

PSYCHOLOGICAL FEATURES OF THE FORMATION OF NONVERBAL COMMUNICATION OF PUPILS STUDYING IN THE EDUCATIONAL ART DIRECTION

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Abstract

This article explores the psychological aspects of the formation of nonverbal communication skills in pupils studying in the direction of Fine Arts. In educational settings, pupils are taught how to improve nonverbal communication skills through feedback processes and training.

Keywords: behavior, educational environment, communication, nonverbal influence, educational settings.

Аннотация

В данной статье исследуются психологические аспекты формирования навыков невербального общения у студентов, обучающихся по направлению "Изобразительное искусство". В ходе образовательного тестирования студентов обучают тому, как улучшить навыки невербального общения с помощью процессов обратной связи и тренинга.

Ключевые слова: поведение, образовательная среда, коммуникация, невербальное воздействие, образовательные условия

Entrance

Nonverbal communication is a fundamental component of human interaction, particularly significant in the context of educational settings focusing on artistic disciplines. Pupils studying in educational art directions not only develop technical skills but also cultivate the ability to express and interpret complex emotions and ideas through nonverbal means. This introduction explores the psychological dimensions involved in the formation of nonverbal communication among pupils engaged in art education. This paper aims to delve into the developmental stages of nonverbal communication skills among pupils studying in educational art directions, examining how these skills are acquired, honed, and applied in artistic practice. By exploring relevant psychological theories, empirical research, and practical



implications, this study seeks to illuminate the intricate interplay between nonverbal communication and artistic development, offering insights into effective educational strategies and intervention.

Literature analysis. Psychological aspects of the formation of nonverbal communication skills in pupils have been studied by a number of foreign scientists. They are A. Mehrabian, Paul Ekman, **R. Fussell, A. Smirnov**, I. Pavlova.

“Clearly, it is absurd to imply or suggest that the verbal portion of all communication constitutes only 7% of the message. Suppose I want to tell you that the eraser you are looking for is in the second right-hand drawer of my desk in my third floor office. How could anyone contend that the verbal part of this message is only 7% of the message?” – Albert Mehrabian [2].

Mehrabian's findings are relevant to understanding the psychological features of nonverbal communication in educational contexts, including those related to artistic disciplines. [1].

1. **Importance of Nonverbal Cues:** Mehrabian's work famously suggested that nonverbal cues (facial expressions and tone of voice) can carry more weight in conveying feelings and attitudes compared to verbal messages, particularly in situations involving emotions and attitudes.

2. **Communication Effectiveness:** His studies emphasized the impact of nonverbal communication on the overall effectiveness of communication interactions. This is crucial for pupils in educational art directions who rely on expressive gestures and visual cues to convey artistic concepts and emotions.

3. **Facial Expressions and Emotions:** Mehrabian's research delved into how facial expressions play a central role in communicating emotions nonverbally, which is essential for pupils in art education who often convey complex emotions through their artistic creations.

4. **Nonverbal Behavior in Teaching and Learning:** Mehrabian's findings are applicable to understanding how nonverbal behavior influences teaching effectiveness and pupil engagement in educational settings, including those focused on artistic disciplines.

Paul Ekman is renowned for his extensive research on facial expressions, emotions, and nonverbal communication. While he may not have conducted specific studies focused exclusively on pupils studying in the educational art direction, his work on nonverbal communication can provide valuable insights into how pupils in artistic disciplines develop and utilize nonverbal communication skills. [4].



1. **Facial Expressions and Emotions:** Ekman's studies have identified universal facial expressions that convey basic emotions such as happiness, sadness, anger, fear, surprise, and disgust. Understanding these expressions is crucial for pupils in art education as they learn to depict and interpret emotions through visual mediums.
2. **Microexpressions:** Ekman's research includes the study of microexpressions, fleeting facial expressions that occur within fractions of a second. These subtle cues can convey true emotions and intentions, which are important for pupils studying art to capture emotional authenticity in their work.
3. **Cultural Variations:** Ekman's cross-cultural research on emotions and expressions has explored how nonverbal cues vary across different cultures. This understanding is relevant to art pupils who may depict cultural nuances and diversity in their artistic expressions.
4. **Emotional Awareness and Regulation:** Ekman's work emphasizes the importance of emotional awareness and regulation in interpersonal communication. This is pertinent for art pupils who need to manage their own emotions and understand the emotional responses their artwork may evoke in others.
5. **Application in Educational Settings:** Ekman's findings on nonverbal communication can inform educators about how to teach and assess pupils' ability to express themselves nonverbally, which is integral to artistic communication.

Conclusion

In conclusion, the formation of nonverbal communication skills among pupils studying in the educational art direction is crucial for their artistic development and interpersonal interactions. Through the mastery of nonverbal cues such as body language, facial expressions, and spatial awareness, students enhance their ability to convey emotions, interpret artistic concepts, and collaborate effectively. Educators play a pivotal role in fostering these skills, creating a supportive environment that nurtures expressive abilities and promotes meaningful engagement in artistic discourse. By integrating theoretical insights and practical applications, educational practices can optimize students' nonverbal communication proficiency, empowering them to excel both academically and creatively in their artistic pursuits.



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