

## IMPROVING METHODS OF TEACHING NONVERBAL COMMUNICATION IN ENGLISH TO FUTURE TEACHERS

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**Abstract:** This article explores effective methods of teaching nonverbal communication to future English language teachers. It highlights the significance of facial expressions, gestures, body language, eye contact, and intonation in enhancing communication skills and their role in developing the communicative competence of future teachers. The study analyzes the importance of integrating modern pedagogical technologies and interactive methods to improve nonverbal communication training in English language education.

**Keywords:** expressive communication, ELT methodology, teacher preparation, interactive competence, cultural signaling, vocal expression, digital pedagogy

### INTRODUCTION

Effective communication consists not only of linguistic units but also includes nonverbal elements — facial expressions, gestures, posture, intonation, voice tone, and eye contact. A teacher who understands and applies these elements can significantly enhance learners' communicative competence.

For future teachers, nonverbal communication serves not only as a communicative tool but also motivates students, increases lesson effectiveness, and creates a positive psychological environment. This article scientifically examines improved methods for teaching nonverbal communication to future English teachers.

Types of nonverbal communication and their effectiveness in teaching

Facial Expressions: Express emotions such as happiness, surprise, sadness, or approval. Teachers' smiles create a supportive and engaging environment.

Gestures: Movements of hands and body to emphasize meaning (e.g., thumbs up, OK sign), commonly used in English-speaking cultures.

Proxemics (Spatial distance): Understanding personal space norms, which vary culturally, especially in Western contexts.

Intonation and voice tone: The same sentence, said with different intonation, may express different meanings (e.g., “Really?” can express surprise, doubt, or interest)

Eye contact: Builds trust, attention, and emotional connection between teacher and students.

Paralinguistics: Includes pitch, speed, pauses, and volume to strengthen the meaning of speech.

Posture and body language: Demonstrates attitude, confidence, and professionalism.

In this process, students take on roles such as interviewer and interviewee, teacher and learner, presenter and audience. Through these interactive scenarios, learners not only

15-Dekabr, 2025-yil

practice linguistic content but also naturally develop the ability to use nonverbal elements such as smiling, hand movements, body posture, eye contact, and expressive facial gestures.

During role-play sessions, every participant realizes the importance of combining spoken language with supporting nonverbal signals like body language, facial expressions, and vocal tone. Particularly in English, learners begin to understand and use culturally specific gestures, emotional facial cues, and appropriate interactive postures, which enrich communication and make it more authentic.

One of the greatest advantages of the role-play method is that it shifts learners away from mechanical memorization and encourages them to think independently, communicate creatively, and maintain natural fluency in verbal and nonverbal expression. It helps them develop real communicative skills rather than textbook-based theoretical knowledge.

Through role-play, future teachers develop the following competencies:

- Multi-modal communication – the ability to integrate speech, voice, and body language harmoniously;
- Cultural sensitivity – understanding cultural differences in nonverbal behavior;
- Classroom interaction skills – managing communication in real teaching contexts;
- Confidence and emotional control – expressing ideas clearly while maintaining emotional balance.

Moreover, this method equips future English teachers with the methodological foundation to design dynamic, engaging, and motivational lessons in their future teaching practice.

**Video Analysis:** Analyzing TED Talks, films, interviews, and classroom recordings to observe authentic nonverbal cues.

**Mirror Training:** Practicing speech in front of a mirror to observe facial expressions and gestures.

**Cross-cultural Comparison:** Comparing nonverbal gestures across cultures, for example between the USA, Japan, and Uzbekistan.

**Application of pedagogical technologies in developing nonverbal communication**

**CLIL (Content and Language Integrated Learning):** Helps learners naturally apply nonverbal signals while focusing on both content and language.

**Task-Based Learning:** Provides real-life tasks, such as “Giving a presentation using appropriate gestures and intonation”.

**Flipped Classroom:** Learners study nonverbal concepts at home through videos and apply them practically in class.

**Criteria for assessing nonverbal competence**

Assessment of nonverbal competence is essential in monitoring the development of future teachers. This helps identify strengths and areas for improvement. The first criterion is facial expressions, which allow teachers to express emotions such as approval, curiosity, or concern. Facial expressions should be natural, appropriate, and contextually relevant.

15-Dekabr, 2025-yil

The second is gestures, which should be meaningful, culturally appropriate, and helpful without distracting learners. The third criterion is intonation and voice tone, an essential part of speech delivery, including pitch, pauses, emphasis, and emotional impact.

The fourth key element is eye contact, which builds trust, respect, and student engagement. Lastly, posture and body movement reflect confidence, psychological stability, and leadership skills.

### **CONCLUSION**

Nonverbal signals enrich classroom communication, increase emotional engagement, boost motivation, and create positive learning environments. They help shape teachers not only as instructors but also as inspirers, motivators, and leaders

The effective integration of nonverbal communication in teacher training programs enhances not only teaching quality but also learners' overall development — cognitive, social, emotional, and cultural. The more confidently teachers use facial expressions, gestures, tone, posture, and eye contact, the more effectively they can influence learners and foster interactive education.

Enhancing nonverbal communication teaching leads to higher educational outcomes, improved pedagogical mastery, and stronger teacher-student collaboration. Ultimately, a teacher skilled in nonverbal communication becomes an educator who communicates with the heart, not just with words — a true guide and leader in the learning process.

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