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THE PROBLEM OF HUMOR IN TEACHING ACTIVITIES**POLINA ATRAKHIMOVICH, SVIATLANA VAIYAVODZINA****Polotsk State University, Belarus**

The problem of using humor in pedagogical activity is discussed in the article. This issue is not investigated in the science of teaching properly. Humor is considered by researchers as a quality of an individual, expressed in the ability to an original and unconventional approach to solving different tasks, expressed in reaction to certain phenomena of life with some irony. It is a quality that puts brighter shade on activities and human life and it correlates with talent. As a pedagogical tool humor is able to implement various functions in teaching activities, and it can be a tool for solving a variety of pedagogical problems.

There are few studies of humor in the science of teaching. No one doubts great importance of laughter in the lives of people and nevertheless there is a insignificant number of studies in this field. In Russian pedagogy, this issue still remains largely underreported. One of the first teachers, who analyzed various aspects of humor in education, was V.A. Sukhomlinsky. He believed humor to be a powerful means of influence in the process of education.

Modern scholars, V. Bezrukova, B.Z. Vulfov, V.D. Ivanov, N.V. Kukharev, V.S. Reshetko, O.A. Sergejev and others, considered humor to have a certain role in teaching activities. But, unfortunately, many scholars still consider school and humor as incompatible concepts. But a child can not live without laughter. School days are spent much more interesting and useful, if schoolchildren are friends and they are amicable to each other, if there is a positive and cheerful atmosphere at school. Sometimes, in complex interpersonal situations, they often occur in pedagogical practice, only a good joke, acting as a means of unity, can promote a favorable resolution of a conflict.

Humor is considered by researchers as a quality of an individual, expressed in the ability to an original and unconventional approach to solving different tasks, expressed in reaction to certain phenomena of life with some irony. It is a quality that puts brighter shade on activities and human life and it correlates with talent. We assume that a person with a sense of humor will be successful both in profession and in life in general. Humor can be a trait of one's character, and a pedagogical means. As a pedagogical means humor is based on the awareness of participants of communication of different kinds of discrepancies between the expected and the happened, between the visible and the real and so on. It is related to a comic effect, relieving psychological stress, contributing to the establishment of friendly relations.

Let's consider functions of humor in teaching activities:

Informative function.

A sense of humor in the process of communication, expressed in sophisticated words and phrases (a pun, a joke, a humoresque, a caricature) characterizes person's culture and tact, and his/her mind creating a comic situation. A teacher, using humor, not only transmits some information about the subject of the speech, but also

expresses him/herself as a personality. He or she expresses a personal attitude to what is happening, and also takes into account individual peculiarities of pupils. Using a feedback a teacher gets some information about him/herself in particular, about his/her ability to understand and make sense of humor.

Emotional function.

Humor provides satisfactory feelings in any situation. It allows less painful adaptation to changed situations.

Practice shows that the higher the ability to understand and create humor and the higher the ability to use it to overcome complex situations of participants of pedagogical process, the less expressed the symptoms of depression are- low mood, low self-esteem, hopeless perception of their future.

Humor can be a means to relieve psychological stress, it can be a psychological relaxation, it can create a creative state of mind and, ultimately, it can contribute to the effectiveness of pedagogical activity. In addition, using humor, you can manage group activities; you can create conditions for collective actions, and organize a group of pupils. A. Mody (USA) in the book "About Laughter or the Healing Power of Humor» wrote that a person's ability to laugh is just as an important indicator of his health as all others. A person feels much better when he/she is ready to make a joke or to laugh. Humor can act as a means of one's own emotional support and emotional support to others.

Motivational function

Humor is a stimulus to self-education and it stimulates a search of new means of assessment. A joke can sometimes be pedagogically more appropriate than punishment or reprimand. In addition, humor is a means of expression of the individuality of a teacher and pupils. For a witty teacher it is always easier to find a creative solution of pedagogical problems. Such teachers attract children. Thus, the desire to use humor in their professional activities may be due to various reasons, but in any case, this pedagogical means should promote a positive solution of pedagogical problems.

