

The Role of Non-Verbal Communication in “Daf” Lessons (German as a Foreign Language)

Tangriyeva Dilovar Anvarjonovna

*Bukhara State University Faculty of Foreign Languages Teacher of the Department of German
Philology*

Abstract

The article discusses the possibilities of using non-verbal communication methods to increase the effectiveness of teaching in GFL classes. The opinions of Western scientists on this issue were examined and conclusions were drawn about the benefits of using non-verbal communication in the teaching process.

Key words: non-verbal communication, teaching, distance, facial expressions, gestures, emotion.

Introduction

Nonverbal communication - which significantly reinforces the influence of oral language - is the language of emotions, a product of a person's social development. Non-verbal language (gestures) includes not only oral characteristics (voice, tone, pace of speech). This also includes movement style, restraint, clothing style, including hairstyles, appearance and clothing. It helps to mutually understand the gesture of non-verbal speaking of the interlocutor.

Learning a foreign language, namely German, as a second language during primary school is beneficial for students as these young students have a great opportunity to learn and understand new knowledge. Due to their vitality and activity, elementary school students are able to easily process clear, meaningful, visual information. It is inappropriate to lecture in elementary school classes because young students have the ability to imitate and love acting. Therefore, it is permissible for primary school German teachers to take into account the cognitive and physiological characteristics

of their students and to use an effective teaching strategy, i.e. non-verbal language. Nonverbal communication is the process by which one communicator uses their natural characteristics to convey information to another communicator and instinctively give it a certain meaning. It is of great importance in the DaF (German as a foreign language) class at primary school. For example, it can contribute to the reader's understanding and memory of vocabulary, sentences and dialogue. There are three branches of nonverbal communication: 1) parallel language, 2) proxemics, and 3) kinesthetics.

According to Brown and Easterhold, parallel speech is associated with the use of devices such as pitch, pitch, and vocal rate while speaking. This can clearly express our feelings. For example, saying "I don't get angry," changing our volume, or drawing the word "no" can convey a variety of emotional messages. Proxemics, which is a means of correct remote use when communicating with others, and we divide it into 4:

(a) the intimate touch distance of 18 inches, often used with close family members or closest friends;

b) personal friendship, from 18 inches to 4 pounds, often used among ordinary friends or teachers and students;

(c) Work often involves social distancing between 4 and 12 pounds.

(d) Public distance, more than 12 pounds, and this is used in formal ceremonies such as lecture halls. The distance between teacher and student is often a personal distance. If the teacher approaches the student from a long distance in the classroom, it means that the teacher often wants to convey something, for example, to draw the student's attention to reading. The third type of nonverbal communication is kinesthetics. Kinesthetics is a science that studies body movements and includes gestures, posture, facial expressions and eye contact. According to Neil, the use of sign language is an important element in the learning process, which is the expression of meaning through posture, facial expressions and gestures between students and teachers. Photography, facial expressions and gestures can be described as kinesthetics. It is an important form of non-verbal communication and plays an important role in teaching and learning English. Language learning through non-verbal communication in GFL lessons (where German is learned as a foreign language) is crucial for the development of a foreign language by young learners. This will help students better understand and remember new knowledge. In addition, students are encouraged to better understand teachers' instructions and opinions. This makes it possible to improve the effectiveness of learning and teaching.

Many teachers ignore the importance of non-verbal communication and the lack of intensive reading. Furthermore, some teachers even misuse body parts when using this communication. For example, when a teacher said to students, "Listen," he raised his index finger to his lips instead of just referring to his ear. Raising the index finger usually means "one" in Uzbek, which can confuse students. Therefore, it is necessary that we attach great importance to this situation and understand how to use sign language correctly in GFL courses (where German is learned as a foreign language).

As mentioned above, elementary school students, due to their vitality and activity, are able to easily process clear, meaningful visual information, and it is inappropriate to lecture in these classes. Therefore, primary school German teachers should consider the cognitive and physiological characteristics of their students and use an effective teaching strategy, i.e. non-verbal language. Nonverbal language has functions of communication substitution, emphasis, supplementation and

regulation. It also plays an important role in DaF (German as a foreign language) lessons in primary schools.

First, it can help elementary school students better understand and acquire new knowledge. For example, when teachers teach body part vocabulary to first-grade students, they determine the pronunciation of words and point out the corresponding parts of their own body, rather than explaining the meaning of words with other words. It is also very effective for teaching students verbs and verb phrases in nonverbal communication.

