

Dialectics in understanding comic text contradictions by children

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Abstract

Understanding the humorous text for the child's thinking is specifically difficult because it is connected with the resolution of contradiction, discrepancy to expectations, the decision of problem and conflict situations, the establishment of mutually exclusive properties and relations of the object. The study is directed on the identification of the actions of dialectical thinking involved in the understanding of comic texts by children of preschool and primary school age. Preschool children (5-7 years) were offered to make up and tell a funny story. A pilot study of primary school age children (8-10 years) used a complex of methods for studying dialectical thinking actions of children of primary school. The carried out study found that children used the transformation strategy in making up funny stories. Schoolchildren showed the ability to change the usual system of explanation, establishing links between a series of images in the reverse order, turning the original meaning of the event, presented in the images into the opposite. Primary schoolchildren were able to make the transition from one alternative to another, to go beyond the context of the current situation using dialectical integration actions, content seriation and changing alternatives.

Keywords

Children, Comic text, Contradictions, Dialectical actions, Humor understanding