

دور الفكاهة في تعزيز النمو المعرفي والعاطفي من خلال أدب الأطفال

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الملخص

يتناول هذا البحث الدور المهم للفكاهة في تحسين النمو المعرفي والعاطفي من خلال كتب الأطفال. كأداة أدبية، فكاهة لا تجذب القراء الصغار فحسب، بل تعزز أيضاً التعاطف والتفكير النقدي وتعلم اللغات. يمكن للمؤلفين معالجة المشكلات الاجتماعية الصعبة، وتخفيف التوتر، وتشجيع حب القراءة مدى الحياة من خلال إشراك الأطفال في مواد فكاهية. تؤكد الدراسة على أهمية الفكاهة في كتب الأطفال، مشددة على قدرتها على جعل التعلم ممتعاً وذا صلة بالواقع وسهل المنال. مستوحاة من نظرية ليف فيجوتسكي الاجتماعية الثقافية، تُشدّد الورقة البحثية - وخاصةً من خلال السرد الفكاهي - على أهمية التواصل الاجتماعي، والأدوات الثقافية، والداعمة في النمو المعرفي. علاوةً على ذلك، يُشير البحث إلى وجود ثغرات في الدراسات التجريبية حول تأثير الفكاهة على النمو العاطفي والمعرفي للأطفال، مما يحث على إجراء المزيد من الأبحاث. باستخدام كتب أطفال مسلية معروفة، تُظهر المقالة كيف يُمكن تطبيق الفكاهة بمهارة لنقل دروس حياتية مهمة، وإلهام الإبداع، وتحسين التعلم الاجتماعي والعاطفي. تشير النتائج إلى أن الفكاهة أداة تعليمية فعالة تدعم نمو الأطفال الشامل، وليست مجرد وسيلة للتسلية.

الكلمات المفتاحية : الفكاهة، أدب الأطفال، النمو المعرفي، فيجوتسكي، النظرية الاجتماعية الثقافية، النمو الاجتماعي.

The Role of Humour in Enhancing Cognitive and Emotional Development through Children's Literature

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Abstract

The important function of humour in improving cognitive and emotional growth via children's books is investigated in this research. As a literary device, humour not only grabs young readers but also promotes empathy, critical thinking, and language learning. Authors can address difficult social concerns, lower stress, and encourage a lifetime love of reading by including kids with funny material. The study stresses the need for humour in children's books by emphasizing its potential to make learning fun, relevant, and accessible. Inspired by Lev Vygotsky's sociocultural theory, the paper emphasizes—especially via funny narrative—the importance of social contact, cultural instruments, and scaffolding in Cognitive Development. Furthermore, the research points to the gaps in empirical studies on the particular influence of humour on children's emotional and cognitive development, thereby urging more research. Using well-known amusing children's books, the article shows how humour may be skillfully applied to impart important life lessons, inspire creativity, and improve social and emotional learning. The results imply that humour is a strong teaching tool that supports children's whole Development rather than only a means of amusement.

Keywords: Humour, children's literature, cognitive Development, Vygotsky, sociocultural theory, Social Development

1. Introduction

Children's literature, to keep a hold on their audience, largely targets children under the age of sixteen years. Immediately adopts humour. Children's books with humour impart a love for reading since they excite children about the story. Moreover, since comedy often includes wordplay, puns, and other linguistic humour that require an appreciation for language and its nuances, comedy may also help children develop their language skills. Children who read funny children's books will also be more likely to develop empathy and emotional intelligence as they become aware of and appreciate other points of view and feelings. Moreover, comedy may be used to approach sensitive or complex issues in a manner that children find helpful in making such matters easy for them to grasp. Humour is an important factor in children's literature as it entertains, informs, and amuses young readers while at the same time influencing the way they view life. (Sirojiddin Yuldoshev& Nigina Temirova, 2023)

