

THE USE OF NONVERBAL MEANS IN SOCIAL LIFE AND EDUCATION

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Annotation: This article examines the role and significance of nonverbal means in social life, particularly in the educational process. Verbal and nonverbal forms of communication are analyzed in their interrelation, and the necessity of developing these skills among students is substantiated. The study reviews scientific approaches to nonverbal communication within the frameworks of linguoculturology, psycholinguistics, and paralinguistics. The paper analyzes common problems related to verbal and nonverbal communication encountered by students in the learning process and identifies their underlying causes. Using the example of classroom sign language applied in American schools, the study highlights the importance of nonverbal tools in classroom management and in improving lesson effectiveness, as well as discusses the possibilities of implementing such practices in the national education system. The conclusion emphasizes that developing nonverbal communication skills contributes to enhancing students' personal and professional competencies.

Keywords: nonverbal communication, verbal communication, gesture, facial expression, classroom management, educational process.

Introduction

The role of nonverbal means in social life is incomparable, and its role in business, trade, art, politics, and education is also very important. As long as a person lives, he is forced to enter into social relationships, which creates a need for communication in his life. Communication includes verbal and nonverbal communication. Communication is defined as the interaction between two or more people in the exchange of information of a cognitive or evaluative nature [10]. Communication is inherent in all living beings, but in humans it has the most advanced forms and is realized through speech. In communication, such aspects as content, goals, and means are distinguished [2]. Speaking about verbal speech, O.Khamidova writes about it as follows: "Speech as a means of communication is manifested both as a source of information and as a means of interaction with the interlocutor [7]. Although there is an opinion that scientific research on nonverbal communication and behavior began in 1872 with the publication of Charles Darwin's work "The Expression of Emotions in Man and Animals" [1], it is known that interest in nonverbal speech and its manifestations was also in the attention of philosophers and scientists who lived in the centuries BC. Two thousand years ago, Cicero taught speakers to use gestures correctly. The first dictionary of gestures belongs to the Roman orator Quintal [9]. John Bolivar's works "Chirolology or the Language of Gestures" and "Chiromania or the Rhetoric of the Hand" written in 1664, devoted to the language of gestures The Art of Human Sign Language was a new step in the study of meaningful human gestures [8]. Since then, many studies have been conducted on the types, effects, and expression of nonverbal communication and behavior. Nonverbal communication is a form of language that includes all forms of nonverbal, that is, actions and gestures that are devoid of the meaning of words. Nonverbal speech includes, in addition to actions, gestures, and postures, paralinguistic and extralinguistic means [4].

Among the above-mentioned professions where nonverbal means are widely used, the field of education can be distinguished. All types of nonverbal means are widely used in education. In particular, a special classroom sign language is taught in American elementary schools.

Literature Analysis And Methodology

Currently, linguistics focuses on the study of the human factor in language, and linguistics is reflected in research within the fields of linguocultural studies, psycholinguistics, sociolinguistics, ethnolinguistics, paralinguistics, cognitive linguistics, linguopragmatics, associative linguistics, and discourse analysis. Among the famous foreign linguists in linguocultural studies, V.Humbolt laid the foundation for linguocultural studies, E.Sapir and B.Whorf strengthened theoretical knowledge for cultural language studies, as well as the development of linguocultural studies by the Russian linguist V.Maslova, in Uzbek linguistics by D.Solliyeva, D.Khudaiberganova, N.Mahmudov, Sh.Musurmanova, in the study of nonverbal means in linguistics by A.Hill, A.Piz, V.Birkenbel, D.Kristal, A.Merabyan, G.Treger, L.Soler, G.Kolshansky, G.Kreydlin, Z.Chanesheva, O.Akhmanova, S.Stepanov, V.Labunskaya, L.Rabdanova, and among Uzbek linguists A.Nurmonov, M.Saidkhanov, S.Mominov, M.Kurbanov, M.Burkhanova, N.Yuldashev, the research of M.Khakimov, M.Zokirov, Q.Kaharov, N.Khursanov, M.Baratova, A.Meliqoziyev and other scientists is invaluable.

