

Nonverbal Means and Their Significance in Children's Behavior

Khasanova Gulrukh Khayrullayevna

Doctor of Philosophy in Philology, Teacher.

Samarkand State Institute of Foreign Languages

Abstract. Nonverbal cues used as part of communication encompass a rich tapestry of opportunities to understand and debate the scope and nature of social behavior. The aim of this paper was to identify the role of nonverbal means in the communication of pre-school children. We described the key points of nonverbal means in communication of younger generation and conducted experience and survey, using observing methods among pre-school children. In world linguistics, the main attention is focused on the functionalization of language in the process of globalization, which creates the need to research the process of communication in an integral connection with extralinguistic and paralinguistic tools. Giving language to such a social influence, in turn, also raises the problems of researching the importance of non-verbal means in dialogic speech. In this article, the role of non-verbal means in the development of the speech of children of preschool age and the stages of the components of non-verbal communication of young children are determined, and gestures, facial expressions, movement, gaze - in short, the whole range of non-verbal ways of transmitting information provide an informative emotional message of a person. it is based on serving as a means of transmission to the outside world.

Keywords: *Nonverbal means, pre-school children, gestures, eye gaze, position, gesture, distance, kinesics.*

Introduction. The purpose of communication is to influence the person to whom the speech is addressed. In this process, the influence of non-verbal means may be stronger than verbal means, and non-verbal communication may be more effective than verbal communication (non-verbal means are involved as additional means when speakers express the shape or direction of something).

Linguistics has entered a new stage in the 21st century. Previously, this science was mainly engaged in solving the internal problems of language, but now it is related to the interpretation of phenomena occurring in language and speech in relation to the human factor, the role of language in the development of human society, the behavior of people, in particular, communication.

Nonverbal communication can be the most powerful tool for understanding ourselves and others. It is not correct to call non-verbal means simply body language. Because body language covers only the movement and condition of our body, it includes eye gaze, position, gesture, distance, etc. Nonverbal cues include not only all bodily movements, but also clothing, grooming, appearance, hairstyle, smell, environmental cues, and even how we use time. In the Middle Ages, European scientists were mainly engaged in the study of gestures (body movements) among non-verbal means. According to them, gestures clearly and reliably convey people's thoughts and feelings. For example, Jacques Le Goff characterized that period as "Une civilization du geste" (Civilization of Gestures) and wrote about the importance of gestures in medieval societies. Jacques Le Goff, of course, analyzed the official public gestures, which are of more interest to historians, in particular, the various gestures used in ceremonies, bowing ceremonies, and oath ceremonies [6;11]. From the last century, the first scientific study of non-verbal communication dates back to Darwin, the scientist described the emotional expressive behavior of humans and animals in conveying a message, noted the development and adaptation of those expressing emotions [8]. The next important work in this field is related to kinesics, which studies body movement, and the scientific works of Professor Birdwhistle occupy a special place in this regard [4]. Hall's

contribution to the scientific research of proxemics, which studies the personal space, is of particular importance. A number of important scientific articles were published in the second half of the twentieth century. Including, we can find the influence of cultures on non-verbal communication in David Leach's scientific research [9].

A.Nurmonov was one of the first in Uzbek linguistics to conduct research in the field of paralinguistics [16]. Scientist Uzbek paralinguistic tools, paralinguistic signs and language structure, the relationship between linguistic and paralinguistic signs, the origin of gestures, gestures and gesture verbs, paralinguistic tools of the Uzbek language that express negation, the need to use gestures in speech was a study of issues. M. Saidkhanov revealed the essence of non-verbal means on the basis of Uzbek language texts and worked in the somatic aspect [19].

B.Akhmedov reveals the gender aspect of paralinguistic tools in his research [3]. In her monograph "Olfactory Linguistics", M. Burkhonova reveals the role of non-verbal semiotic tools in the communication process, the linguopoetics of non-verbal tools in the creolizing text, the representation and linguistic expression of concepts related to the olfactory system, deictic and linguopoetic features [7].