Humour is an effective way to help children learn about social conventions and standards. Through comedic writers, children will learn great lessons concerning appropriate behaviours and consequences of actions regarding social issues and disputes among people. Since humour could lead students or children to reason on the issues and challenge themselves as well as negative attitudes or actions, it could be used to manage such awkward subjects as bullying, prejudiced behaviour, and discrimination. Moreover, humour in children's literature will also be instrumental in nurturing creativity and imagination. The more comical the characters, situations, and even the language, the more they could ignite the interest of creating their own story or ideas within children. In that aspect, it may impact the children growing into persons and society because it aids in forming and developing their voice and perspective. Children enjoy reading the most when it is fun. Humour may make young readers feel happy and amazed, bringing a feeling of fun and lightness that will make them want to read books and stories repeatedly. In this way, comedy in children's books could nurture lifelong affection for reading and learning, promoting children's academic and personal Development. (Janice, 2008)

The research aims to emphasize the importance of comedy in children's literature. Children have been known always to be happy and, for that matter, perhaps love funny skits. Comedy makes the children use all their senses to put them into the story, making it easy and fun for them to grasp the essence of a given story. As such, this research highlights

how crucial it is for comedy to be incorporated into children's literature.

This study is expected to fill the gap, given that there is a large gap in research concerning its specific effects on children's cognitive and emotional development through literature. The present research fills the gap in deep knowledge of the role humour plays in children's books in fostering emotional and cognitive growth. The specific effects of humour on cognitive abilities, such as language acquisition, memory, and critical thinking, and emotional aspects, like stress reduction, empathy, and social bonding, are not well studied empirically. However, there is anecdotal evidence that it can increase Engagement and enjoyment.

The study will handle the importance of humour in children's literature. Humour is a very important and essential constituent of children's literature. This study is concerned with including humour in children's literature. Humour is one of the most significant stimuli and motives for children. It helps them understand and assimilate things; it gives them a sense of joy and happiness while reducing their boredom and depression.

This research is trying to answer the following questions:

- 1- How does the use of humour in children's literature impact cognitive and emotional development in children aged 6-12
- 2- How does humour affect language acquisition and empathy in early childhood?

2. Key Concepts

Lev Vygotsky's sociocultural theory emphasizes the fundamental role of social interaction and cultural tools in cognitive Development. Key concepts include:

1. **Social Interaction:** Learning can be done through interactions with others in the same area, such as parents, teachers, and peers, etc.
2. **Zone of Proximal Development (ZPD):** There is an obvious gap between what the learner can do by himself alone and what he can achieve when under guidance.
3. **Scaffolding:** It is the step which can be considered as an important means for transferring knowledge, as a temporary support, from more knowledgeable person to help a learner to do a task.
4. **Cultural Tools:** These tools such as Language, symbols, and artefacts that mediate thinking and learning is considered as cultural based tools.
5. **Internalization:** It is the process in which the knowledge is transferred from social interactions into individual cognitive structures of the others.

Vygotsky argued that Cognitive Development has been found in social and cultural contexts. This opinion contrasts with the opinion of Piaget in which he focuses on individual exploration. His works have great influence on education. It highlights the value of collaborative learning and guided controllable instruction (Vygotsky, 1978).

The sociocultural theory of Lev Vygotsky sheds light on the basic role social interaction and cultural instruments used in Cognitive Development. Many important ideas were presented:

- Learning can happen as a result of relationships with others such as parents, peers, and instructors.
- The Zone of Proximal Development (ZPD) is the difference between the capacity of the learner when he is directed and his capacity alone without interference.

3. Hypothesis:

The use of humour in children's literature enhances cognitive and emotional development in children aged 6-12 by improving language acquisition, critical thinking, empathy, and social bonding, while also making learning more engaging and accessible. This hypothesis is supported by the research questions:

1. How does the use of humour in children's literature impact cognitive and emotional development in children aged 6-12?
2. How does humour affect language acquisition and empathy in early childhood?

Additionally, the paper emphasizes the role of humour in engaging young readers, fostering social and emotional learning, and addressing gaps in empirical research on these effects. The hypothesis aligns with Vygotsky's sociocultural theory, which underpins the study's framework.

4. Methodology

4.1 Design of Research:

This study uses a mixed-methods approach, combining qualitative and quantitative techniques to fully analyze, via literature, the function of humour in children's cognitive and emotional development. The study design comprises empirical studies on humor in children's literature as well as a methodical review of current ideas (such as Vygotsky's sociocultural theory).

