THE USE OF HUMOROUS MEDIA PRODUCTS AT PRESCHOOL EDUCATIONAL INSTITUTIONS AND PRIMARY SCHOOLS

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The article reflects the description of application of humorous media products at preschool educational institutions and primary schools from the perspective of the analysis of psychological and pedagogical literature. Humorous media products are viewed as multifunctional media tools used for the development of motivation, thinking, imagination, creativity and communication skills in children. Besides, they serve for the leisure time organization purposes, national-patriotic and moral education, health saving, pedagogical diagnostics, as well as for preventive purposes, in particular to prevent aggressive behavior. Also, the use of humorous media products is considered to be an effective way to reduce the level of stress and anxiety in children in the challenging conditions of military invasion.

Frequency of application of humorous media products in the interaction with children by the primary school teachers and kindergarten teachers has been diagnosed and analyzed. There have been defined the ways to improve training of future primary school teachers and kindergarten teachers at the institutions of higher education considering the application of humorous media products. They include the following forms: lectures "The problem of humor in the history of pedagogy", "Using humorous media tools for the preschoolers speech development", "Formation of transition skills of primary school students by means analysis of media with humorous potential", "Laughter therapy and health saving of preschool and primary school age children", "Humor therapy in work with children in crisis situations" in the course of study of the disciplines: "Actual problems of preschool education", "Organization of preschoolers game activities", "Introduction to pedagogy", "Pedagogical technologies at primary school", etc.; methods: interactive, game, project; means: visual (books, periodicals), audial (audio fairy tales, etc.), audiovisual (cartoons).

Ideas worth to be used at preschool educational institutions and primary schools have been identified. They refer formation of children’s ability to distinguish between jokes and mockery; make jokes only in appropriate situation; to reveal the comic and the serious, the fictional and the real in humorous media products.

Key words: humorous media products, media tools, multifunctional media tools, sense of humor, senior preschoolers, primary school students.

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ВИКОРИСТАННЯ ГУМОРISTICЬНОЇ МЕДІАПРОДУКЦІЇ В ЗАКЛАДАХ ДОШКІЛЬНОЇ ОСВІТИ ТА В ПОЧАТКОВИХ ШКОЛАХ

І. І. Кузьма

У статті на основі аналізу психологічної, педагогічної літератури відображено досвід використання гумористичної медіапродукції в закладах дошкільної освіти та початкових школах. Показано, що гумористична медіапродукція є поліфункційним медіазасобом і застосовується для розвитку мотивації, мислення, уяви, креативності, комунікативної компетентності дітей, організації дозвілля, національно-патріотичного й морального виховання, здоров'язбереження, педагогічної діагностики, а також із профілактичною метою, зокрема для попередження агресивних дій. Крім того, її використання є одним зі шляхів зменшення рівня стресу і тривожності в дітей під час воєнних подій.

Відображено результати діагностики рівня використання гумористичної медіапродукції вчителями початкової школи та вихователями закладів дошкільної освіти. Визначено способи досягнення підготовки майбутніх учителів і вихователів у закладах вищої освіти щодо застосування гумористичної медіапродукції: форми: лекції "Проблема гумору в історії педагогіки", "Використання гумористичних медіазасобів для розвитку мотивації дошкільників", "Формування насамперед умінь учнів початкової школи на основі аналізу медіа з гумористичним потенціалом", "Сміхотерапія та здоров'язбереження дітей дошкільного та молодшого шкільного віку", "Туморотерапія в роботі з дітьми, що перебувають у кризових ситуаціях" під час вивчення дисциплін "Актуальні проблеми дошкільної освіти", "Організація ігрової діяльності дошкільників", "Вступ до педагогіки", "Педагогічні технології у початковий школі" тощо; методи: інтерактивні, ігрові, проєктні; засоби: візуальні (книги, періодичні видання), аудіальні (аудіоказки та ін.), аудіовізуальні (мультиплікаційні фільми).

Виявлено ідеї, які заслуговують на використання в закладах дошкільної освіти та початкових школах: формування у дітей умінь розрізняти жарті та насміхання; жартувати лише там, де доречно; виявляти комічне і серйозне, вигадане і реальне в гумористичній медіапродукції.

Ключові слова: гумористична медіапродукція, медіазасоби, поліфункційні медіазасоби, почуття гумору, старші дошкільники, учні молодшого шкільного віку.