Also, in addition to separate monographic works on non-verbal means in Uzbek linguistics, it is also partially discussed in the scientific researches of linguists. In particular, the linguist Kh.Ismailov, in the second chapter and third part of his doctoral thesis entitled "Sociolinguistic and Psycholinguistic Aspects of Forensic Linguistics", showed the importance of non-verbal means in the court process, and showed the importance of facial expressions of the defendants during their participation in the court session, in particular, when they spoke. observes that observation is essential in determining the truth [12;17-18]. Also, Z. Karimova in her scientific work "Sociopragmatic features of utterances in Uzbek and English" describes the use of non-verbal means in speech along with words and the effect of these means on the speaker's age, gender, social status, even , showed that it can be differentiated according to the region in the Uzbek and English languages [14;23-24].

In the third chapter of his methodical manual, I.Aslanov entitled "Psychology of social activity and behavior", showed the types of non-verbal means and their importance in interpersonal relations [2;49-79]. The meanings of non-verbal means of conveying a message to the person to whom the speech is directed are involved only in that speech situation with one meaning. Its functional pragmatic function can change depending on the speech process. In this scientific article, the role of non-verbal means in the communication of young children was studied through questionnaire and observation method.

Material and methods. In the process of dialogue, people exchange ideas with each other and get various information. Accordingly, Buber emphasized that dialogue can consist not only of words, but also of silence and various actions (gestures) [5;20]. Gestures, facial expressions, body movements, various voice states - additional tools involved in communication fulfill the tasks of filling and clarifying the content of communication. A person expresses information briefly and succinctly in a live conversational speech, actively uses verbal and non-verbal means to increase the emotionality and impact of the thought. When people communicate with each other, in the process of conveying certain information to the listener, hand, head, shoulder, body, facial movements, high-low voice, long-shortness, halting pronunciation of words is distinguished by its uniqueness. Nonverbal communication shows characteristics such as the speaker's behavior, vocal characteristics, appearance, and demeanor [11]. Non-verbal communication is defined as communication without words. Everything, including material objects, physical space, and time systems [21]. Even if verbal speech is not used, it is impossible not to use non-verbal communication, even silence speaks. At this point, the non-verbal means that serve to convey certain information in the process of dialogue can be classified as follows:

- **1. Visual aids:**
- - kinesics - hand, head, foot, body movements, stepping;
- - facial expression (mimicry), eye expression (gaze);
- - figure, holding the head;

- direction of gaze, visual communication;
- skin reactions - redness, paleness, sweating;
- proxemics (time and space of communication) - distance with the interlocutor, distance angle, personal latitudes;
- additional means of communication - exaggerating or hiding physical characteristics (gender, age, race); changing the natural body structure (clothing, hairstyle, cosmetics, glasses, jewelry, tattoos, mustache and beard, small items in the hand).

Kinesics. First of all, gestures can be included. There are three types of gestures, the first of which are considered adaptive and are used to reduce anxiety and restlessness, such as waving a pen. The second is symbols (emblems) that signify special consent to information. For example, giving a thumbs up to mean "OK" means "great, good". The last type is illustrators (this is the most common type of gesture and is used to illustrate an accompanying non-verbal message, for example: using a hand gesture to indicate the size or shape of an object. Head movement and position is to shake the head back and forth to indicate "no".

... Ra'no looked away again and dried his eyes. Anvar poured tea into a cup and handed it to Rana:

- Take, Ra'no, drink.

***Ra'no shook her head** as if saying that she would not drink. Anvar took the tea quickly.*

- Even if you don't drink it all, take a couple of sips (A. Qadiri, "Scorpion from the Altar").

There is also **posture**, and there are four common human positions: sitting, standing, stretching, and lying down.

Next is eye contact, which means that the face and eyes are the main focus during communication and together with ears and eyes make up most of the communication.

