

**FORMATION AND DEVELOPMENT OF LAUGHTER IN PRESCHOOLERS**

*Sultanov Shuxrat Paraxat uli*

*2 years students, Undergraduate degree*

*Nukus State Pedagogical Institute named after Ajinyaz  
(Nukus, Republic of Karakalpakstan)*

*Japakova Kamila Aybergen qizi,*

*2 years students, Undergraduate degree*

*Nukus State Pedagogical Institute named after Ajinyaz  
(Nukus, Republic of Karakalpakstan)*

*Qulimbetova Mexriban Ònerbaevna*

*2 years students, Undergraduate degree*

*Nukus State Pedagogical Institute named after Ajinyaz  
(Nukus, Republic of Karakalpakstan)*

*Djanabaeva Gozzal Utegen qizi,*

*2 years students, Undergraduate degree*

*Nukus State Pedagogical Institute named after Ajinyaz  
(Nukus, Republic of Karakalpakstan)*

**Abstract:** This article is about the laughing culture and development in the senior preschool age.

**Keywords:** Preschool education, child, laughter, sense of humor, laughing culture, positive attitude.

The introduction of laughing cultural practice in Preschool education will provide not only a positive emotional atmosphere, but will also be a source of enriching the experience of children, flexibility of their thinking and creative activity, and also teach them to look at the world with a smile. IA Lavrinets, talking about the development of a sense of humor in children, comes to the conclusion that "... that in the educational practice of working with preschool children, the resource of the laughing culture of society and the children's subculture is little used, which has great opportunities for the holistic development of the child's individuality and creative self-realization in the society of peers."

Laughing culture is a term that is widely used by researchers of the comic and laughing world M. M. Bakhtin, D. S. Likhachev, A.M. Panchenko, S. S. Averintsev, L. V. Karasev. Laughter itself is not just a physiological phenomenon, it is, according to researchers of the laughing culture, closely related to the social expression of a person, demonstrating the joy of life, a comfortable feeling of oneself among others. Laughter acts as a form of the simplest communication.

Laughter is a pronounced socio-cultural phenomenon that performs a communicative function. Laughter not only unites the members of the group, but also serves as a means of separating one group from another, emphasizes the specifics, promotes a clearer self-identification of its members, and, consequently, their cohesion. It is the cohesion of the group, and in the future — of society as a whole, that is the main goal of the communicative function of laughter.

In the universal culture there is a children's subculture, which, according to V.V. Abramenkova, is a semantic space of values, ways of activity and forms of communication in children's communities. The content of the children's subculture consists of various games, children's folklore and the legal code, children's philosophizing, ethical and religious ideas, children's magic and myth-making, as well as children's humor.

Consequently, humor is present in children's lives, fulfilling its socializing and developing role, creating a zone of variable development of each child in the ontological, epistemological and ethical aspects of the child's self-realization. A few studies of children's humor present an analysis of children's jokes told by children 3-4 years old, teasers and shifters, which reflect the processes of socialization and self-identification of children in the peer community.

The question is at what age children begin to understand and use humor, how the developing cognitive, social and emotional abilities of children are related to their ability to understand and generate humor. The laughing reaction of children occurs in response to an unexpected or incongruous event that corresponds to the cognitive level of the child, but does not agree with his developing schemes.

Considering humor as a special form of mental activity, researchers associate the appearance of humor with the development of children's ability to fantasize, pretend or play, in which children imagine themselves to be someone. At preschool age, laughter in children often occurs in the context of play interactions with other children, first in response to funny actions, then in response to funny verbal behavior.

Within the framework of interpersonal interaction, laughter at an early age was studied mainly in mother-child dyads, or in peer groups, but in the latter case, the subjects were presented with various "humorous" stimuli, which they met together or one by one. In this regard, in studies of the second type, the social determinacy of laughter fell out of sight. Thus, the question of laughter as a component of interpersonal interaction in groups of children remains practically unexplored, as well as the problem of the age dynamics of this phenomenon remains largely unexplored.

The main place in the formation of a sense of humor in children is the formation of adequate reactions to various communication situations. Emotional processes are the sphere of a child's psychological being that includes and regulates all his other functions, such as perception, memory, attention, thinking, imagination.

Emotional images and emotional control, and, consequently, the ability to see the funny, are products of education.

I. A. Lavrinets suggests using children's viewing of paintings by artists with a comic tinge as another direction of educational activity for the development of a sense of humor. The author associates the use of the great potential of shifters and riddles with the cognitive aspect of humor – this is another area of educational activity for the development of children's sense of humor, which contributes to the development of imagination. The importance of introducing children to the humorous traditions of adults through the "Day of Laughter" holiday is also noted.

When children independently create a comic image in various types of creative activity, the educator should choose such a topic of the lesson that will echo the existing experience of older preschool children.

Note that humor is closely related to the game. Since play activity is the leading activity in preschool children, the use of games in the development of children's sense of humor is a productive method.

**Conclusion:** Thus, in the course of all activities, preschool children gradually develop a sense of humor. Preschoolers learn to adequately express their emotions and predict the consequences of their own emotional behavior. Prerequisites are formed for realizing the real meaning and significance of forming an emotional atmosphere of kindness and joy for improving one's own well-being and social relations.

### References

1. Zelezinskaya L. A. Yumor kak predmet social'no-filosofskogo analiza: avtoref. dis. ... kand. filos. nauk: 09.00.11. — Blagoveshensk, 2014. 19.
2. Starovoytova E. V. Metody razvitiya chuvstva yumora u detey starshego doshkol'nogo vozrasta v obrazovatel'noy praktike. — 2018. 143-145.