Total physical reaction (GKR) is an effective teaching method in DaF (German as a foreign language) lessons at primary schools. GKR, proposed by James Eysher, is a form of training based on the coordination of speech and physical movements. In GKR, teachers teach their students in the target language and the students have to perform the corresponding action. By repeating words and associated actions, children can create interdependence in their minds. For example, when teachers teach their students what the phrase “lock the door” means, a key in the classroom can be used to perform corresponding actions. This is more accurate and effective than a verbal explanation. Then students can repeat the phrase “lock the door” and take appropriate action.

Second, sign language helps students better understand teachers' instructions and opinions. According to Golden-Midov and Singer, it is often easier for listeners to understand the message conveyed by the speaker's words when the message is conveyed through gestures. Bayva Mekhrabian suggested that nonverbal language replaces one of the six communication functions. Sometimes people can understand what others want to say through nonverbal behaviors. For example, when a student is thinking about how to answer a question, other students may also want to share their knowledge, and this situation can distort students' opinions. At this time, the teacher may place his index finger on his lips to indicate to other students that they must remain silent. This is better than oral teaching because the teacher's words can influence the student's thinking.

Third, nonverbal communication will help teachers regulate the classroom environment. For example, teachers can promote a positive classroom environment and encourage students by smiling, speaking quickly, and exaggerating actions. If students are introverted, shy, or afraid to answer questions, teachers can encourage them by smiling, nodding, focusing, and leaning forward to ease their fears and show interest in their ideas. Touch is also a way to alleviate students' problems.

In summary, nonverbal communication can help teachers impart knowledge and manage instruction. The effectiveness of learning and teaching can be improved if teachers are able to properly use nonverbal communication in their classrooms. Teachers often lack awareness of the use of non-verbal language media and do not apply guidelines that support the meaning of their language. They may also use inappropriate pacing or exaggerated nonverbal cues. This means that teachers, especially beginners, do not have the knowledge and training necessary to integrate nonverbal communication into their course process.

BIBLIOGRAPHY

1. Eysher James. TPR-Methode (General Physical Response) beim Erwerb einer zweiten Sprache. - Zeitschrift für moderne Sprache, 1969.- 53, 3-17b.
2. Herr Schiwan. Interkulturelle nonverbale Kommunikation. Peking, China: Fremdsprachenunterricht und Propagandapresse. 1999.

3. Abdulxayrov D. METHODISCHE GRUNDSÄTZE DER STADTFÜHRUNG //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2023. – Т. 43. – №. 43.
4. Abdulxayrov D. VORBEREITUNG DES VORTRAGS FÜR STADTFÜHRUNG (METHODEN) //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2023. – Т. 43. – №. 43.
5. Каримова, Д. (2023). The Problem of Variability in Translation: Analysis of Grimm’s Fairy Tales. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 30(30).
6. Tangriyeva, D. A. (2023). TILSHUNOSLIK SOHASIDA LEKSIKOLOGIYANING ANAMIYATI. Educational Research in Universal Sciences, 2(5 SPECIAL), 735–738. Retrieved from <http://erus.uz/index.php/er/article/view/3254>
7. Каримова, Д. (2023). АКА-УКА GRIMM ERTAKLARI O‘ZBEKCHA TARJIMA VARIANTLARINING SHAKLLANISH OMILLARI VA PARADIGMATIK BELGILARI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 31(31). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9296
8. Каримова, Д. (2023). THE INFLUENCE OF LANGUAGE AND PRINCIPLES OF TRANSLATION ON THE ORIGIN OF VARIATION AND INVARIANCE IN TRANSLATION. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 30(30). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9127
9. Babayev, O. (2023). ПЕРСИДСКАЯ ЛИТЕРАТУРА В СТРАНАХ, ГОВОРЯЩИХ ПО-НЕМЕЦКИ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 40(40). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/10688
10. Babayev, O. (2024). PERIODISCHE PHASEN DER FORSCHUNGEN VON RUMIS WERKEN IN DEUTSCHER SPRACHE. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 46(46). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/12002
11. Babayev, O. (2023). ФУНКЦИИ И РОЛЬ ХУДОЖЕСТВЕННОГО ПЕРЕВОДА В XXI ВЕКЕ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 42(42). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/10889