The last is a **facial expression** that shows the state of the communicator when he is tired, excited, angry, confused, disappointed, sad, confident, shy or bored.

Skin reactions can also provide information about the mental and physical state of the communicants in the dialogue. For example, in the following dialogue, the color change (redness) of the addressee's face represents his inner state (embarrassment):

...Ra'no did not understand Anvar's serious question:

- The sun must have made it red.

"You are mistaken, Ra'no," said Anvar, "I know the secret of the reddening of this flower, and you are the reason for its reddening, your crimson lips..."

*- Stop joking, - said Ra'nao, **blushing like a flower**,*

- Why did the fat martyr come?

- Stop saying that, Ra'no, if you don't believe me, look in the mirror, is there a difference between your lips and the color of this red rose? (A. Qadiri, "Scorpion from the Altar").

Proxemics is the effect of communication on space and distance, and we need only look at the ways in which space is represented in common metaphors to see how space, communication, and relationship are intimately connected. For example, people react by showing their distance.

2. Acoustic tools.

Acoustic means include paralinguistic and extralinguistic factors, including voice quality, range, and tonality in speech. Paralinguistic influence is the surrounding factors that disturb the speech, strengthen it or weaken it. This includes high-pitched or low-pitched speech, articulation, sounds, pauses, stuttering, coughing, tongue movements, exclamations.

Extralinguistics refers to the addition of pauses to speech, as well as various mental states of a person, such as crying, coughing, laughing, and sighing. For example:

"How do I know if he is married or not?"

Nozik was silent for a few moments...

*"Of course you won't take me," said Nozik, his voice had **a tone of brokenness that** had never been heard before. - Of course, you won't take me as you said. I was bitten by a dog, I... Gulshan did not answer. After a while, cooking sounds were heard from the row, and this cooking was occasionally interrupted by the sound of **loud crying** (A. Qadiri, "Scorpion from the Altar").*

3. Tactile means.

Haptics. Haptics refers to learning to communicate through touch (touching, shaking hands, hugging, etc.), and touch is also an effective way to break down communication barriers. As an extreme contraction or individual distance, touch is one of the most primitive and yet subtle ways of relating to others, playing an important role in encouraging, expressing affection and affection, and providing emotional support:

... -I understand, master...

*Mirza Ulugbek put **his hands on his student's shoulders**.*

*- I thank the Almighty, although he did not take away from my children from my pink belt, he gave me a student like you... - Mirzo Ulugbek **hugged Ali Kushchi with trembling hands and kissed his forehead** (O. Yaqubov, "Ulugbek's treasury").*

4. Olfactory means. These means include pleasant and unpleasant odors, natural and artificial odors emitted by humans. As noted by linguist M. Burkhonova, "...the phenomenon of smell is considered a category related to the system of non-verbal means. The expression of concepts related to smell is called olfactory means [7;18].

5. Silence. Among non-verbal means, in addition to body movements, silence also plays an important role in dialogic speech. According to scientists, silence has a special meaning in different peoples. In particular, Satoshi Ishii and Tom Brunouye pointed out that there are different types of silence in the world [13;114]. For example, Japanese and other nationalities remain silent when expressing displeasure or simply showing respect for the interlocutor, as well as in response to the unconditional love of a loved one. American and Western people prefer to talk more in such situations. In Uzbeks, silence means consent, admission of guilt, and different meanings depending on the situation. The concrete meaning of these non-verbal means is manifested in the speech situation and context. For example,

*... - Yes, on this day, all the people of knowledge mourned! Until Mirzo Ulugbek, the master of Urfa, an enlightened person, was executed by ignorant admirers. Why are you silent? **Silence is a sign of consent!** You know everything. Knowingly, instead of wearing black and mourning, you come with the intention of searching and looting his holy shrine!..*

My brother Ali! - said Maulana Muhyiddin, crying. - What should I do, if I am a cripple and weak...

- No, you're not weak, you're infertile! Go, those murderers and murderers, tell your prince: all the books in this holy place are lost! (O. Yakubov, "Ulugbeks treasure").