Results And Discussion

It is necessary for students to communicate, exchange ideas, and develop social communication in the process of studying and learning, and to improve their knowledge and skills in this regard. While verbal communication allows students to exchange ideas, the use of nonverbal means allows them to convey ideas more clearly and fluently. Improving the use of verbal and nonverbal communication methods by students is an important part of the educational process. Communication between teacher-student, student-student, teacher-teacher is necessary not only for imparting knowledge and exchanging knowledge, but also for solving social issues and observing the rules of etiquette. Verbal and nonverbal communication mutually influence and complement each other and are an important basis for the personal and professional development of those involved in the educational process. While verbal communication requires the correct choice of words, nonverbal communication creates conditions for establishing emotional communication through the correct expression of the chosen words, actions, and various methods of voice expression. This not only improves the educational process, but also overall personal development.

Students' verbal communication deficiencies can manifest themselves in a number of ways. These include: 1) Speech misunderstandings: misunderstandings between teachers and students complicate the communication process; 2) Limited vocabulary: students cannot express their thoughts clearly due to their limited vocabulary; 3) Inability to express themselves: students cannot express their thoughts clearly and concisely because they feel shy, hesitant, and afraid, which leads to ineffective communication; 4) Relationships within the group: students form groups with each other, so when they are divided into groups, they may experience weakness in communication and slow adaptation. This makes it difficult to work in groups [2].

The shortcomings of nonverbal communication in students are as follows: 1) Inadequate expression through physical movements: students do not use physical movements enough to express their feelings, thoughts, or intentions. As a result, the idea is not understood correctly; 2) Incorrect use of tone of voice: students speak their words in strong or weak tones, which leads to incorrect perception of information; 3) Confusion of nonverbal

movements: students use nonverbal movements or gestures instead of words or phrases, which can lead to incorrect interpretation of information; 4) Difficulty adapting to the communication environment: failure to adapt nonverbal language in different environments (e.g., classroom, laboratory, or practice) may make it difficult to achieve the intended goal [3].

To avoid the above problems, as well as to organize classroom management rationally, American schools teach elementary school students classroom sign language.

Let's get acquainted with them below:

The "Sign of the Horns"

The image shows a hand with the index and pinky fingers extended, while the middle and ring fingers are held down by the thumb.

Meanings:

Music Culture: Widely known as the **"Rock On"** or **"Metal Horns"** sign. It is the universal symbol for rock and heavy metal music, used by fans to express energy and appreciation.

Superstition: In Mediterranean cultures (like Italy), it is known as *Corna*. It can be used as a protective gesture to ward off the "evil eye" or bad luck.

Sports: It is the official hand signal for the University of Texas at Austin fans, known as **"Hook 'em Horns."**

ASL (American Sign Language): Note that if the thumb were also extended, it would mean **"I Love You."** With the thumb tucked in, it is often just the "horns."

This sign is used to discipline students. When this sign is shown, students are required to remain quiet and pay attention to the teacher.

Open Palm (Polydactyly)

The second image shows an open right hand. The most striking feature here is that the hand has **six fingers** instead of five.

Meanings:

Medical Context: This condition is called **Polydactyly**. It is a common genetic variation where a person is born with extra fingers or toes.

Symbolism of the Open Palm: Generally, an open palm represents **honesty, openness, and peace**. It is a gesture of greeting or a signal to "stop."

Uniqueness: In this specific photo, the gesture serves to highlight a rare anatomical feature. In various mythologies, having six fingers was sometimes seen as a sign of a "shaman" or someone with supernatural origins.

The sign for giving five is: one: students look at the teacher, two: their ears are open, three: their mouths are closed, four: they sit with their legs crossed, and five: they sit with their arms folded.

The image shows the **"Crossed Fingers"** gesture. Based on your document, here is the description and the common meanings associated with it:

Description

The gesture is made by crossing the **middle finger** over the **index finger**, while the remaining fingers and thumb are folded into the palm.

Meanings:

Good Luck: The most common meaning is to wish for good luck or to express hope that a desired outcome will happen (e.g., "Keep your fingers crossed!").

Protection: Historically, it was used as a religious or superstitious sign to ward off evil or bad luck.

A **"White Lie"**: When held behind the back while speaking, it traditionally signifies that the person is telling a lie or making a promise they do not intend to keep. This "invalidates" the lie in the eyes of the person crossing their fingers.

Unity: In some older contexts, it represented a cross, symbolizing support or a bond between people.

The image illustrates a specific sign from **American Sign Language (ASL)**. Based on the movement shown, this is the sign for **"Name."**

Description

The Movement: Both hands are shaped into an "H" handshape (index and middle fingers extended and held together, while the thumb holds down the other fingers). The "H" of the dominant hand taps the "H" of the non-dominant hand twice at a right angle.