Introduction of the issue. At the current stage, the role of media education constantly strengthens, the number of its directions, as well as the media competences that are formed in children and youth, increases. Media functions expands. Some of media tools perform several functions at the same time, for example, entertaining and health saving, motivating and educating. The object of research refers humorous media; the use of humorous media products for the knowledge formation, entertainment, rest and health improvement.

People noticed the healing role of laughter in the child development a long time ago and reflected it in oral folk art. However, now a child's sense of humor is being educated at a new level. In addition, in modern conditions, when the war has become a challenge for the state, the people and, accordingly, the students, humor is the factor that reduces the level of stress...
and anxiety, and laughter therapy is an effective means to relieve stress.

As it was evidenced in the presented research, media for entertainment purposes are not used enough at preschool educational institutions and primary schools. During an anonymous questionnaire in Google Forms (8 questions of open and closed type) conducted among kindergarten teachers and primary school teachers (96 participants: 64 preschool teachers and 32 primary school teachers) of Ternopil, Lviv, Khmelnytskyi regions (Master's students of Ternopil Volodymyr Hnatiuk National Pedagogical University), it was found that only the half of the respondents use means that cause laughter in children, and also teach to distinguish between jokes and mockery; demonstrate the difference between amusing and offensive behavior.

The classics of pedagogy (S. Rusova, V. Sukhomlynskyi, etc.) and modern scientists (A. Psatiy [9], A. Sirenko [12], etc.) noticed the necessity of using humor in the educational process a long time ago. P.P. Grzybowski noted that these questions were pondered by figures of different eras from antiquity to today: from Seneca to J.-J. Rousseau; from H. Fischer to J. Korczak, etc. [4: 209]. More than 70 years ago, the classic of Ukrainian pedagogy V. Sukhomlynskyi wrote that "a child cannot live without laughter. When children laugh, you can't be angry" [7: 18]. He saw the teacher's task in "educating a sense of noble humor: the ability to combine joyful wonder with sympathy, empathy, compassion. A little person who, smiling, sympathizes and feels sorry, will never mock a person, make fun of him/her, when it is necessary to help" [16: 579].

**Current state of the issue.** The essence of the term "a sense of humor" was studied by V. Propp, E. Rutman, and Z. Freud, who saw its interconnection with the feeling of joy; E. de Bono equated the sense of humor with the creative process, during which the value of something is established. Humor as a special view of the world, a specific experience of the contradiction of a perceived object, in the aesthetic assessment of which the serious and the funny are combined with the predominance of stress and lightheartedness, a сміхотерапія – ефективний засіб лікування стресу. Як засвідчують власні наукові пошуки, у закладах дошкільної освіти та початкових школах медіа з розважальною метою використовуються недостатньо. Під час анонімного анкетування в Google Forms (8 запитань відкритого і закритого типу), проведенного нами серед вихователів та вчителів початкових шкіл (96 учасників: 64 вихователі закладів дошкільної освіти та 32 учителі початкових шкіл) Тернопільської, Львівської, Хмельницької областей (магістрантів ТНПУ ім'єні В. Гнатюка), з'ясовано, що лише половина респондентів застосовують засоби, що викликають сміх у дітей, а також навчають розрізняти жарти та насміхання; те, що розважає і те, що ображає.

Необхідність використання гумору в освітньому процесі класики педагогіки (С. Русова, В. Сухомлинський та ін.) та сучасні науковці (А. Псатій [9], А. Сіренко [12] тощо) зауважили давно. П.П. Ґжибовський зазначав, що над цим питанням роздумували діячі різних епох від античності і до сьогодення: від Сенеки до Ж.-Ж. Руссо; від Г. Фішера до Я. Корчака тощо [4: 209]. Понад 70 років тому класик української педагогіки В. Сухомлинський писав, що "дитина не може жити без сміху. Коли діти смиються, не можна сердитись" [7: 18]. Він убачав завдання педагога в тому, щоб "виховувати почеття благородного гумору: здатність поєднувати радісний подій із співчуттями, співпереживаннями, жалістю. Маленька людина, яка, усміхаючись, співчуває й жаліє, ніколи не буде насміхатись над людиною, висміювати її тоді, коли треба допомогти" [16: 579].