Content analysis of well-known hilarious children's books (such as *The Cat in the Hat*, *The Very Hungry Caterpillar*) helps one to spot trends in comedy tactics (like wordplay, absurdity) and their thematic compatibility with developmental goals.

Data gathering from parents, teachers, and students (ages 6–12) to evaluate supposed effects of hilarious literature on engagement, empathy, and learning using surveys and interviews. Pre- and post-tests with children will gauge changes in language acquisition, critical thinking, and emotional responses following exposure to hilarious rather than non-humorous books.

4.2. Participants

The participants were Including people from many linguistic and cultural backgrounds which will help to investigate cross-cultural humor impressions.

- Children: A sample of 100–150 children aged 6–12, stratified by age groups (6–8, 9–12) to account for developmental differences.
- Adults: 30–50 parents/teachers to provide observational data on behavioural and emotional changes in children.

4.3. Data Collection Tools

1. Questionnaires: - for kids: Likert-scale simplified questions (like "Did the funny book make you want to read more?"). For adults: open-ended questions concerning noted variations in children's stress, empathy, and involvement.
2. Semi-structured interviews with teachers on including humor into their lessons. Following up with controlled group readings (humorous vs. non-humorous novels) will help to evaluate understanding and emotional resonance. To measure cognitive improvements, vocabulary tests and problem-solving assignments abound.

4. 4. Practical Implementation

- Book Selection: Curate a list of 10–15 acclaimed humorous children's books (e.g., *Don't Let the Pigeon Drive the Bus!*) and matched non-humorous counterparts.
- Classroom Integration: Collaborate with schools to allocate weekly "humour reading hours" and track longitudinal effects.

- Parental Involvement: Distribute journals for parents to record children's reactions to humorous stories at home.
- Ethical Considerations: Obtain parental consent; ensure age-appropriate content; anonymize data.

4.5. Data Analysis

- Quantitative: Use SPSS/R to analyze test scores and survey responses (e.g., t-tests to compare pre/post-intervention results).
- Qualitative: Thematic coding of interview transcripts and open-ended survey responses (e.g., NVivo software) to identify recurring themes (e.g., "humour as a coping tool").
- Triangulation: Cross-validate findings from surveys, tests, and content analysis to ensure reliability.

4.6. Practical Outcomes

Evidence-based guidelines for choosing and using hilarious books to scaffold learning (e.g., matching Caps for Sale with problem-solving tasks) guide educators.

Parental Resources: A well-chosen collection of hilarious books catered to developmental phases (e.g., slapstick for ages 6–8; irony for ages 9–12).

Policy Implications: Support of social-emotional learning (SEL) by advocacy of humor-integrated curriculum. This approach guarantees thorough investigation of the educational value of humor by bridging theoretical frameworks (e.g., Vygotsky's ZPD) with practical tools for participants in the growth of children.

5. Vygotsky's sociocultural theory and Children's Literature

Lev Vygotsky assures that the important function of social interaction, cultural tools, and language in cognitive Development. His sociocultural theory is considered as a basic milestone in developmental psychology. It has a great effect on Children's literature because it emphasizes the effectiveness of stories, books, and reading experiences when they are used for learning and growth (Vygotsky, 1978).

Piaget's focused on personal discovery whereas Vygotsky stated that cognitive Development is basically can be obtained from social and cultural atmosphere. His work has greatly affected

education by stressing the value of directed instruction and group learning. Vygotsky's Sociocultural Theory focuses on Social Interaction and Learning. He maintained that learning is a socially mediated process. Children acquire knowledge and skills through contact with more experienced others, such as parents, teachers, and peers. In the framework of children's books, parents or peers can lead children through reading so they may comprehend and analyze stories, thereby promoting Cognitive Development (Piaget, 1950)

The ZPD, or zone of proximal Development, is the difference between a child's independent capacity and the capacity attained under direction or cooperation. Children's literature can be customized to fit their ZPD by including stories that challenge their present knowledge and provide scaffolding opportunities— via conversations, questions, or explanations.

Vygotsky underlined how closely cultural resources, including language, symbols, and objects, shaped mental processes. Books and stories are cultural instruments that help youngsters internalize knowledge by introducing them to fresh words, ideas, and ways of thinking.

