

THE EFFECT OF MIMICS AND VISION IN TEACHER-STUDENT COMMUNICATION

Gulrukh Khasanova

Khasanova Lecturer Samarkand Institute of Veterinary Medicine Uzbekistan

ABSTRACT: Mimic and gaze systems are of particular importance in the teacher's nonverbal communication system. The teacher's facial expressions and eye contact are one of the indicators of his attitude towards the students. The content of the teacher's work is to stimulate the student's mental development, the main "tool" is his intellectual cooperation with the student, pedagogical communication.

KEYWORDS: gesture, facial expression, gaze, smile, communication, nonverbal means.

INTRODUCTION

In communicating with students, the teacher receives a significant portion of information about their emotional state, intentions, and attitudes toward something, not from their words, but from gestures, facial expressions, intonation, stature, gaze, and listening style. E.A. Petrova says that "gestures, facial expressions, appearance, posture are sometimes more effective and efficient than words" (Petrova, 1999), nonverbal aspects of communication also play an important role in regulating relationships, building relationships and being a teacher and determines the emotional environment and well-being of the learner.

It should be noted that this aspect of pedagogical communication has been in the focus of scholars even before the research of the above-mentioned authors. We emphasize that non-verbal communication tools are always relevant in the course of the educational process, despite the involuntary use of the teacher. In general, non-verbal communication in the interaction of teachers with students, as well as in any communication subjects is carried out through several channels:

- facial expressions;
- gestures;
- communication distance;
- visual interaction;

-intonation.

M. Saidkhanov: “Mimic nonverbal means are one of the most widely used methods of expression. Because a person's face is reflected in meaningful changes in communication, in monologue, in inner monologue, in thinking, and in silence. ” , - states (Saidkhanov, 2020).

In addition to the above, we can say that the mimic side of communication is very important — we can sometimes learn more from a person’s face, a timely smile, self-confidence, and the ability to communicate can significantly help in building relationships. It is this smile that motivates the teacher to have a positive attitude towards students during the lesson. In the lesson of such a teacher, the student feels free. A free lesson allows the subject to be absorbed into the student's mind faster and more firmly. Such a smile symbolizes the joy of communication, acquaintance, the desire to maintain the conversation, kindness. In other words, the tension between the student and the educator disappears during the lesson. At the same time, the student develops the skills of not being afraid to express an independent opinion, to defend their point of view (even if it is wrong).

THE MAIN FINDINGS AND RESULTS

The almost infinite variety of facial movements and their combination (E. A. Petrova notes that there are more than 20,000 of them) allows the teacher to express an emotional state and attitude towards a particular student, his response or action: to reflect interest, understanding or indifference, and so on. A.S. Makarenko wrote about it: “A person who does not know facial expressions, cannot give the necessary expression to his face or control his mood cannot be a good teacher” (Makarenko, 1985).

A number of studies have shown that students prefer teachers with a friendly facial expression and a high level of external emotion. However, it is noted that excessive mobility of the eye or facial muscles and their inanimate static nature can cause serious problems in communicating with students. People’s faces express their inner feelings and what they want (Santrock, 2001).

Some researchers argue that most educators believe it is necessary to create a “special facial expression” to influence students. Often, this requires a person with a frown, a serious expression on the face. This textured image supposedly ensures good behavior and academic performance of the students, making it easier to manage the group. But this notion is wrong,

and the more the teacher avoids artificial coldness, the more effective the teaching process, the communication with the students.

In the system of nonverbal communication of the teacher, the gaze has a special place, with the gaze he can express to the student his attitude, behavior, ask questions, answer and so on. The effect of the teacher's gaze depends on the distance of communication. A distant, top-down look allows you to see all the students at once, but does not allow you to look at each of them individually. E.. A. As Petrova (1999) points out, the effect of gaze depends on how close the student is to the teacher. It should be noted that in some cases, the effect of a sharp gaze can be unpleasant for the student. Adding even a sharp glance to the teacher's comments has a negative effect on the student's condition, preventing communication. Studies have shown that there is some optimal rhythm of communication with students in the classroom, and that individual eye contact creates a focus between teacher and student when the whole group is involved in eye contact. It is very important to change the direction of the gaze while listening to the answer to the question posed by the teacher. The teacher looks at the student and demonstrates that he or she is listening to the answer given by the student. Compared to the rest of the students, the teacher draws the attention of the whole group to the speaker. If the teacher's gaze is gentle, affirmative, the student will feel more confident that the answer he or she is giving is correct.

CONCLUSION

In conclusion, teacher's facial expression and eye contact can disclose his internal relationship toward the students' behavior and they can easily understand what the teacher means. Nonverbal means can more effective way to influence on the students educational process.

REFERENCES

1. Santrock, J., (2001). Educational Psychology. New York: McGraw Hil.
2. Макаренко А.С. (1985). Собрание сочинений.:т.4,т.5.
3. Петрова Е.А. (1999). Жесты в педагогическом процессе: Учебное пособие. – М.: Моск. городское пед. Общество.

4. Saidkhonov M. (2020) Mimic nonverbal means. International online scientific-practical conference. Andijan State Institute. p 239 .