Аналіз останніх досліджень і публікацій. Сутність поняття «почуття гумору» вивчали В. Пропп, Е. Рутман, З. Фред, які вважали його взаємозв'язок із почуттям радості; Е. де Боно ототожнював починання гумору з творчим процесом, під час якого встановлюється цінність чогось. Гумор як особливий погляд на світ, специфічне переживання суперечливості об’єкта, що сприймається,
of the positive moment in the funny, were considered by Montesquieu, L. Sacchetti and others.

The terminological apparatus and the technologies of the formation of preschool and primary school children’s media literacy are the subject of research by K. Binytska [21], O. Dubaseniuk [3], T. Ivanova [21], H. Marchenko [3], H. Tereshchuk [18], O. Yankovych [18; 21] and others. However, these scientists do not consider the importance of humorous media products for increasing the effectiveness of educational process.

The works of O. Kretova [6], O. Pysarchuk [10], A. Psatii [9], V. Sitkar [13], V. Chaika [10], etc. are devoted to the problem of using humorous media products.

O. Kretova reflected the historical roots of the problem of using humor as a pedagogical tool. Its popularization in education took place on the background of the development of Humanistic Pedagogy and Psychology. They originate approximately from the 60s and 70s of the last century and initiate the so-called child-centrism in education, when all attention is directed specifically to a child as the main figure of the educational process, who has equal rights with a teacher. That means, in other words, that a child from the object of educational influence becomes a full-fledged subject of pedagogical communication and the educational process.

However, after Sh. Amonashvili, the topic of humor in education was again forgotten for a while – in pedagogy there were more urgent issues that needed an exigent solution.

The use of humor at preschool educational institutions and primary schools is studied by N. Havrysh [5], S. Kurinna [5], M. Saharda [11], N. Samsoniuk [11], A. Sirenko [12], N. Starovoitenko [14; 15] and others. In particular, N. Starovoitenko revealed the essence, structure and content of a sense
of humor in children of senior preschool and primary school age; substantiated the method of educating a sense of humor in older preschoolers and younger schoolchildren in modern conditions of family and social education [15: 4-5]. Folklore and heritage of Folk Pedagogy were added to the arsenal of the pedagogical means of education. The scientist collected folk humorous works for children, which served as a fixed content of education: funny riddles, proverbs, fables, humorous tales, poems and songs, holosylky [uttering certain sounds or phrases in the text as long as possible], movchalky [poems, after voicing which everyone falls silent], obzyvalky [name-calling poems], myrylky [poems for reconcile], tongue twisters, counters, folk smiles, various types of games with folklore components – prymovlianky, etc. In her work, the substantiation of the expediency of their use in the educational process has been presented. As a specific means of influence, children’s comedy films and cartoons, tricks, comics, and their discussion gained popularity [15: 10].

Training the teaching staff for the use of humor is reflected by O. Kretova, who notes: "Our own teaching experience in higher education is also convincing: graduate students are practically unaware of the role of humor as a pedagogical tool, so they are unlikely to use it in their own pedagogical activities" [6: 2]. In addition, the scientist points out that these observations are also confirmed in the research of N. Starovoitenko, according to which the majority of teachers-kindergarten teachers even if are aware of the importance of using humor as an effective pedagogical tool recognize their own unpreparedness for these activities (a large part of the interviewed admits that rarely uses humor as a means of influencing children or optimizing pedagogical communication) [6: 2].

Outline of unresolved issues brought up in the article. At the same time, the positive experience is insufficiently reflected and the ways to improve the use of humorous media products at preschool educational institutions and primary schools are not defined. Only isolated
research, confirmed with the help of statistical methods, dedicated to the study of humor effectiveness in the educational process were found.

**Aim of research** is to highlight the experience of using humorous media products at preschools educational institutions and primary schools, to determine the prospects for further improvements on its application.

**Results and discussion.** The need for the formation of key competencies for life in preschoolers and primary school students prompts kindergarten teachers and teachers to study and fulfill the requirements of preschool and primary education standards. These documents provide for continuity between preschool and primary education. It is also traced through the formation of cross-cutting skills that are common to preschool and primary education: to show creativity and initiative, to manage emotions, to express and justify one’s own opinion, to think critically, to make decisions, to solve problems and to cooperate in a team.