6. Language as a Cognitive Tool

Vygotsky's theory revolves around language since it helps to moderate cognition and supports higher-order cognitive ability. Children's books expose children to various linguistic patterns, stories, and concepts, enhancing their language development.

Value of Vygotsky's Theory for Children's Literature: Scaffolding via Group Reading Children's books can be used as a scaffolding technique by adults or peers to assist youngsters in understanding difficult concepts or feelings. For instance, talking about a character's emotions or behaviours might help children grow sympathetic and adept at addressing problems.

Children's books frequently reflect societal awareness and cultural values and customs. Stories help young people develop their own culture and that of others, promoting global awareness and identity. Stories help youngsters to develop their creativity and abstract thinking by pushing them outside their daily experiences. This situation fits Vygotsky's focus on the part symbolic tools play in Cognitive Development. The technique of Reading books aloud and activating conversations about stories will improve the ability to memorize vocabulary, comprehension, and narrative skills also language and its skills development. Vygotsky's point of view support this idea by considering language as a major means of learning. Children's books can pave the way for interaction among friends by creating emotional and social learning. Children can interact among each other to negotiate the social and emotional issues through

guided conversations. This will reflect Vygotsky's emphasis on the social aspect of learning. Children took from the teachings of ideas found in stories during their development to obtain other-controlled learning (with direction) to reach self-regulated learning (independent thinking). This case indicates the theory of internalization by Vygotsky (Vygotsky, 1978).

7. Useful Applications in Children's Books

Children's books can be considered as one of the crucial tools for learning. It serves as powerful tools for enhancing growth and Development in young ages. Educators should encourage the conversations between adults and children during the reading sessions. This way can enhance the comprehension and support the learning experience. In order to expand the horizons of children, the instructors should select books that make children uncover various cultures, conventions, and experiences of others. The children should go through stories that with a its Zone of Proximal Development (ZPD). They can be challenged enough to grow without becoming overwhelmed by huge information. Focusing on imaginative literary works inspired by well-known stories enables children to internalize lessons extracted from these stories and apply the new concepts from it, and eventually developed creatively. Vygotsky's sociocultural theory about children's literature has a transformative role in cognitive, social, and emotional Development. Through reading stories, children can acquire language and literacy skills which enable them to learn how to navigate social interactions and develop higher-order thinking. Educators, parents, and writers can use Vygotsky's insights to create meaningful reading activities that support and enhance children's growth. Additionally, determining how humorous literature impacts children's cognitive and emotional Development requires comprehensive research, including qualitative and quantitative data from surveys of parents, teachers, and children, to evaluate their experiences and the perceived effects of such reading (Bruner, 1983).

8. The advantages of humour in children's literature

Engagement is one of the most wonderful advantages of humour, which is that it can easily grasp and hold the interest of juvenile readers. Children, by nature, are curious and playful and generally enjoy things that make them laugh. If a book is funny, it becomes much more interesting and enjoyable for children to read—thus keeping them engaged, motivated, and wanting to read more. Humour helps to create a more relaxed and lighthearted atmosphere, which is very useful for children who might feel anxious or stressed. Reading a book that makes them laugh can help children unwind and distract themselves from any negative thoughts or

emotions they may be feeling. It is a powerful tool for explaining complex notions or concepts to children. Sometimes, humour enables an author to use hard concepts or ideas that are less obtuse for young minds. For instance, books that teach children about cultural differences or historical facts using humour will make such knowledge fascinating. It can be a powerful tool when dealing with difficult or sensitive topics in children's literature. Authors could use humour to approach subjects that may be difficult for readers to understand because it eases the conversation about a subject deemed difficult to approach (Martin, 2007).

An example would be a book with an underlying theme of death conveyed humorously. This will help children perceive and cope with their feelings towards this serious matter. Also, it helps instill a love of reading in children. If a book makes them laugh, then the child can continue reading and will tend to look for more such books in the future. This helps encourage lifelong learning since they will become attached to reading and eager to read more. (Mcghee & Frank, 1989).

