

Theoretical Significance of Communication in Nonverbal Communication

Tursunaliyeva Muxlisa Vohidjon qizi

*Andijan Region Marhamat District No. 24 General Secondary Education Teacher
"Music Culture"*

ABSTRACT

In this article, the scientific-theoretical aspects and importance of the positive effect of non-verbal communication on social relations between people are highlighted. Also, detailed information about non-verbal communication is provided.

ARTICLE INFO

Article history:

Received 05 Jun 2022

Received in revised form

03 Jul 2022

Accepted 05 Aug 2022

Keywords: Communication, verbal and non-verbal, communication, pedagogy, psychology, interactive.

Hosting by Innovatus Publishing Co. All rights reserved. © 2022

Communication takes the leading place among the activities performed by people, it satisfies the most important need of a person - the needs related to living in society and considering oneself as an individual. Communication is the process of interacting with each other during various activities arising from the needs of joint activities. That is, the work of each person in the society includes forms of interaction and interaction. The concept of communication is a process that simultaneously includes the following:

- a) the process of interaction of individuals;
- b) the process of information exchange between individuals;
- c) the process of one person's relationship with another person;
- g) the process of one person influencing others;
- d) opportunity to express sympathy to each other;
- e) the process of mutual understanding of individuals;¹

Among the special pedagogical abilities, there are those that cannot be distinguished as belonging to specific teaching or educational activities. Because they are equally necessary for both. This aspect is pedagogical communication, treatment.

In the process of communication, the meaning of non-verbal influence is "without speech". This includes the positions of the interlocutors in relation to each other in space, situations (close, distant, intimate), gestures, facial expressions, pantomimes, looks, direct feelings of each other, appearance, various signals (noise, smells) coming out of it. All of them increase the transaction process and help interlocutors to get to know each other better. According to the American scientist Megrabyan's formula, 7% of spoken words, 38% of paralinguistic factors, and 58% of non-verbal actions affect positive impressions of interlocutors who are meeting for the first time.

¹ Vygotsky L.S. "Problemy razvitiya psixhe" - Pedagogy, 1992

How we pronounce words also shapes non-verbal communication. Intonation and tone, tone of voice, fluency of speech are meant. It is known from experience that depending on how we express our thoughts, the meaning of the sentence can change dramatically. Based on experiments, a certain part of speech information is received according to the state of the language, the situation and the loudness of the voice when exchanging ideas. 55% of information is received through facial expressions and gestures, and 38% through intonation. Only 7% make up words while we are talking. In other words, how we speak is often more important than what we say. In other words, what we say is often more important than what we mean.

If our interlocutor says, "Okay... I'll look into it," then the pause after the word "good" means that the manager or boss has other work (concerns) and now has no time to consider it at all. no, or does not know how to conclude. Imagine a scenario where non-verbal cues can create noise in the process of information exchange. You go into your boss's office to get the information you need for your project. You come in, and he looks at the papers on his desk for a few seconds. Then, looking at his watch, he says in an expressionless voice: "How can I be of use to you?" While his words do not in themselves convey a negative meaning, the meaningful expression of the language makes it clear that you are an unwanted distraction from his work. How do you ask him questions now? What thoughts come to mind the next time you ask your boss a question? As you can imagine, nothing positive happens. Now imagine it differently: you walk into the room and your boss looks up at you and says, "How's the project going?" How can I benefit you?

The same words are used in both cases. But in this case, the non-verbal signs that are often found in conversations between people completely overwhelm the verbal signs. An important conclusion can be drawn from this: the non-verbal signs used must match the information you intend to convey, and your ideas. Otherwise, non-verbal signs cause such misunderstanding that the patient or subordinates may misunderstand and accept the information. Cultural differences in non-verbal information exchange can create great barriers between concepts. For example, if you receive a business card from a Japanese person, you should read it quickly. If you suddenly put it in your pocket, you will be treated as an insignificant person. Thus, through non-verbal communication, the interlocutor shows his true attitude to the event. In this case, your task is to correctly understand what is hidden behind such events. In addition, by managing and understanding personal non-verbal behavior, you can enter the interlocutor's trust and restore contact (communication) with him.

