



FACTORS OF DEVELOPMENT OF NONVERBAL SEMIOTICS IN THE PROCESS OF EDUCATIONAL DESIGN

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Article history:	Abstract:
Received: 20 th August 2023 Accepted: 20 th September 2023 Published: 24 th October 2023	This article provides information about the fields of semiotics and their boundaries and types, the importance and application of semiotic aspects, necessary pedagogical conditions, scientists and their views, branches, directions and applications of semiotics. in our daily life. Here's how we use it.

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A person's non-verbal behavior is related to his mental state and helps to express this state. In the process of communication, non-verbal behavior does not appear by itself, it is an indicator of individual psychological and socio-psychological characteristics of a person hidden from observation. Non-verbal behavior makes it possible to reveal the inner world of a person and to realize the formation of the mental content of communication and joint activities. It is impossible not to notice that body language, like any language, consists of words, sentences and punctuation marks. Every gesture is a word, and a word can have several meanings. In order to fully understand the meaning of this word, it should be included in the sentence together with other words. Gestures are in the form of "speech" and speak about a person's real state, mood and attitude [5, 6-b].

A teacher who has mastered semiotic competence must have an understanding of these "signs" and "sentences" in order to communicate with students and to interrelate verbal and non-verbal means of communication [7, 2-b].

Verbal means are subject to the unity of form and content, which is possible taking into account objective and subjective conditions. When using nonverbals, the whole body becomes a means of communication. Humans are often responsible for speech, but we don't always know how to decode it, so teachers need to study non-verbal semiotics. It provides important information about the person and ensures additional success in educational activities [9, 1-b].

Non-verbal communication was seriously studied by scientists in the 60s. 20th century (but its origin and formation in human evolution took several million years). This section of communication has a special place in pedagogy, but nevertheless, not all teachers understand the importance of using non-verbal

semiotics, which is undoubtedly an important component of semiotics and semiotics [11, 2-b]. In the process of interaction, non-verbal communication plays an important role in the learning process. Thus, not only a high language culture, but also a culture of non-verbal behavior is important for the teacher, because it is known that different types of non-verbal communication are much more important than themselves. has information [6, 3-b].

In order to correctly interpret body movements, it is necessary to take into account not only the verbal text, but also the non-verbal context. There is a direct relationship between the teacher's social position, reputation, professional skills and his vocabulary, expressiveness of gestures and body movements. We need to get out of the following position: the word (the second signal system) is controlled by the mind, and the language of gestures and body movements works automatically at the subconscious level [8, 1-b]. The goal is to teach future teachers to control and correct body movements. It is useful for the teacher to master positive overt gestures and body movements and get rid of those with negative connotations. To do this, you need to consciously observe your own and other people's gestures to become a real expert who knows how to use non-verbal semiotics [10, 2-b].

Different scholars who study these fields and distinguish the main divisions often disagree with each other, but most consider paralinguistics and kinesics to be the main ones [12, 2-b].

A person can perceive another person based on different indicators. It gives many different signals that one person can evaluate another. The figure shows the main signals that people perceive when evaluating another person. These signals also work in teaching activities, on the basis of which students' attitude towards the teacher is formed. Sections of non-verbal



semiotics such as kinesics, proxemics, tacitika and extralinguistics are successfully studied and used in pedagogical communication. Each of them contains different elements that can be used in professional activities to build relationships with students. The general structure is shown in Fig.

Kinesics is a set of body movements used in the human communication process, in addition to the movements of the speech apparatus. Among the main iconic forms of kinesics, the following stand out:

- gestures;
- facial expressions;
- poses;
- see.

Elements of kinesics have a physiological and socio-cultural origin.

Gestures include various movements of the body, arms or hands [13, 2-b]. They accompany a person's speech in the process of communication and express the attitude to the interlocutor, event, things. They can also talk about a person's desires and status. Gestures show not only the mental state of a person, but also the intensity of his experiences. The following types of gestures are available:

- illustrators communication gestures: pointers ("finger"), icons, i.e. figurative pictures ("this size and configuration"); kinetographs, body movements; gestures - "bits" (gestures - "allow to continue"); ideographs, viz. specific hand movements that connect imaginary objects together;
- regulators are gestures that express the speaker's attitude to something. These include smiling, nodding, direction of gaze, purposeful hand movements;
- Symbols are a special substitute for words or phrases in communication. For example, hands pressed together in a handshake at hand level often mean "hello" and raised above the head means "goodbye";
- adapters are specific human habits associated with hand movements. It can be: drawing, twisting individual parts of the body; touching a partner; stroking, fingering individual objects (pen, button, etc.);
- Affectors - gestures expressed through body and muscle movements, encounter certain emotions [14, 3-b].