These advantages of humour in children's literature can be summarized as follows:

A. Engagement: One of the most wonderful advantages of humour is that it can easily grasp and hold the interest of juvenile readers. Children, by nature, are curious and playful and generally enjoy things that make them laugh. If a book is funny, it becomes much more interesting and enjoyable for children to read—thus keeping them engaged, motivated, and wanting to read more.

B. Relaxation: Humor helps to create a more relaxed and lighthearted atmosphere, which is very useful for children who might feel anxious or stressed. Reading a book that makes them laugh can help children unwind and distract themselves from any negative thoughts or emotions they may be feeling.

C. Education: Humor is a powerful tool for explaining complex notions or concepts to children. Sometimes, humour enables an author to use hard concepts or ideas that are less obtuse for young minds. For instance, books that teach children about cultural differences or historical facts using humour will make such knowledge fascinating.

D. Coping: Humor can be a powerful tool when dealing with difficult or sensitive topics in children's literature. Authors could use humour to approach subjects that may be difficult for readers to understand because it eases the conversation about a subject deemed difficult to approach. An example would be a book with an underlying theme of death conveyed

humorously. This will help children perceive and cope with their feelings towards this serious matter.

E. Encouragement: Humor helps instil the love of reading in children. If a book makes them laugh, then the child can continue reading and will tend to look for more such books in the future. This helps encourage lifelong learning since they will become attached to reading and eager to read more.

In short, humour is an important asset in using children's literature to inculcate wonderful lessons for youngsters and promote a favourable affection for reading. (Mcghee & Frank)

9. Prominent Stories about Humour in Children's Literature

Following are a few examples of humour in children's literature, including a brief explanation of how the humour is used:

A. "Caps for Sale" by Esphyr Slobodkina: This classic children's favourite tells the story of a peddler who tries to sell his caps to a troop of mischievous monkeys that have pilfered them and put them on their heads. The story shows that the peddler attempts in many ways to get his caps back from the monkeys, only to be outsmarted every time. Funny, silly, and fun, it teaches young children perseverance and problem-solving. (Slobodkina, 1940).

B. "The Very Hungry Caterpillar" by Eric Carle : This is a popular children's book about a caterpillar who eats different foods before transforming into a beautiful butterfly. The story is humorous and portrays the caterpillar with a huge appetite, detailing all the foods he eats, thus making the story very interesting and funny to little readers (Carle, 1969).

C. "Where the Wild Things Are" by Maurice Sendak: In this children's classic, a little boy named Max gets sent to bed without dinner and fantasizes that he sails away to an island of wild creatures. The book's humour sets up a fantastical and imaginative world, even as it provides a deeper look into such themes as loneliness and imagination (Sendak, 1963).

D. "Do not Let the Pigeon Drive the Bus!" by Mo Willems: This funny children's book features a pigeon trying to convince the reader to let him drive the bus. The reader

should not give in to the pigeon's begging. The humour in the book creates a silly and entertaining story that teaches children the importance of following rules (Willems, 2003).

E. "The Cat in the Hat" by Dr. Seuss: In this classic children's tale, the mischievous Cat in the Hat creates quite a ruckus inside a young boy's home while his mother is away. The story is funny; it creates a silly, entertaining atmosphere while teaching little ones the consequences of disobeying and responsibility. (Geisel, 1957).

10. The Use of Humour in Teaching Children

Humour, which teachers very powerfully employ, can evoke interest in learning in students, create a more conducive environment, and simplify complex ideas for young developing minds rather easily. These have been variously propounded by Morreall (2010). The expression, as would be witnessed practically while teaching children, could come in the form of

F. Use humour to explain complex ideas or concepts: Humour can also be used in teaching to make abstract concepts or ideas more concrete and accessible for young learners. For example, a teacher can use a humourous analogy to help the students understand a complicated mathematical notion or employ a silly example to drive home a scientific principle.

G. Jokes or funny stories: Other ways humour could be applied in teaching include telling jokes or using humourous anecdotes to make a point or break up the monotony of a lesson so students can be kept engaged with the subject.

H. Humourous props or visual aids: Using humour in props or visual aids can help add humour to a lesson. For example, a teacher might wear a funny Hat or other funny costume to make a point or use a humourous drawing or cartoon to illustrate something.