Interactive methods of teaching non-verbal communication between the teacher and the student. The task of educating the growing generation to be independent thinkers is set in the "National Personnel Training Program". The solution to this problem depends to a large extent on the use of interactive teaching methods. First of all, let's clarify the concept of "interactive". The word "interactive" comes from the English word "interact". "Inter" means mutual, "act" means to work. So, interactive means interacting, performing activities or being in a state of dialogue (communication) with someone (with a person) through conversation or order. Thus, interactive teaching is, first of all, communicative teaching, in the course of which there is interaction between the teacher and the student. The essence of interactive teaching is to organize the educational process in such a way that all students are involved in the learning process and have the opportunity to think freely, analyze and think logically. The joint activity of students in the process of learning is understood as the individual contribution of each of them in their own communication, exchange of mutual knowledge, ideas and methods of activity. At the same time, all this is done in an atmosphere of mutual goodwill and support. This, in turn, not only gives an opportunity to acquire new knowledge, but also develops the activity of knowledge itself, taking it to higher levels of cooperation and cooperation.²

Non-verbal communication is the oldest form of human communication. Non-verbal means of communication developed before language, and their initial function was distinguished by its stability and efficiency. Gradually, their advantage over verbal means was revealed: they were received directly, and

² General psychology. Edited by A. V. Petrovsky. T: 1992, 206-24. on pages

therefore had a strong impact on the addressee. They express the most sensitive feelings and relationships, which for some reason cannot be expressed through words. Nonverbal communication refers to the exchange of nonverbal messages between people and their interpretation. Non-verbal communication also occurs because each culture reflects existence with the help of its own signs and symbols. People communicate with each other through words. But there are other means of communication that also play an important role in communication. These are non-verbal tools. Due to the strengthening of inter-linguistic and inter-cultural relations in recent years, the attention of linguists and social psychologists is focused on the study of the culture of communication, signs used in it, customs and norms of etiquette. Because the national and cultural identity is reflected in the behavior, culture, and speech process of that nation.³

Non-verbal means are understood as gestures (body, hand movements), gestures (mimicry), touching (touching hands, hugging, caressing, kissing, etc.), body position, distance between people.

Non-verbal means are the simplest and most economical means of expressing ideas. Such tools help verbal tools in conveying a certain message, and in some places even act as verbal tools. It is important to correctly interpret non-verbal means of communication and study their specific features. Knowing the non-verbal means specific to Uzbeks, not allowing them to be broken in some places, and fully observing the rules of behavior of the people who speak this language will increase the success and expressiveness of communication. At the same time, non-verbal means also help to save time. Through the non-verbal means of the Uzbek national dialogue, we can understand without exaggeration the chanting of immortal feelings such as sincerity, openness, kindness, mutual respect and respect, which are worthy of the Uzbek people. Non-verbal means of a national nature are listed as signs used in the communication of a certain nation, nation or people, and are characterized by the limited scope of their use. Such non-verbal means embody national characteristics, are associated with traditions, rituals and manners. Among Uzbeks, the following can be added to the forms of communication that have been formed and used since ancient times:

- Rituals (customs) are actions related to tradition and their sum.
- Forms of etiquette (forms of manners) - rules of etiquette in the process of dealing.
- Gestures are certain information-transmitting actions in communication.

In conclusion, it can be said that non-verbal means are almost similar in all countries and are manifested in a certain way under the influence of the culture, national character, customs and values of each nation. Knowledge of them, equal interest in the culture of all nations, helps to eliminate various misunderstandings in the process of communication with representatives of other nations.

REFERENCES:

1. Vygotsky L.S. "Problemy razvitiia psyche" - Pedagogy, 1992
2. Gonobolin F.N. "Psychology" "Teacher", 1976.
3. Rakhmonova M. "Instructibility in the course of psychology" - Tashkent 1991
4. "General psychology" edited by Petrovsky - Tashkent.: 1992
5. Goziev E "Psychology" - Tashkent.: 1994
6. Vokhidov M. "Psychology" Tashkent.: 1994
7. Goziev E "High school psychology" Tashkent.: 1997
8. Ivanov P.I. "General psychology" Tashkent.: "Teacher" 1974
9. Elkonin D.B. "Psychology game" Moscow.: 1972

³ Goziev E "Psychology" - Tashkent.: 1994

10. Chrestomaty from general psychology. Moscow: 1981
11. Ivanov P.I. "Cultivation of Will and Consciousness" Tashkent.: 1965
12. General psychology. Edited by A. V. Petrovsky. T: 1992, 206-24. on pages
13. Uznadze D.N. Psychological research. 1979.