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NOVERBAL MULOQOT - EMOTSIONAL HOLATNI ANGLATUVCHI VOSITA SIFATIDA

Annotatsiya

Maqolada lingvomadaniy xususiyatlar va noverbal muloqotning filogenetik rivojlanishi tahlil qilinadi. Bundan tashqari, inson muloqoti rivojlanishining ontogenezi va uning asosiy bosqichlari, aloqa vositasi sifatida imo-ishoralarning xilma-xilligi o'rganiladi.

Kalit so'zlar: ijtimoiy muloqot, aqliy rivojlanish, tip va ontogenez, hissiy aloqa, imo-ishoralarning xilma-xilligi.

NON-VERBAL COMMUNICATION AS TRANSFER OF EMOTIONAL STATES

Annotation

The article analyses linguacultural features and phylogenetic development of non-verbal communication. Furthermore, investigates the ontogeny of the development of human communication and its main stages of diversity of the gestures as communication tool.

Key words: social communication, mental development, phylum and ontogenesis, emotional communication, diversity of the gestures.

НЕВЕРБАЛЬНОЕ ОБЩЕНИЕ КАК ПЕРЕДАЧА ЭМОЦИОНАЛЬНЫХ СОСТОЯНИЙ

Аннотация

В статье анализируются лингвокультурные особенности и филогенетическое развитие невербального общения. Кроме того, исследуется онтогенез развития человеческого общения и его основные этапы, разнообразие жестов как средства общения.

Ключевые слова: социальное общение, психическое развитие, тип и онтогенез, эмоциональное общение, разнообразие жестов.

Kirish. Naturally, a person is formed, develops and manifests as a person in communication. In social communication, the psyche develops and the individual introduces himself to life. By communicating with spiritually developed people, in exchange for wide opportunities to learn, a person acquires all his high abilities and qualities and becomes a person.

The communication of living beings develops in phylum and ontogenesis. This development covers all the main aspects of the process: content, goals and means. The phylogenetic development of communication is related to the change in the content of communication and is expressed in the following points:

- enrichment of the content of communication with new information from one being to another. First of all, this is information about the internal, biological conditions of the organism; then - information about the vital properties of the external environment. After that, the content of communication includes information that expresses knowledge about the world in the form of concepts that have a cognitive character, are objective, independent of the private needs of a living being. This is now at the human level, and the first two stages of the evolutionary development of communication occur at the animal level;

- the enrichment of goals is related to the change and development of the needs of interacting organisms: the more diverse and higher these needs are, the more diverse and improved the goal perspective of communication will be.

Development of means of communication in phylogenetic and ontogenesis goes in several directions. First of all, these are special organs of communication tools. For example. Separation of hands. Secondly, the development of expressive actions (gesture, mime, pantomime). Thirdly, the discovery and application of sign systems, which are a means of transmitting and encoding information. Fourthly, the development and improvement of technical means of information transmission, reconstruction and storage used in human communication (press, radio, television, telephone, telefax, magnetic, laser and other methods of technical writing, etc.).

Mavzuga oid adabiyotlar tahlili. In the mental development of a child, his communication with adults during the initial stage of ontogenesis is especially important. In communication, first of all, direct imitation, then vicarious learning, and then verbal learning - the child's life experience is gained through phraseological rules. The people who communicate with him serve as carriers of this experience for the child, and it cannot be achieved by any other means except communication.

In his research, Nemov considers the ontogeny of the development of human communication and its main stages. According to him, a human child perceives the ability to engage in emotional communication with people at the age of three months (revival complex), and when he reaches one year of age, his expression is so rich that quickly acquiring the verbal language of communication, sound allows the use of speech.

According to Nemov (ibid), the main stages of the ontogenetic development of human communication in the preschool period can be visualized and described as follows:

1. Age period from birth to 2-3 months. Communicative communication that is biological in content and serves as a means of meeting the child's vital needs. The main means of communication are simple facial expressions and simple gestures.

2. Age period from 2-3 months to 8-10 months. The initial stage of cognitive communication, which is associated with the beginning of the activity of the main sensory organs and the emergence of new impressions.

3. The period from 8-12 months to about 1.5 years. Guided, verbal-nonverbal communication that serves cognitive needs. Transition to using language as a means of communication.

4. From 1.5 to 3 years. The occurrence of activity and game communication related to the emergence of physical activity and play. The initial stage of division into activity and personal communication.

5. The period from 3 to 6-7 years. Voluntary selection and use of various natural signs given by nature or acquired means of communication. The development of plot-role communication based on involvement in plot-role games.

