

## DIALECTIC TRANSFORMATIONS IN THE HUMOR OF CHILDREN

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Humor is a complex phenomenon that includes many psychological functions: cognitive processes, emotions, and communication, which manifest themselves in various social and cultural contexts. Comic texts are intellectual tasks of a special kind. The function of the comic component is not only entertainment and the creation of a favorable emotional background, but also the creation of a kind of an obstacle that violates the logic of the task. The content analysis of funny stories composed by preschool age children allowed us to highlight the actions involved in the creation of comic content and develop a methodology "Funny stories" for diagnosing humor in children. We carried out an empirical study using this technique and the "Dialectic Actions" technique (Shiyan I.B.) and revealed the interrelations between the action of transformation and closure ( $r = .46$ ); alternative change ( $r = .39$ ) ( $p = 0.01$ ), however, no relationship was found between the indicator according to the "Coloured Raven Progressive Matrices" method and the actions involved in

creating humor. Was used to study dialectical actions (Bayanova L.F.); "Dialectical stories" (Shiyan I.B.); sensitivity to contradictions was studied using the scale of coping with humor and the subtest "Sequential pictures" by D. Wexler. Correlational research has confirmed our assumption that the actions of dialectical thinking are involved in the understanding of comic, contradictory situations. We found significant direct correlations ( $p = 0.01$ ) between humor and the dialectic action of association ( $r = .82$ ), the dialectical action of the content seriation ( $r = .70$ ), and the dialectical action of the alternative ( $r = .53$ ). The carried out studies indicate the involvement of the dialectical thinking actions in the understanding of the comic text contradictions. The importance of the study lies in the fact that by offering children different versions of conflicting tasks, it is possible to develop children's curiosity, the desire to solve mental tasks that require the reflection of complex hidden links and relations between objects, to teach how to find creative solutions.