Dialogue plays an important role in reflecting the relationship of characters in literary texts [38]. In such a dialogue, the questions and answers between the characters have an elliptical appearance depending on the speech situation, they are distinguished by their brevity, clarity and simplicity of structure. In such cases, non-verbal means are often used to describe the situation:

— *... As soon as his thorny mustache pricked my face, the pain in my groin and fear disappeared immediately.*

— *- Run away! I **shouted**. Go away, dirty!*

– - Robia! - **He gasped** and started kissing my face. "A thousand girls at every step!" Don't you think I'm a buyer for you, fool!

– - Wow, hunter! - he said panting. "I'm going to put you on the dice, you know?" Who are you, you're going to be the chairman's husband's wife, you don't walk around clutching manure, you fool! I'll get you a medal if you need it, you're a princess like a posh's wife, you fool! (O. Hoshimov "Between Two Doors").

From the examples given above, it is known that in the novel "Between Two Doors", Utkir Hoshimov uses lexical and phraseological tools as well as non-verbal tools in conveying the facts of reality to the reader in an artistic way, clearly embodying the character traits of the characters before the eyes of the reader [37]. It is known that non-verbal communication is the main means of communication between children of preschool age (up to 7 years old) and adults. From four to five years old, there is an additional situational-cognitive form of communication aimed at learning the objective world. Children of kindergarten age develop the most complex and high (for this period) additional situational - personal form of communication, in which knowledge about the world of people and human relationships appears.

"Children's speech is distinguished from adult speech by its originality and vividness, according to the expression of communicative intention, attracting the attention of the participants of the dialogue" [17;4]. In some works that analyzed the issue of speech formation in children, the influence of non-linguistic factors in the manifestation of pragmatic features in speech was also taken into account [30].

In Uzbek linguistics, the communicative, gender and linguocultural aspects of the speech of young children have been studied to a certain extent. However, pragmalinguistic features of children's speech were not the object of special research [17;5]. In some works that analyzed the issue of speech formation in children, the influence of non-linguistic factors in the manifestation of pragmatic features in speech was also taken into account [30].

Nonverbal means of communication play an important role in the development of preschool children. Communication between people is carried out not only with the help of speech, but also with the help of facial expressions, gestures, tone and non-verbal means of communication. The components of non-verbal communication help determine a person's mood, what they want or expect. In fact, the term "non-verbal communication" does not directly correspond to the term "body language", since the first includes all paralinguistic phenomena, that is, extralinguistic tools such as rhythm, tempo, intonation or volume of speech, pauses, laughter and sighs. Includes [36]. However, these two terms are often used interchangeably due to their proximity.

Nonverbal communication primarily conveys socially relevant information, such as emotional states or behaviors, and its main function is to transmit and exchange factual information [1]. Usually, together with words and sentences, we transmit many ambiguous signals that complement, modify, or completely replace the verbal message. For this reason, it would be wrong to assume that non-verbal means simply accompany linguistic messages. Research has shown that ambiguous messages, such as attitudes and emotions, are more persuasive and effective in interactions than words. This condition is especially noticeable in children.

E.A. Petrova studied the order of mastering the elements of the sign system of children who have not yet developed their language, and defines them in the following sequence:

- management (regulator) gestures;
- gestures with modal sign;
- gestures expressing status;
- informative gestures;
- gestures in certain processes.

Gestures, which have been considered a means of social communication since time immemorial, mainly perform management-communicative (from 5-6 months) and affective-communicative (from 8 months) tasks in

young children. The informative and communicative function of gestures begins to appear after 13-15 months [29;222].

Nonverbal communication is essential for a child's emotional, social, and intellectual development. Simple things, such as a hug, kiss, smile or holding a hand, have a positive effect on a child and build self-confidence [35]. Together with positive non-verbal actions, there are also negative non-verbal actions, and the child sees these actions and receives a negative message. For example, frowning, frowning, and similar negative non-verbal means. It is important for the child to grow up in the framework of social communication, because it develops his worldview, speech, and helps him get into good relations with others [34].