The analysis of legislative acts, programs, preschool and primary education standards [1; 2] confirms the presence of a large number of results that must be demonstrated by a preschool and primary school student. Among them, having a sense of humor is not indicated, therefore, its formation is often not paid attention to. Instead, there are many serious requirements. At the same time, touching on the humor problems and other problems important for preschool and primary education is indirectly monitored. For example, the personal competence of a preschooler – that is optimistic feelings [1; 7].

M. Habliani, describing the experience of using humorous works of art to develop the communicative competence of preschoolers, singled out the following functions of these works: to develop children’s logical thinking, auditory imagination; phonemic hearing, a sense of humor; coherent explanatory speech; mental operations (analysis, synthesis); children’s attention and imagination, thinking, memory, speech, voluntary attention, creative imagination, positive
learning motivation, inventive abilities, ability to creative thinking, etc. [12: 13-14].

Despite the problem of insufficient attention to the development of a sense of humor in children, identified in the literary sources, the lack of media that provokes children's laughter, positive experience at preschool educational institutions and primary schools is also reflected.

For example, back in 1991, M. Saharda and N. Samsoniuk [12] covered the experience of using V. Verhovynets' book at a kindergarten. He studied the peculiarities of Ukrainian Folk Pedagogy, in particular, its huge folklore potential for the formation of a happy, full-fledged, healthy child in soul and body. In the collection "Pro rukhlyvi ihry zi spivamy" [About Moving Games with Songs], V. Verhovynets argued that joy, laughter, and a game were the main things in the educational process, in the organization of a healthy lifestyle for children [20: 3-6].

N. Baida, a kindergarten teacher at the preschool educational institution No. 17 of the Smila City Council of the Cherkasy Region, having realized the protective function of humorous works to increase the vitality of the body, their role in the speech development, setting children in a cheerful mood, unobtrusive instructions, writes humorous poems for preschoolers and primary school students by herself [12: 6].

O. Herasymenko, a kindergarten teacher at the preschool educational institution the nursery-kindergarten of the combined type No. 7 in Uman, Cherkasy region, uses fables, primarily by L. Hlibov, in the educational process. By reading fables, the kindergarten teacher believes, you can cultivate in children the framework of moral guide. These works are imbued with goodness and fairy tales [12: 20-21].

V. Hryhorash, a kindergarten teacher at the "Golden Fish" preschool educational institution (nursery-kindergarten) of the Monastyrshche City Council of the Cherkasy region, uses the poetry of the unsurpassed master of humor Hrytsko Boiko. The poet, like no one else, was able not only to entertain young readers, but also to wittily and shamelessly show the most diverse defects of the children's character with warmth and kind humor.
N. Florinska, T. Hrytsenko, the kindergarten teachers at the preschool educational institution the nursery-kindergarten No. 25 in Uman, Cherkasy region, noted that educating a sense of humor should be the task not only of the preschool educational institution, but also of the family. In their opinion, "to form a sense of humor from childhood is to prepare a child for life, for a dignified struggle with trials and difficulties. [Adults] Make a child laugh not only for fun. It is done in order to educate in a child a sense of humor – a precious quality that, when the child grows up, will increase his/her resistance to any adverse environment and will place his/her high above trifles and quarrels" [12: 31]. It is rightly believed that exactly humor is often the shortest distance from the kindergarten teacher’s idea to the child’s consciousness.

Also, N. Florinska, T. Hrytsenko use different forms and methods of work in practical activities to form a sense of humor in children, both at classes and during the day, during various routine moments. They pay special attention to familiarizing children with prose and poetic humorous works of Ukrainian and foreign poets and writers. The work of such writers as H. Boyko, P. Voronko, P. Hlazovyi, Ostap Vyshnia, H. Khymych, M. Stelmakh and many others is invaluable [12: 31].

At the kindergarten No. 25 in Uman, children have the opportunity to look at artistic postcards and funny pictures on their own. During the story role-playing games “The Store”, “The Supermarket”, “The Model Agency”, “The Advertising Agency” and games according to the socio-economic program “Aflatot”, the kindergarten teachers use pictures, toy money with humorous images. Children choose this money and can also create them by themselves. It develops imagination, creative abilities and improves the children’s mood. During the entertainment events and dramatizations, the kindergarten teachers use musical and humorous games. These fun games put everyone in a good mood. The most favorite musical and humorous games of children, according to the kindergarten teachers, are the following: "Guess the Melody", "The Best
Video Clip”, “Dance Number”, “Musicians”, “Musical Comedy”, “The Best Voice”, “Musical Round Dance”. Children change into clothes for the performance, they can choose a wig, a microphone, there is a large set of modern and classical music discs [12: 33].

