NONVERBAL COMMUNICATION IN MODERN LINGUISTICS

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Abstract: This article is devoted to non-verbal communication as a teacher's tool in his work. Methods for using non-verbal language to create a favourable atmosphere and effectiveness in the classroom are proposed, as well as ways to correct students using facial expressions and gestures are considered. The conclusion contains conclusions that the problem of the significance of the non-verbal component in the structure of pedagogical activity deserves special attention and requires careful study.

Keywords: communication, non-verbal communication, behaviour, gestures, postures, facial expressions.

People can exchange different types of information at different levels of understanding. It is known that communication is not limited to oral or written messages. In this process, emotions, manners of partners, gestures play an important role.

Business communication professionals need non-verbal means in order to:

✓ regulate the course of the communication process;

✓ create psychological contact between partners;

✓ enrich the meaning of information conveyed by words; guide the interpretation of a verbal text;

✓ express emotions and reflect the interpretation of the situation;

✓ be ready for immediate response (verbal) in situations that do not tolerate delay;

✓ Anticipate what needs to be done to achieve the desired result.

Even a brief analysis of the non-verbal communication system shows that it has the ability not only to enhance or weaken the verbal impact, but also to identify such an essential parameter of business communication as the intentions of its participants.

Non-verbal communication is communication between individuals without the use of words that is, without speech and language means presented in direct or any sign form.

Non-verbal communication has several forms: kinetics (optical- kinesthetic system, including the perceived appearance and expressive movements of a person - gestures, facial expressions, postures, gait, etc.); paralinguistic (system of voice vocalization, pauses, coughing, etc.); proxemics (organization of space and time in communication); visual communication (eye contact system).

The study of an interlocutor (communication partner) by his gestures, facial expressions and postures belongs to the field of kinesics. Let's look at just a few of these kinesic components. A special role in the transmission of information is given to facial expressions - the movements of the muscles of the face. Studies, for example, have shown that with a fixed or invisible face of the lecturer, up to 10-15% of information is lost. Facial expressions are very important in the practice of business interaction. It is the face of the interlocutor that always attracts our attention. Facial expression provides constant

feedback: we can judge from it whether a person understood us or not, whether he wants to say something in response. Facial expressions testify to the emotional reactions of a person.

The main characteristics of facial expressions are its integrity and dynamism. This means that in the mimic expression of the six basic emotional states (anger, joy, fear, suffering, surprise and contempt), all facial muscle movements are coordinated, which is clearly seen from the scheme of mimic codes of emotional states developed by V. A. Labunskaya.

There are more than 20,000 descriptions of facial expressions in the specialized literature. In order to somehow classify them, a technique called FAST was proposed (introduced by Paul Ekman). Its principle is as follows: the face is divided into three zones by horizontal lines (eyes and forehead; nose and nose area; mouth and chin). Then, six basic emotions are distinguished, most often expressed using facial expressions: joy, anger, surprise, disgust, fear and sadness.

Psychological research has shown that all people, regardless of nationality and culture, with sufficient accuracy and consistency interpret these mimic configurations as an expression of the corresponding emotions. And although each mine is an expression of the configuration of the entire face, nevertheless, the main informative load is borne by the eyebrows and the area around the mouth (lips).

Mimic Codes of Emotional States The consistency of the assessments of the subjects was very high - the recognition of emotions was almost one hundred percent. Emotions of joy, surprise, disgust, anger are best recognized; the emotions of sadness and fear are more difficult. Since the face is, as it were, a kind of crossroads at which non-verbal features appear, mimic aspects are the most expressive. Smiling is perhaps the most versatile means of non-verbal communication. "Smile," the Americans like to say. Some psychologists are of the opinion that we smile not only because we are happy about something, but also because smiling makes us feel happier and more confident.

Although this point of view can be considered controversial, nevertheless, when meeting, a smile relieves the alertness of the first minutes and contributes to more confident and calm communication. She expresses the joy of meeting, speaks of friendliness and location. A smile accompanies the words of greeting. It would seem that these are obvious truths. But that's probably why our culture places relatively little emphasis on smiling. A smile, like all means of non-verbal communication, expresses many shades of emotions: there are friendly, ironic, mocking, contemptuous, ingratiating and other types of smiles. Even the same smile can carry different shades. Suffice it to recall the "Mona Lisa" by Leonardo da Vinci. However, now we are talking about a smile that expresses a friendly disposition. But it can also be significant. So, a smile in which the upper row of teeth is slightly exposed expresses a friendlier disposition than a regular smile. Such an open smile should not be used at the first meeting; it can cause the exact opposite reaction and give rise to distrust. Finally, there is still a wide smile, when the mouth is slightly open and both rows of teeth are exposed. It is typical for a friendly party, with jokes between friends, but is never used when meeting. In general, following the American principle smile more often, you should not forget that a smile should be adequate to the situation and should not irritate the interlocutor.

