

CLASSROOM NONVERBAL COMMUNICATION

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The theoretical basis of the study of nonverbal communication is the thesis as following: as a result of the transition from a linear model of communication to a dialogue-interactive model, the difference between verbal and nonverbal communication has virtually disappeared. That is why it is very important to take into account the differences in the means of nonverbal communication between teachers and students and between students from different cultural backgrounds because they can be communication barriers during educational activities.

We consider such components of nonverbal communication as posture, gestures, look, interpersonal distance, etc. Their use is greatly influenced by the cultural norms of the countries from which students come to study. These norms often differ from each other and do not always correlate with those existing in Ukraine.

We can see various situations of intercultural misunderstanding. So, for example, depending on the cultural norms accepted in a native society, one of interlocutors can break interpersonal distance at conversation; therefore, there is an inconvenience in relations of communicators. This violation is especially painful when communicating with unequal interlocutors [1].

We focus on an important variable that regulates the relationship between teacher and students – the spatial location of students in relation to the teacher's desk. In addition, it is emphasized that the organization of class life is strongly influenced by the movements of the teacher. With the help of movements, the teacher manages the physical contacts, orientation, and postures of students and therefore, forms the systems of interaction possible in the classroom.

And the last thing that is discussed is the position of the body that a person (consciously or unconsciously) holds: position of domination or subordination [2]. The pose used by the teacher when explaining the material and when interviewing students is an essential component nonverbal communication.

We conclude that when working with international students, the teacher must take into account the differences in communicative nonverbal signals that are inherent in different cultures. It is emphasized that even a minor violation of socio-cultural norms established in a particular cultural area can disorganize the process of pedagogical communication.

References:

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2. Mehrabian A. Nonverbal communication. Chicago, IL: Al-dine' Atherton, 1972. – 226 p.