

## ABSTRACTS

UDC 371.13 *E.L. Pinskaya*

### **THE DEVELOPMENT OF NON-VERBAL BEHAVIOR IN FUTURE TEACHERS DURING THE LEARNING PROCESS**

The efficiency of the educational activity of a teacher is largely determined by the level of proficiency of his or her own behaviour arrangement techniques. Non-verbal means of expression (facial gestures, hand and arm gestures, eyes, pantomime, posture, manner of walking) constitute a component of that behaviour. The significance of non-verbal means is that they convey not so much what people think, but what and how they feel.

The socially and biologically conditioned way of organizing non-verbal means manifests itself in an individual, particularly sensuous form of human actions, and is defined by the term «non-verbal behaviour».

The efficiency of teacher's non-verbal behaviour is conditioned by his/her skills to flexibly use his/her own non-verbal repertoire, and to adequately perceive mimic and pantomimic expressiveness of students.

A typical deficiency of students' non-verbal behaviour is the inability to convey through external means of expression the feelings the students experience, and to relate, in an unbiased manner, their own vision of their non-verbal repertoire to be seen by others.

The development of non-verbal behaviour in our study proceeded in stages: 1) a theoretical stage – the creation of informational and motivational basis of the non-verbal behaviour; 2) a training stage – the development of specific mechanisms of the non-verbal repertoire through an exercise system; 3) a correction and implementation stage – the development of the non-verbal repertoire under the conditions of group interaction.

The implementation of the technique developed involved psycho-pedagogical conditions: the realization of an individual approach and the provision of feedback which created the possibility of timely adjustments to the process of mastering the skills of the non-verbal behaviour.

The work done resulted in changes in non-verbal behaviour of the students which manifested themselves in the rise of frequency of the non-verbal repertoire coordination with the situational context of the interaction.

*Key words: communicative competence, non-verbal communication, non-verbal behaviour, expressive mime, expressive pantomime, subjective value field.*