As soon as he steps into school, the process of mental and personal growth of the child accelerates. The content of communication deepens and diversifies, the goals increase, and the means of communication improve.

The vast majority of studies of nonhuman primate communication focus on their vocal displays, and virtually all treatises with titles such as "Primate Communication and Human Language" focus on the vocal channel, one without even mentioning gestures... In my view, this is a huge mistake" (Tomasello, 2008, p. 53)

Because nonhuman primates are phylogenetically close to humans, research on our cousins is likely to provide essential clues for reconstructing the features of our ancestral communicative systems. Thus, a prime question for primatologists is to investigate whether evolutionary precursors of language may be found in the communicative behaviours of nonhuman primates. Most of the studies have focused naturally on the vocal modality and many researchers have suggested that language resulted from the evolution of the vocal system in our ancestors (e.g., Seyfarth, 1987; Ghazanfar & Hauser, 1999; Snowdon, 2001; Zuberbühler, 2005). This theory is opposed to a "gestural origins" view of how language might have evolved (e.g., Arbib, Liebal, & Pika, 2008; Corballis, 2002, 2003; Kendon, 1991; Kimura, 1993; Vauclair, 2004). The hypothesis that gestural communication may be the first phylogenetic precursor of human language is supported by several evidence of shared properties between the human language and the gestural communicative system in nonhuman primates.

A second aspect of the question concerns human ontogeny and the development of communicative systems. The research on gestural communication in humans provides additional supports to the gestural origins theory of language in underlining the tight links between language and gestures. It is well known that infants and children use gestures for communication before their first spoken words and that manual actions play an important role in the development of speech, from the babbling stage onwards.

Tadqiqot metodologiyasi. In addition, the richness and diversity of the gestures predict vocabulary development. In short, gestures can be considered as fundamental building blocks of communication as they "pave the way for language development". A related point that needs to be mentioned is that adult speakers almost systematically accompany all their speech with expressive manual gestures and that several reports indicate that speech and gesture might share the same integrated communication system. Moreover, it has been well documented that human signed languages are full-blown languages and share the same "phonological", morphological and syntactical properties as well as some similar cerebral areas with speech. A last issue is helpful for supporting the gestural hypothesis and it relates to the now recognized tight interconnection in the brain between the control of action (gestures) and language processing.

Tahlil va natijalar. Borrowing from the field of human developmental and comparative psychology as well as from primatology and cognitive neuroscience, the goal of this chapter is to spell out some arguments which are in favor of the gestural hypothesis of language origin. This is organized in four main parts. In the first part, a synthesis will present the most significant advances pertaining to the development of gestural communication in human infants and children.

Ultimately, communication is divided into two types: Spoken and Written speech. Whereas, spoken speech requires to follow no strict grammar rules. However, written form of speech is respectfully organized according to the syntax and morphology. Anyway, both speeches create communication, in other words, people send and receive messages and information they need. Primarily communication is the act of interaction and exchanging opinions, ideas and feelings. When we use 'a word' in our speech, it defines verbal form of communication. However, there is body language, facial expressions and gestures which refer to nonverbal communication. It is obvious that gestures are used when 'a word' is not enough to express our feelings. So, through verbal expression people share with their thoughts and ideas. Below we are going to discuss whether gestures which may be acceptable in one society but impolite or meaningless in another. Searching some examples of gestures from net I came across the following.

'Using left hand' is not right way in India, and many Middle Eastern countries. This gesture means that 'left hand' is unclean and not used for other activities. Eating, giving money or shaking hands with left hand is regarded as being incredibly disrespectful act to the nation. But in the United States there is no shortage of using left hand. One more example of using appropriate hand, in America the single-finger beckon is the worst but accepted as very innocent action. But definitely avoid using it in the Philippines. Because this means how people summon dogs or animals. Thus, direction this gesture at a person would be offensive and impolite. Likewise, 'waving your hand's palm upwards to somebody' shows your disrespect in South Korea. Consequently, one should be aware not to use above-mentioned gestures, which are very common in the USA. [<https://www.rd.com/article/common-hand-gestures-rude-in-other-countries/>].

Xulosa va takliflar. It is obvious, English language becomes one of the global languages all over the world. Being a teacher of a foreign language is, I guess, one of the hardest challenges. In my opinion as an English teacher of the university, providing learners with knowledge about verbal as well as non-verbal communication is the main task in the process of teaching English. Obtaining a foreign language requires living with it too. Moreover, learning and recognizing gestures is helpful in communicating without hesitation and in tackling with the problem of culture shock feeling. Mostly we are eager to capture new knowledge and experiences by observation the world around us. Recognizing of non-native gestures would not be confused coming feeling but easy surfing across foreign culture.

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