Facial expressions are closely related to gaze, or visual contact, which is an extremely important part of communication. J. Fast (J. Fast, 1978) notes that of all the parts of the body that are used to convey information, the eyes are the most important and best suited for conveying the most subtle nuances. Although the eyeball does not show anything to itself, the eyes have an emotional impact due to the fact that they are used in interaction with the face. They created a misleading idea of their capabilities due to the fact that with the help of changes in the duration of the gaze, the movement of the eyelids, squinting, and a dozen other manipulations performed by the skin and eyes, an almost unlimited amount of information can be transmitted. The most important thing in controlling the eyes is a look that can be fleeting and stubborn, persistent, gliding the surface and sharp, clinging to every object, penetrating the soul, direct and oblique, a furtive glance, prudent or evaluating, observing and hidden behind covered eyelashes. This is one of the strongest "weapons". Usually, when meeting people, they look directly into each other's eyes for a short moment, and then look away. Why? The question is not simple, and there is no single answer to it. One of the possible readings of this signal is as follows: eye

contact means the interlocutors trust each other, their openness, however, holding a glance in the eyes of a partner indicates a desire for dominance. Interestingly, a woman with a smile can allow a man to look her straight in the eyes a little longer. A similar effect has a reciprocal look into the eyes. However, this "permission" should not be abused too much, otherwise you can get a rather aggressive reaction.

In general, a slight lingering gaze on the interlocutor, especially at the end of the meeting or during its most poignant moments, can mean: "I trust you" (with a glance usually accompanied by a slight nod of the head) or "I am not afraid of you." When a person speaks, he usually looks at his partner less often than when he listens to him. During his own speech, the speaker quite often averts his eyes in order to collect his thoughts. A broken look during a pause usually means: "I haven't said everything yet, please don't interrupt." A look to the side acquires completely different meanings if the partner listens to the interlocutor, for example, such as "I do not quite agree with you; I have objections; it's not obvious; I doubt; this needs to be considered."

Too frequent looking away during a conversation may indicate that a person is nervous, or the conversation is of little interest to him, and he seeks to end it as soon as possible. All over the world, the basic communication gestures do not differ from each other. Nodding one's head means "yes" almost everywhere in the world. Rather, it is an inborn gesture, since it is manifested in both blind and deaf children. Shaking your head to indicate disagreement is universal. Maybe it was acquired in childhood, when, after eating, the child turns away from the mother's breast, spoon. The shrug gesture is a good example of a universal gesture that indicates that a person does not know or understand what is being said. This gesture is characterized by unfolded palms, raised eyebrows. The specific meaning of individual gestures is different in different cultures.

However, in all cultures there are similar gestures, among which are: communicative: gestures of greeting, farewell, attracting attention, prohibitions, satisfactory, negative, interrogative, etc.; modal, i.e. expressing assessment and attitude: gestures of approval, dissatisfaction, trust and distrust, confusion, etc.; descriptive gestures that make sense only in the context of speech utterance. It should be noted that the most common gesture is touch, or tactile contact.

Touch, or tactile contact, is the very first and most important thing for a person in his life. By touch, the mother shows not only physical well-being, but also expresses her love and tenderness to the child. A child deprived of this in childhood lags behind his peers in intellectual development and acquires emotional defects that are almost impossible to compensate in adulthood. Cultural norms significantly regulate tactile contacts. Touch remains a sign, primarily expressing feelings for a communication partner. Rough, painful contacts accompany aggression and coercion. Soft, non-painful contacts signal trust and sympathy for a partner. Most cultures place many restrictions on touch. In every society, there are ideas about how, when, whom and who can be touched. If we collect a list of touches, we will see that they are carried out differently in different cultural layers. For example, a blow is an act of aggression, but a playful pat on the back, even a very sensitive one, of old friends is perceived as a sign of friendly disposition.

Businessmen, entrepreneurs, specialists conducting business relations with foreign partners should take into account that a specific culture leaves a strong imprint on non-verbal means, therefore there are no general norms and rules for all mankind. The non-verbal language of another country has to be learned in the same way as the verbal one.

Thus, we can conclude that the non-verbal aspect of communication occupies a significant place in the process of interaction between a teacher and students. To facilitate his work, the teacher must be able to communicate with children without talking, must take into account not only the student's speech, but also his every gesture and look, and also strictly control his own non-verbal behavior. A communicative-literate teacher has at his disposal not one, but two languages of communication. However, the issues of the relationship between verbal and non-verbal are not yet sufficiently studied in the scientific and pedagogical literature and require careful study, since the interdependence of these two aspects of human communication and their influence on the pedagogical process cannot be denied.

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