L. Chorna, a kindergarten teacher at the "Kalynka" Tsvitkiv preschool educational institution (kindergarten) of the Horodyshche District Council, uses humorous works for children, in particular by the following authors: S. Rudanskyi, Ostap Vyshnia, P. Hlazovyi, Kliuchyna, Ye. Dudar, O. Chornohuz, P. Voronko, L. Kostenko, Ye. Hutksalo, H. Boiko, T. Kolomiets, B. Stelmakh, M. Stelmakh, I. Sichovyk, M. Petrenko and many others – for the speech development, entertainment, moral and ethical education. In addition, thanks to humorous works, children get to know the centuries-old folk culture of laughter and learn to find strength to overcome various life problems [12: 153].

In her work with preschoolers, L. Chorna tries to use various works of humorous literature – jokes, humorous tales, joke poems, proverbs and sayings. So that the children can better understand the funny, she shows the reaction to it using her own example. Then she teaches them the ability to use jokes in some difficult situation, so that they can react optimistically to the problem and consciously solve it, but not see only the negative in difficulties. She uses genres of laughter culture not only at classes, but also in various other situations. Due to jokes, the tension in a negative situation is immediately relieved and a friendly and positive atmosphere, an optimistic perspective on life is formed [12: 153].

So, educational institutions have accumulated positive experience in educating a sense of humor in children. However, there are not enough scientific sources devoted to the use of humorous media products in education, in particular, at preschool educational institutions and primary schools.

The theoretical aspects of the use of media with humorous potential are also insufficiently substantiated. There are several classifications of media tools, in }
particular, their division into visual, audial, and audiovisual is widespread. It is also worth classifying media tools into monofunctional (perform one or two functions) and multifunctional (perform many functions).

At preschool educational institutions and primary schools, it is necessary to increase exactly multifunctional media tools with humorous potential (books with stories, fairy tales, oral folk works of a humorous nature – visual media tools; audio fairy tales – audial media tools, etc.), which are the source of information, creative ideas, stimulate the development of mental functions, including motivation to study, contribute to national-patriotic, moral-ethical education, and children’s health saving at the same time. These media tools also perform an integrative function, which consists in using them to realize several goals, harmonizing these goals among themselves, because they teach children how to live, how to solve problems, motivate children to study, educate and develop, etc. at the same time. And the way of perceiving humorous works can be the basis of pedagogical diagnostics.

However, media products with humorous potential are often underestimated by parents, teachers, and educators, as state standards and curricula emphasize mastery of key competencies for life, cross-cutting skills. However, you often cannot master them without humor. Moreover, humor helps to improve the quality of education.

The research by A. Ziv, who studied the impact of a humorous presentation of the lecture material on the students’ academic progress during the semester, showed that the participants in the group who listened to the humorous course got higher average grades [9: 33]. Similar conclusions were made in the study of P. Neff, J.-M. Deweale [8], who found that humor improved the atmosphere and reduced anxiety level. However, R. Taleb, H. Itani, and others [17] stress that jokes should be appropriate. Their research showed that mockery, sarcasm, humor that is not related to the course is considered inappropriate by students. Inappropriate humor distracts attention and disrupts the formal atmosphere.

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sources and our own empirical research, we can make an assumption that the use of the humorous media products potential, training of future kindergarten teachers and primary school teachers for this work are often underestimated and are not a priority direction of modern scientific research.

In order to confirm or refute this assumption, we conducted research among kindergarten teachers and primary school teachers of Ternopil, Lviv, and Khmelnytskyi regions (Master's students of Ternopil Volodymyr Hnatiuk National Pedagogical University). 96 respondents (64 kindergarten teachers and 32 primary school teachers) took part in the survey (anonymous questionnaire). 8 questions of open and closed type were proposed.