The Illustrations: * The **first figure** shows the dominant hand moving downward toward the base hand.

The **second figure** shows the contact point where the two sets of fingers meet.

Meaning

Context: This is a foundational sign used when introducing oneself or asking for someone's identity (e.g., "What is your name?").

ASL Grammar: In a sentence, it is often paired with a questioning facial expression (raised or lowered eyebrows) to turn the statement into a question.

If elementary school students suddenly get up and leave, you can silently demand that they sit down using this sign.

The image features two of the most universally recognized hand gestures in the world: the **Thumbs Up** and the **Thumbs Down**.

Thumbs Up (Left)

Description: The hand is held in a fist with the thumb extended vertically upward.

Meanings

Approval & Agreement: Generally signifies "Yes," "Good," "I like this," or "Well done."

Success: Often used to indicate that a task is completed or that everything is going according to plan.

Scuba Diving: In diving, this specifically means "I am going up/surfacing" (it is not used for "okay").

Cultural Note: While positive in most Western cultures, in some parts of the Middle East, Greece, and West Africa, it has historically been an offensive gesture, though globalized social media has made it more positive worldwide.

Thumbs Down (Right)

Description: The hand is held in a fist with the thumb extended vertically downward.

Meanings

Disapproval: Signifies "No," "Bad," "I dislike this," or "Failure."

Rejection: Used to show that a proposal or performance was not acceptable.

Historical Origins: While popularly associated with Roman gladiatorial games (where a thumb gesture supposedly decided a gladiator's fate), historians debate exactly which way the thumb pointed; the modern "down for death" interpretation was popularized largely by 19th-century art and Hollywood films.

This line drawing represents another foundational sign in **American Sign Language (ASL)**: the sign for **"Thank you."**

The Starting Position: The fingers of the dominant hand are held flat and together. The fingertips touch the chin or the area just below the mouth.

The Movement: The hand moves outward and slightly downward away from the face toward the person being addressed.

The Illustration: The arrow in your drawing indicates this outward motion, showing the transition from the chin to the final position.

Meaning

Primary Meaning: This is the standard way to express gratitude ("Thank you").

Variations: To say "Thank you very much," the sign is often made with more emphasis or using both hands simultaneously.

Cultural Context: It is a sign rooted in politeness and is one of the first signs learned by students of ASL. Interestingly, it is very similar to the sign for "Good," though "Good" usually ends with the hand landing on the palm of the other hand.

The teacher shows this symbol to express gratitude for the student's compliance with instructions. [12].

It is one of the most versatile gestures in human communication.

Description

The hand is closed in a fist with the **index finger** (forefinger) extended straight up. The palm is usually facing toward the speaker or the side.

Meanings

The Number One: The most common mathematical meaning, used to indicate the quantity of "1" or to signify being "Number One" (the best/first place).

Attention/Requesting to Speak: In a classroom or meeting, raising this finger is a silent request to ask a question or get the floor.

Emphasis/Warning: When shaken slightly, it can be used to emphasize a point or as a mild warning ("Listen to me" or "Don't do that").

Religious Significance: In Islam, this gesture is known as the *Tawhid*, representing the belief in the oneness of God.

Direction: While usually the finger points at an object, pointing straight up often indicates "Up" or "Look above."

While raising the index finger up in American schools means "I want to add," "I have an additional idea" [11], in Uzbek schools the entire hand is raised for this, making it difficult to determine whether the student has a different answer or an addition to the expressed idea.

The above-mentioned sign language is a very useful tool for classroom management and effective teaching, and if it is used not only in America, but also in all countries of the world, it will be effective.

Conclusion

Nonverbal means, i.e. actions, gestures, signs, facial expressions, nonverbal means related to voice, i.e. volume, speed, loudness, timbre, tempo, etc. are important for students, because they help them communicate effectively. Through them, students can better understand the feelings and thoughts of others, and convey their own thoughts effectively. Being aware of nonverbal communication allows students to get out of an awkward situation, convince someone through body movements and voice, and engage in effective debate in controversial situations. To overcome communication deficiencies, it is necessary to attend trainings and seminars, watch videos from experts such as former FBI agent and body language expert Joe Navarro, participate in practical exercises that develop acting skills, attend voice and articulation improvement courses with hafiz, and encourage people to read more books to increase their vocabulary and use it correctly.

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