I. Encourage students to use humour: Humour can prove an excellent way for a teacher to gain more involvement from his students in lessons and develop an atmosphere of positive learning. For instance, a teacher could request that each student make their jokes or use funny examples from the material given in class. **J. Use humour appropriately:** One has to use humour very carefully when teaching children. Humour should never be used to belittle or mock students; it is extremely important to be sensitive toward the feelings and experiences of all students.

These would empower teachers to appropriately embed humour in their lessons and sensitize them to the use of humour at appropriate times.

11. Criticisms of Humour in Children's Literature

Here are some examples of the very few criticisms that have ever been brought against humour in children's literature:

1. Lack of diversity: Some have criticized sources of humour in children's literature for often resting either on stereotypes or a lack thereof, both problematic for young readers. For example, a book using racial or cultural stereotypes as its source of humour may be quite hurtful or offensive to a certain group of readers.
2. Age appropriateness: Some critics consider the humour in children's literature is an inappropriate or even too mature for some primary ages. For example, if a book relies on frank sexual suggestions or unacceptable offensive language may affect the children's behavior especially for small children.
3. Lack of substance: Critics may note that in children's literature, humour takes the central role over exact meaning and meaning. Although comedy is great for attracting young readers, some novels give too much focus on it to extent they neglect the main ideas or the intended content.
4. Reducing complex issues: Some observers have hypothesis that children's literature might sometimes do not care of the complicated or controversial subjects and simplify it too much.

12. The Importance of Humour in Children's Literature

The subject of using humour is a critical factor in children's literature writing. It can facilitate for the children the complicated concepts, make learning more desirable, and give a sense of safe and security. Using humour in literature can also help children to enhance their sense of humour, which is necessary for their natural development (Smith, 2020).

Humour can suggest assistance to children in learning troublesome issues and concepts. In utilizing humour, educators can make complex themes more easy to be understood by children. For instance, a book with a sun-oriented framework may utilize funny outlines and discourse to clarify the planets and their circles. This can make the children more curious to know the movement of the planets. Also, a book on the history of the Joined Together States may employ funny style to clarify the occasions that drove the

arrangement of the formation of the nation (Johnson, 2019).

Humour can, moreover, make learning more excited. Children frequently find it difficult to remain focused on a subject for a long time without some fun. By utilizing humour, creators can keep children tight and interested in the story. For instance, a book telling about the human body may be employed to clarify the diverse organs and their capacities. This can make the children more curious and look forward to know more. Humour can, moreover, give a sense of guidance and security. Children regularly feel that they have need to discover the world around them. Also, a book about a family's move to a modern city may teach them how the family alters their unused domestic space in their new place. This can offer assistance to children to feel more safe and secure in their own lives that changed recently.

Humour is useful in children's writing, as it can help make stories more agreeable. Humour can also teach children imperative lessons, such as the significance of being kind and understanding or the esteem of fellowship. Humour can be employed to make stories more relatable to children's issues. For example, a story about a child fighting to make his companions more attached to him if the child is depicted as having a sense of humour. This can offer assistance to children to empower their characters and get in their seek of interaction.

Humour can be employed to make stories more power for learning. For instance, a story about a bunch of children going on an experience can be made more fascinating if the characters have strong intuition with each other or if they get into fun situations. This can motivate children to be interested in the story and make it more valuable to be experienced. Humour can also be utilized to instruct children in certain lessons. For example, a story about a bunch of children trying to get along can be made more significant if the characters use humour to resolve their arguments. This can help children understand the significance of being kind and tolerant and the esteem of fellowship. Children can learn to appreciate diverse humour and create their sense of humour by perusing funny books. This can assist them in getting it and appreciating the world around them (Johnson, 2020).

Studies indicate that hilarious books improve vocabulary, comprehension, and storytelling skills by capturing children's attention and motivation. Often, using wordplay, puns, and unexpected turns, humour challenges children to be creative and flexible.