More than the half of participants of the survey (54.1% of respondents) answered affirmatively to the question "Do you form children's ideas about humor and everything related to it?" At the same time, 20 kindergarten teachers (31.2% of interviewed kindergarten teachers) and 24 primary school teachers (75% of interviewed primary school teachers) gave a negative answer. Kindergarten teachers noted the following forms and methods of educating a sense of humor in children: reading humorous stories, anecdotes, fables, proverbs, sayings (folk humor) with further discussion; learning of potishky [short songs or poems with a humorous, joking content of a game orientation], myrylky [poems for reconcile] by heart; the use of funny poems (veselynky), sometimes in a distorted form, songs, funny words; conversations on the topics of how you can joke and how you shouldn't, etc.; reading and acting out humorous poems, stories; elements of storytelling, when children create funny endings to fairy tales; discussion of funny pictures that often have inconsistencies; organization of moments of humor, various festivals of laughter, comedy parties. At the same time, it is important to teach children to understand the funny in literary works and images, to show ways to adequately respond to jokes, to encourage children to make compatible jokes.

Primary school teachers skipped this and other questions that required an extended answer.

Preschool teachers indicated that they...
форм відповідь, пропускали.

Учителі початкових шкіл це та інші запитання, які передбачали розгорнуту відповідь, пропускали.

Вихователі вказали, що формує уявлення дошкільників про гумористичне в ігровій діяльності, під час інтегрованих занять, розвитку мовлення, фізкультури, на веселій годині з використанням музичного супроводу та засобів образотворчого мистецтва.


Широким є і спектр використання українського фольклору з елементами гумору. Це прислів'я, приказки, байки, народні казки, легенди, оповідання, пісні (наприклад "Грицю, Грицю, до роботи"), жарти, частівки, потішки, мирилки, дражнилки тощо. Необхідно наголосити, що тексти цих фольклорних жанрів надруковані здебільшого в книжках, журналах, що є візуальними медіазасобами. Якщо ж є можливість прослухати аудіозаписи цих жанрів, то такі медіазасоби є аудальними.

Також вихователі назвали і гумористичні мультяшокі і відеофільми (аудіовізуальні медіазасоби), які використовують у роботі з дітьми: "Ходить гарбуз по городу", "Як козаки у футбол грали", "Лежень", "Коп і Штик", "Історія однієї поросятка" [The Story of One Piglet], "Літачок Ліп" [Lip the Airplane], "Пригоди Котиборощка та його друзів" [The Adventures of Kotyboroshko and His Friends], "Свинка Пеппа" [Peppa Pig], "Capryz" [Whim], etc. Респонденти назвали і мультфільми, які використовують під час руханок: "А Рам-Зам-Зам", "Булька", "Киця Кицюня", "Корова Кьова" тощо. Варто наголосити, що цікавим
"Kytsia Kytsiunia" [Cat-PussyCat], "Korova Kliova" [The Cool Cow], etc. It is worth emphasizing that the "Z liuboviu do ditei" [With Love for Children] YouTube channel is an interesting media resource with high-quality content. This is an original Ukrainian-language project for children, which contains funny children's songs, interesting alphabets, exercises, educational videos and cartoons. As evidenced by the results of the survey, kindergarten teachers often use this YouTube channel.

More than the half of respondents (53.1%) answered affirmatively to the question "Do you teach children to distinguish between humorous and serious, comic and sarcastic, sincere laughter and mockery?" At the same time, it is this activity that needs to be strengthened, because an unsuccessful joke or teasing can be the elements of bullying. The surveyed teachers and kindergarten teachers noted that they explain to children about the possibility of insulting friends by taunting.

The survey results proved that the formation of children’s ideas about humor and everything related to it is not carried out systematically (only almost the half (54.1%) of the interviewed kindergarten teachers and primary school teachers gave an affirmative answer). Moreover, the majority of interviewed teachers (75% of 32 participants-teachers) answered that they did not conduct similar activities. However, we believe that ideas about humor at a primary school are formed in the lessons and in extracurricular activities, so teachers do not single out this activity as purposeful.

Respondents mention that the development of the ability to understand jokes, in particular in the media tools, to respond adequately to them, to joke in general, but not to offend others, is important in the process of forming the ideas about humor and everything related to it. After all, teasing can become an element of bullying, not only in a primary school age, but also in a preschool age.

Kindergarten teachers identified a large number of visual and audiovisual media tools that are used in their work to form the ideas about humor and everything related to it. Primary school teachers skipped questions that required an extended answer.
The results of our research are consonant with the conclusions of H. Vasianovych, L. Herhanov, T. Beshok, [19], who found out that teachers do not sufficiently implement media education technologies at primary schools and have a low level of media literacy.

