



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00672.8**

**VERBAL AND NON - VERBAL MEANS OF COMMUNICATION AS A
 PSYCHO LINGUISTIC FACTOR OF TEACHING COMMUNICATION IN
 A FOREIGN LANGUAGE**

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ABSTRACT

The article states the role of psycholinguistic teaching of foreign language – the Russian language. The correlation between verbal and non verbal means of communication is given in the process of teaching communication. The authors process from the thesis the communication in teaching any language is based on the theory of speaking activities: extra linguistic means such as mimics, gestures, intonation, poses and etc. are used in the speech. As the practice shows these means make communication easier “supporting” its main component- language component (clicks, seals of the language they learn-the Russian language.) According to the authors, the account of psycholinguistic’s achievements further the training of bilinguals knowing the Russian language as true means of communication.

KEYWORDS: *Psycholinguistics, Verbal And Non Verbal Means Of Communication, Reading, Writing, Listening, Speaking, Communication On The Thought Language, Communication And Speaking, Bilinguals, Psychological Barrier, Mimics, Gestures, Intonation.*

INTRODUCTION

The preparation of a comprehensively educated and intellectually developed generation is especially relevant in the age of globalization and the erasing of educational boundaries, the widespread dissemination of ICT. That is why in our time the process of teaching languages is becoming more and more applied, which is due to the growing pragmatic needs of society.

The modern tasks of teaching the Russian language can be reduced to the preparation of a native speaker capable of conducting intercultural dialogue. The global goal of language acquisition is considered to be the introduction to the culture of native speakers and participation in the dialogue of cultures. This goal can be achieved with the formation of the ability for intercultural communication. Communication in any studied language is based on the theory of speech activity.

Communicative language learning is of an activity nature, since verbal communication is carried out through speech activity, which serves to solve the problems of productive human activity in the context of social interaction of communicating people.

In recent years, the attitude of non-Russian people towards the Russian language has changed in a positive direction: people want to master the language as an instrument of production. They are less interested in the history and theory of the language, since they need the Russian language exclusively functionally - for practical use in various spheres of society as a means of real communication with native speakers. The most relevant question for Russian teachers is: how to prepare bilinguals in the shortest possible time in the usual conditions of teaching the Russian language. In this matter, it is advisable to rely on the achievements of psycholinguistics.

AA Leont'ev is rightfully considered the founder of psycholinguistics^[1]: in his works, for the first time, substantiated the main provisions of this science, originally presented in the form of a theory of speech activity. Currently, psycholinguistics is defined as the science of the laws governing the generation and perception of speech utterances.

The emergence of psycholinguistics is associated^[3] with the weak links of methodological science and practice of teaching foreign languages. Determining the strategy of the language teaching process, specialists were unable to answer a number of fundamental questions related to the choice of the optimal content, suitable methods and techniques, and priority teaching principles.

In teaching the Russian language, for a long time in our republic, the grammar-translation method, which corresponded to the tasks of teaching the grammatical structure of the Russian language, took precedence. By the way, this approach is due to the fact that both the content and teaching methods were copied from the methodology of teaching Russian as a native language.

Anthropocentric linguistics, which replaced linguocentric, takes into account, first of all, the needs of a person, people. The new science has clarified many issues related to both the study of languages and the teaching of communication and the formation of speech activity in them.

Specialists now have an idea of how a person's communicative competence is formed. Many people have real chances to master several languages in parallel, the number of bilinguals and polyglots is growing. However, for a number of reasons, these opportunities are not realized equally in all people. The results of teaching the Russian language currently do not fully meet the needs of our society.

In this regard, the integration of the efforts of methodology and psycholinguistics can lead to positive changes in the practice of teaching the Russian language. The realization that fluency in a language is possible only on condition of the formation and development of skills in the main types of speech activity (reading, writing, speaking, listening) is one of the main achievements of

modern language teaching methods. The next step, in our opinion, should be the reliance on psycholinguistics, which studies the relationship of speech activity with human consciousness, which is one of the priority directions in the development of modern methods. Psycholinguistics is a complex science that studies language, speech, speech activity, features of communication between people using verbal and non-verbal means^[3].

When teaching languages, it is necessary to clearly distinguish between the concepts of "speaking" and "communication"^[4]: when speaking, a person is limited to using linguistic means, and when communicating, extra linguistic means are also used - facial expressions, gestures, intonation, pauses, etc.

When teaching foreign languages, it is necessary to instill in the trainees the skills in the use of facial expressions and gestures. It is especially important to learn the correct intonation, the placement of logical stress.

People with a lack of natural skills will be very different from other native speakers in that they will not speak like everyone else (native speakers): firstly, they themselves will feel awkward when communicating; secondly, such a person is perceived by his interlocutors as a "stranger" or an inferior partner.

People who study foreign languages must know not only the theory of the language, but also be true native speakers, i.e. they must be proficient in the linguistic, and situational, and social, and national-cultural levels of the language being studied. Thus, speech is a creative process that requires initiative on the part of the speaker. Speech skills acquired in the study of languages should be flexible.

Speaking is a skill that arises on the basis of language skills, but is not reducible only to them. In the process of communication, the speaker finds himself in different speech situations, is faced with the need to solve various problems. To solve them, he chooses all possible means of communication, varying linguistic and over linguistic components. Words, phrases, sentences are combined not only with clichés and clichés, but also gestures, actions, facial expressions, intonations. All these tools facilitate communication, "supporting" its main component - linguistic.

Consequently, communication is possible not so much with the help of verbal means as with the help of a synthesis of linguistic and non-linguistic means of communication. While teaching the process of communication, communication, it is necessary to teach the complex ability to use a complex of linguistic and non-linguistic means of communication.

Practice shows another typical tendency: having a relatively sufficient potential level of communication in the target language, students are unable to overcome the psychological barrier that prevents them from entering into verbal contact. When communicating in their native language, people easily and simply begin to speak, not only because they know their language well, have the necessary language material, but rather, thanks to the use of auxiliary means such as "listen, I will speak": this function is performed not only by the word, but and facial expressions, gesture, light push, or neutral words - "so", "attention", various intonation means.

These verbal and non-verbal means of communication should, in our opinion, form the basis of training exercises when teaching a foreign (Russian) language.

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