Regarding critical thinking and problem-solving, little empirical study exists on how directly humour influences critical thinking. Some research, however, such as Bergen (2009), suggests that comedy promotes different thinking and the ability to see several points of view. Few studies specifically track how humour could help to build critical thinking abilities. Research shows that by offering a feeling of relief and perspective, humour helps childrens manage stress and negative emotions. Many times, humorous tales show people conquering obstacles, which can inspire emotional control and tenacity. Though comedy is sometimes connected to social connection, there is a dearth of research on how it might inspire empathy. Though this has not been thoroughly investigated in the framework of children's books, some theoretical work implies that shared laughing can improve social contact. Studies show how humour in literature could be a social tool for childrens negotiating peer interactions and forming friendships. The common pleasure of humorous tales builds belonging and community. Humorous books frequently mirror cultural conventions and values, guiding youngsters towards appreciating diversity (e.g., Dyson, 2003). There is little study on how children's social attitudes and inclusiveness in multicultural books affect their humour.

13. The Role of Humour in Promoting Cognitive and Emotional Development through Children's Literature: Critical Thinking

13.1 Cognitive Development:

Interrelationship between humour and emotional and cognitive development Vygotsky's sociocultural theory holds that cognitive growth is much enhanced by social contacts and cultural aids. Children's literature uses humour as a cultural tool that helps readers to grasp difficult ideas by:Puns and metaphors encourage critical and creative thinking by language play. Funny stories enable adults to give youngsters temporary help in order to grasp fresh information, hence improving the Zone of Proximal Development (ZPD) (Jason, 2020).

Humour lowers stress and raises empathy. Studies reveal that exposure to humorous events enables youngsters to grasp the feelings of others by:

The book "Where the Wild Things Are" for instance explores emotions of loneliness and rage by use of imagination and humour. Books that show delicate subjects (like loss) in a humorous way help one to cope with difficult situations by reducing their anxiety.

13.2 Research Evidence and Knowledge Gaps: Current Evidence

According to cited studies (such as McGhee & Frank, 1989), humour enhances memory and raises involvement. For instance, the book "The Cat in the Hat" grabs readers' attention with humorous scenarios, therefore improving their absorption of moral messages. Studies on the direct impact of humour on critical thinking are lacking; do humorous stories help to solve problems?

Children aged 6 to 12 respond differently to various forms of humour (e.g., irony against exaggeration)?

13.3. Review on Children's Literary Use of Humour Benefits:

Funny novels like "Don't Let the Pigeon Drive the Bus!" inspire youngsters to take part actively. Indirect Learning: Humour presents teaching ideas (such as the sequence in "The Cat in the Hat") free from direction.

Some works rely on humour based on preconceptions (like those highlighted in the diversity objections). If not thoroughly addressed, humour could reduce the complexity of social concerns (like bullying).

13.4 . Suggestive Research Projects

- Track the effect of humours across years to gauge cognitive and emotional growth. Comparisons between cultures: How do children's reactions to Humour vary among them? (e.g., Arabic children's literature's humour compared to Western one).
- Analyze the percentage of humorous publications covering instructive rather than merely leisureful subjects.

13.5. Last Thought

In children's books, humour functions not only as an entertainment technique but also as a means of connecting cognitive and emotional development. Still, it should be used carefully to avoid negative effects and encourage empirical research to identify its

exact processes. Books like "The Very Hungry Caterpillar" show how humour could mix fun with education, therefore reinforcing Vygotsky's perspective on the part cultural instruments play in human development (Vygotsky, 1978).

Conclusions

In conclusion, children's literature benefits greatly from the use of humour. It may make learning more fun, provide children with a sense of security and comfort, and aid with their understanding of challenging ideas. It can also assist children in developing their sense of humour, a crucial aspect of maturing. Children's literature can get great value from humour as it may fascinate the young readers and promote the enjoyment of stories. Also, humour may expand the horizons of children and teach them precious lessons and facilitate motorizing stories.

Children's books' that use humour is important in tempting young readers, enhancing their cognitive emotionally, and social interaction, and motivate them to acquire new language skills. However, the field has gap in knowledge especially in strong empirical research field in critical thinking and empathy. By bridging these gaps, we will have a better ways of how to use humour books to promote the whole safe growth of children. This research shed lights on the real need for more focused research to overcome the gap and make it possible to involve humour in designing children's books as desirable tool for learning and Development.

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