situations of violation of norm and rules.

- Violation of school rules: deception. "There two boys were late in school and wanted to tell lies to the teacher, but did not agree and dishonored in all class. (The fire in wings or a feat in ices)" (Y.M., 8 years).

- Unwillingness to study, progress "The fact that the boy did not know grammar when Malvin was taught by him idled. He did not know how many 2+2" (Buratino's Adventures) (A.P., 9 years).

- Standards of behavior "Very much made laugh me that Denis, by the nonsense threw out porridge on the street, and got on elderly mister who was just going to be photographed (Secret becomes obvious)".

Teenagers. Allocating ridiculous episodes, teenagers specify the situations connected with offenses, violation of school rules and safety rules.

- Offense. "Once I with the friend broke a window. The first time was thrown by my friend and did not get. The second time I threw, got. In a window the crack went. Last time the friend threw and broke a window" (K.A., 12 years).

- Deception of the teacher. "One schoolmate brought a column in school and began to joke with the teacher. Turned on the music and told that he is called, he was released, and he just stood behind a door" (E.S, 13 years).

- Violation of safety rules. "When I was small, I climbed over a fence and ran to the girlfriend Adelina" (F.P., 15 years).

Students. Results of interrelation of humor and tendency to violation of social norms and rules are presented in table 1.

Table 1. Correlation communications of styles of humor and tendency to the rejecting behavior at students

Scales	Affiliative humour	The self-supporting humour	Aggressive self-deprecating humour	tendency to addictive behavior	tendencies to self-damaging and behavior	tendencies to aggression and violence	strong-willed control of emotional reactions	tendency to delikventny behavior
Mastering by humour	.26**	.50**	.21**	.27**				
Affiliative humour		.19**		.29**			-	
Chyba! Záložka není definována. Self-supporting Záložka není definována.			.16*	.22**				
Aggressive humour		.12*		.33**	.28**	.28**	.25**	.27**
self-deprecating humour			.30**	.20**	.18**		.25**	.18**

Note. (R) indicates reverse keyed items.

* p< .05

** p< .01.

In a research communication between two types of humor (aggressive humor, self-deprecating humor) among themselves ($r = .30$) and 4 scales of the rejecting behavior at students is revealed. The aggressive (self-deprecating) humor has weak correlation communications with tendency to delinquent behavior of $r = .27$ ($r = 18$), with tendency to addictive behavior of $r = .33$ ($r = 20$), with tendency to the self-damaging and self-destructing behavior of $r = .28$ ($r = 18$), with strong-willed control of emotional reactions of $r = .25$ ($r = 25$) respectively. Communication between aggressive humor and tendencies to aggression and violence is revealed ($r = .28$).

4 Summary

Chyba! Záložka není definována.In ridiculous stories of children of preschool and younger school age, the description with violations of norms and rules increase from 4 to 12% (in

independent stories of children), to 15% in the stories made on the basis of fiction. The qualitative analysis of answers of children of preschool age, allowed to reveal that violation of norm in interaction situations in a game, violation of the rules of hygiene and safety, those norms which are developed by parents and tutors at preschool age is represented to children amusing.

Situations in which school rules, rules of hygiene were violated seemed to younger school students amusing. Obviously, the school student's position, socially controlled educational activity promote that younger school students "meet rules", realize the requirement to subordinate the behavior to school norms and rules (Bayanova et al, 2016). Increase in quantity of ridiculous stories in a cultural product of society – fiction is connected with it. In our research, in ridiculous stories of children, rules of school discipline and the schedule, the relations with teachers and parents, hygiene are violated. Similarly in the research

Dowling situations of misconduct, the relations with teachers and hygiene Are described (more violations of the physiological plan) (Dowling, 2014).

In difference from younger school students, teenagers as ridiculous allocate the situations connected with offenses. A number of foreign researchers established dependence between negative styles of humour and aggression, asocial behavior of teenagers and adults. In the research conducted by McGee it was revealed that teenagers who laughed more often and initiated humour showed unprovoked verbal and physical aggression and reciprocal aggression in communication with peers more often (McGhee, 1980b; McGhee, 1980a). In the research Damico it is revealed that the children inclined to humour showed more negative attitude to teachers and the principal, broke discipline in a class more often, were more undisciplined (Damico & Purkey, 1978). In the relations with peers for maintenance of the social status aggressive teenagers often resort to humour (Bowker & Etkin, 2014).

In Martin research it was established that the students having high rates on a mastering scale humour are more active, sociable, self-assured, independent. Our researches (Artemyeva, 2016; Garanina & Artemyeva, 2017; Kolojarceva & Artemyeva, 2017). confirm data of foreign psychologists that estimates on a mastering scale humour positively correlate with orientation to surrounding people, sociability, good adaptability by Wednesday, self-confidence (Saifullina & Akhmetzyanova, 2017; Akhmetzyanova, 2017). Our research allows to claim that negative styles of humour (aggressive humour, self-deprecating humour) are connected with tendency to violate public rules, weak social control of behavioural reactions or unwillingness to control behavioural manifestations (Artemyeva, 2017; Kolojarceva & Artemyeva, 2017).

5 Conclusion

Throughout preschool - younger school age the quantity of the ridiculous stories connected with violations of hygiene, discipline and schedule in educational institution increases; the relations with adults (is more often with teachers). Only in group of children of preschool age as ridiculous situations of violation of game interaction are allocated. At teenagers opposite for the first time as ridiculous offense situations are specified. At students the dependence between negative styles of humor and tendency to violation of social norms is revealed. Both at men, and at women the aggressive humor is connected with the majority of scales of the rejecting behavior. However at women these scales are connected also with self-deprecating humor. The aggressive humor of women also finds communication with aspiration to the self-damaging behavior, readiness to realize various forms of autoaggressive behavior.

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