Regulating function

Humor regulates the relations between teachers, between teachers and pupils, between pupils. Sometimes, to start a communication, a teacher begins with witty remarks or a funny story. To make a person laugh means to enter into an emotional contact with him, to inspire confidence and to some extent trust. Acting as a means of unity, humor contributes to favorable settlements of conflicts. Humor can be a foundation of friendly relations between the participants of the educational system; humor implies the existence of positive intentions and positive ideals of each of them.

Thus, humor is a pedagogical quality of a teacher, contributing to the establishment of favorable relations in groups, reinforcing cohesion and discipline of pupils. Performing informative, regulating, motivational and emotional functions, humor helps solving various pedagogical problems.

There are generally accepted ethical requirements for effective use of humor as a specific means of educational interaction:

- One should not ridicule child's personality; one can laugh only at a separate trait of his/her character or a specific act;
- One should ridicule only that a pupil can change or modify;
- One should not be the first to start laughing at one's own joke, even at a very successful one;
- Rude and vulgar jokes are the testimony of low internal culture of a person;
- A joke should not humiliate human's dignity;
- One should not make fun of an accident, make fun of involuntary miss of a pupil
- One can not be angry with the manifestation of humor of pupils; we should always be ready to answer their jokes, to be able to laugh at ourselves.

Humor is a quality that is hard to develop, but there are several kinds of humorous educational tricks to use humor purposefully for solving pedagogical problems:

- Hint - an indication of a teacher on the fact similar within the meaning of pupils' behavior or situations.
- Irony is a way in which a teacher goes away from direct observations, charges, reprimands; for this, a teacher puts the real meaning of the situation in a bit different, often exquisitely gallant form of its expression.
- Pun (or the method of double interpretation of what happens, of situations or problems) is achieved through a play of words, the use of the original train of thought.
- Grotesque is a humorous means of conscious educational impact, based on an exaggeration or underestimation of typical characteristics of a person, phenomena, and situations.
- Paradox – a conscious change of typical meaning, change of expected to unexpected point of view.
- Pseudo contrast - false opposition; the way in which a teacher externally opposes the final part of the spoken to judge its beginning, actually strengthens his/her original idea.

Humor and laughter can occur there where a person can, at least minimally, observe his/her inner world. This observation is based on the notion of the proper, the correct, and the appropriate.

When a teacher develops a sense of humor in pupils he/she contributes to the growth of the creative potential of identity of teenagers.

Therefore, in our opinion, the issue of humor in teaching activities shall be investigated on a deeper level of knowledge. Studies on humor should be expanded. Skills of using humor should be developed and improved. And it should be applied in practice in the future.

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**DEMONSTRATION OF SOCIO-PSYCHOLOGICAL DISADAPTATION OF STUDENTS OF
TECHNICAL SPECIALIZATIONS OF HIGHER EDUCATION**

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The paper considers experimental research of socio-psychological disadaptation among male and female students of technical specializations of Polotsk State University and Vitebsk State University named after P.M. Masherov.

Human gender image is, first and foremost, its identity and an assessment category of people around. Question about contemporary gender image, human self perception, is an interdisciplinary one which includes such disciplines as physiology, pedagogy, cultural studies, sociology and psychology. One of the questions regarding this problem that gender psychology deals with is how gender image affects the personality of an individual, how people perceive themselves and others through the lens of gender and sex? This question is the most relevant in adolescence. Transformation of gender representations and at the same time non-acceptance, rejection of changes for various reasons (including educational) gives rise to psychological discomfort.

Foundations for disadapative behavior is an intrapersonal conflict and under its influence an inadequate response to the conditions and requirements of the environment in form of any abnormalities in behavior is formed as a reaction to systematically, constantly precipitating factors, which person can't cope with. The traces of the beginning of human disorientation are: a person is lost and doesn't know what to do in this situation, how to carry out this unbearable demand? He either doesn't respond or responds in manner that comes first [1]. Thus, at the initial stage, a person is in the state of destabilization. Over time this confusion will pass and he will calm down. If such acts of destabilization repeat quite often it leads a person to the emergence of resistant internal conflict (dissatisfaction with himself, with his position) and external conflict (relation to the environment) which leads to persistent psychological discomfort and, as a result of such state, to disadapative behavior.

Socio-psychological personal disadaptation is primarily expressed in the inability to adapt to its own needs and aspirations. A person with adaptation disorder or full disadaptation is unable to meet the demands and