The following types of gestures may appear during communication:

- evaluation gestures - drawing the chin; extending the index finger along the cheek; standing and walking around, etc. (a person evaluates information);
- gestures of trust - connecting fingers to the dome of the pyramid; swaying in a chair;

- gestures of nervousness and uncertainty - interlaced fingers; pinching palm; touch the table with your fingers; touching the back of the chair before sitting down, etc.;

- gestures of self-control - hands are pulled back, one squeezes the other; the pose of a person sitting on a chair and holding an armrest with his hands, etc.;

- gestures of waiting - rubbing the palms; palms on a wet wipe cloth;

- gestures of denial - hands folded on the chest; frame tilted back; arms crossed; touching the tip of the nose, etc.;

- positioning gestures - putting the hand on the chest; intermittently touching the interlocutor, etc.;

- gestures of dominance - gestures related to showing thumbs, sharp blows from top to bottom, etc.;

- gestures of insincerity - "covering your mouth with your hand", "touching your nose" gesture is a very subtle form of closing the mouth, which indicates either a lie or doubt about something; turning the body away from the interlocutor, "running gaze", etc.

Postures are responsible for the position of the human body and human actions during communication. This form of non-verbal behavior is the least controlled by the mind, so it reveals a person's true state more than facial expressions [2]. Human positions provide important information about a person's condition - tension or

restlessness, mood for conversation or desire to end it. There are three groups of positions in communication science:

- joining or excluding the contact position (openness or closedness for contact) - closedness is crossing the arms on the chest, interlacing the fingers, fixing the knee in the "leg to leg" position, turning the back and is achieved through etc.; when ready for communication, the person smiles, the head and body turn towards the partner, the torso leans forward;

- dominance or dependence - dominance is manifested in "looking" over the partner, stroking him on the shoulder, with his hand on the shoulder of the interlocutor, dependence - in looking up, bending down;

- opposition or harmony - opposition is manifested in the following position: clenched fists, shoulders are directed forward, hands are at the sides; a harmonious state is always synchronized with the state of the partner, open and free [15, 2-b].

Postures allow a person to express their feelings and intentions. For example, a person is more open to the interlocutor when he is face to face. The hostility of the seated person is manifested in the tension of the body,



and the relaxation and forward bending of the body indicate this.

They can also be used to express a desire to end or start a conversation.

Facial expressions - movements of facial muscles play a special role in the transmission of information. Studies show that 10-15% of information is lost if the teacher's face remains motionless. Its main features are integrity and dynamism. Thus, all basic emotional states (anger, joy, fear, suffering, surprise and disgust) are coordinated in the facial expression. This relationship can be seen in the diagram of mimicry codes of emotional states presented in Table 30 [3].

Facial expressions can be used for the following purposes:

- to enhance speech expression;
- influencing the interlocutor;
- establishing a psychological connection;
- forming an impression about yourself and your position in the conversation;
- masking one's mental state and reaction to what is happening;
- improve well-being.

Mimics can reflect different types of relationships:

- the speaker's attitude to the spoken words: their importance for the speaker, belief in what he says, how he understands what he is saying, how he understands the listener, etc.;
- mental states of the speaker: joy, satisfaction, attention, boredom, restlessness, fatigue, surprise, excitement, tension, anger, confusion, etc.;
- attitude to the interlocutor: indifference, respect, sympathy, benevolence, indifference, despair, etc.;
- attitude towards oneself and one's actions: attentiveness, strong-willed restraint, determination, flexibility, self-doubt, confusion, calmness, preparation for any action, etc.;
- information about some qualities: intelligence, intelligence, lack of, stupidity, self-control, will, etc.

The ability to control facial expressions and use them to solve professional problems is an important skill for teachers. You need to develop the habit of paying attention to your facial expressions: think about what it should be, whether it fits the situation, when to change it, why, etc.

In short, non-verbal communication includes a whole layer of different signs that you need to be aware of and interpret. A teacher who initiates a pedagogical dialogue must use these tools to his advantage so that students see him as a professional competent in his subject. In the process of interaction, non-verbal communication plays an important role in the learning process. Thus, not only a high language culture, but

also a culture of non-verbal behavior is important for the teacher, because it is known that different types of non-verbal communication are much more important than themselves. has information.

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