Our scientific research, joint work with Master’s students made it possible to come to the conclusion about the need to include topics about the use of media tools with humorous potential in the content of a number of educational disciplines: "Actual problems of preschool education", "The history of preschool pedagogy", "Organization of preschoolers game activities", "Introduction to pedagogy", "Pedagogical technologies at primary school", etc. In particular, the students were interested in the following lectures: "The problem of humor in the history of pedagogy", "Using humorous media tools for the preschoolers speech development", "Formation of transition skills of primary school students by means analysis of media with humorous potential", "Laughter therapy and health saving of preschool and primary school age children", "Humor therapy in work with children in crisis situations". The study of humor problems was based on the implementation of a number of methods (interactive, project), means of education (visual (books, periodicals), audial (audio fairy tales, etc.), audiovisual (cartoons)) with humorous potential.

Conclusions and research perspectives. In the conditions of the media education actualization, increased interest to the traditions of the Ukrainian people, the growth of psychological tension in the society, the discovery of new threats to health, especially of preschool and primary school age children, the interest of teachers and scientists in the problem of using humorous media products is increasing. The application of these products is considered to reduce the level of stress and anxiety in children during wartime events. Humorous media products are the multifunctional media tools: at preschool educational institutions and primary schools, they are used for the development of learning motivation, thinking, imagination, creativity and communication skills in children. They що педагоги недостатньо впроваджують медіаосвітні технології в початкових школах і мають низький рівень медіаграмотності.

Наші наукові пошуки, спільна робота зі студентами магістратури дали змогу дійти висновку про необхідність включення тем про використання медіаасобів із гумористичним потенціалом до змісту низьких навчальних дисциплін: "Актуальні проблеми дошкільної освіти", "Історія дошкільної педагогіки", "Організація ігрової діяльності дошкільників"; "Вступ до педагогіки", "Педагогічні технології у початковій школі" тощо. Зокрема, у студентів викликали інтерес такі лекції: "Проблема гумору в історії педагогіки", "Використання гумористичних медіа для розвитку мовлення дошкільників", "Формування наскрізних умінь учнів початкової школи на основі аналізу гумористичних медіа", "Сміхотерапія та здоров'язбереження дітей дошкільного та молодшого шкільного віку", "Гуморотерапія в роботі з дітьми, що перебувають у кризових ситуаціях". Вивчення проблем гумору відбувалося на основі реалізації низки методів (інтерактивних, проектних), засобів (візуальних (книги, періодичні видання), аудіальних (аудіоказки та ін.), аудіовізуальних (мультиплікаційні фільми)) з гумористичним потенціалом.

Висновки з даного дослідження і перспективи подальших розвідок. В умовах актуалізації медіаосвіти, посиленого зацікавлення традиціями українського народу, зростання психологічної напруги в суспільстві, виявлення все нових загроз для здоров'я, особливо дітей дошкільного та молодшого шкільного віку, посилюється інтерес педагогів до проблеми застосування гумористичної медіапродукції. Її використання є одним із шляхів зменшення рівня стресу і тривожності у дітей під час воєнних подій. Гумористична медіапродукція є поліфункційним медіаасобом: у закладах дошкільної освіти та початкових школах застосовується для розвитку мотивації, мислення, увій, креативності, комунікативної
are valuable in organization of leisure time, national-patriotic and moral education, health saving, pedagogical diagnostics, as well as prevention of aggressive behavior.

However, humorous media products are still insufficiently used in the educational process of preschool educational institutions and primary schools. The results of the survey demonstrated that only the half (54.1%) of the interviewed kindergarten teachers and primary school teachers formed the children’s ideas about humor and everything related to it.

To improve the readiness of future kindergarten and teachers to use humorous media production, the following forms of education are effective: lectures devoted to the use of humorous media products; methods (interactive, game, project); visual, audial, and audiovisual means with humorous potential.

The ideas worth to be used at preschool educational institutions and primary schools refer to formation of children’s ability to distinguish between jokes and mockery; to use jokes in difficult situations in order to respond to the problem optimistically and consciously solve it, and not to see only the negative in difficulties; to joke only where appropriate; to reveal the comic and the serious, the fictional and the real in humorous media products.

The prospects for further research imply substantiation of the technology of training future specialists in preschool and primary education for the use of humorous media products.

REFERENCES (TRANSLATED & TRANSLITERATED)


Received: April 27, 2022
Accepted: May 19, 2022