A number of scientists emphasize that facial expression is one of the non-verbal tools that quickly influence a child. In particular, research has been conducted on the reasons why children raise their eyebrows [22;52-67]. Other researchers have identified many motivational aspects of smiling in children [20;1326-1344]. Also, P. Ekman noted that it is possible to know what people want to say through simple non-verbal means, such as raising an eyebrow and widening the eyes [18;9].

A number of researchers (Stirn, Beebe, Jaffe, Bennett) observed the mother and child's response to each other's movements with facial expressions and tone of voice. Although facial expressions are sometimes imprecise in this observation, the study showed interesting results: infants (around 4 months of age) were more responsive to their mothers' facial expressions than to their mothers' facial expressions when their faces were still. looked and answered. But they did not pay attention to their mother's voice change, on the contrary, children older than 6 months were affected by facial expressions and tone of voice. They got a source of information based on their mother's facial expression. Especially one-year-old children quickly understood smiles and frowns.

Research shows that children from 9 months to 16 months of age develop the ability to use non-verbal means. After the age of two, the ability to speak freely develops. It should be noted that up to 16 months, a child can use at least 16 gestures [31]. At 9 months of age, babies begin to use their first gestures, such as picking up and passing things to others, and shaking their head to say "no" to food they don't like. At the age of 10 months, they receive information from the actions and reactions of others and ask for something by writing their hands and raising their wrists. At 11 months, children try to share their interests with others, they learn to stand up and point to things they are interested in. They even wave their hands to say hello and goodbye. At the age of 12-13 months, they try to clap their hands, pronounce the first speech sounds, kiss, follow the verbal and non-verbal actions of others. Between 14 and 16 months, children can point with their index finger to a distant object, nod their head to confirm and deny, give a thumbs up to say "cool", and show their hand to say "don't rush". they learn to draw. After 16 months, other symbolic gestures develop. Now gestures enhance the development of oral speech. After 18 months, children begin to use verbal and non-verbal tools cooperatively. First of all, they use gestures in accordance with the spoken word (for example, pointing to a cat and saying "cat"), then they say other adjectives (pointing to a puppy and saying "big").

A number of scientists have also dealt with some similar issues of the process of non-verbal communication of children of preschool age [23;96].

In the course of our research, we also observed the communication process of a large group of children in our experimental work conducted in preschool educational organizations. Based on the observations, it is possible to distinguish four features of the child's communicative actions that qualitatively distinguish the child's communication with adults and peers.

The first and most important feature of the process of communication of children of preschool age with their peers is the wide range of various communicative actions. In the communication of peers, there are complex actions such as imagining, caressing (the desire to express anger, the desire to make a claim, deliberately not responding to the partner). Such extensive communicative actions in the field of peer communication are determined by a rich functional content, various communicative tasks. For a child, until the end of preschool age, adults are mainly the source of new information and evaluation of actions. In relation to his peers, the child solves a wide variety of communicative tasks: managing his partner's actions, controlling his expression, evaluating certain behavioral acts, constantly comparing his behavior patterns with others, etc. accepting

additional gaming activities, etc. Such a variety of communicative tasks requires an increasing number of communicative actions in the field of communication with peers.

The second clear difference between the communicative actions of peers is their emotional saturation. Research conducted by V.V.Vetrova proves that the emotionality of preschool children's relationships is fundamentally different from their interactions with adults [25;208].

In peer communication, there are active facial expressions that express different emotional states. They are nine times more expressive, on average, from rage to joy, from grace to violence. Peer-oriented actions were more effective. On average, children supported their peers in three times as many situations, but nine times as often had conflicts with them. This proves once again that preschool children prefer their peers in communication over adults.

The third characteristic of means of communication with peers is their inconsistency and disobedience to the rules of communication. If in communication with adults even the smallest children follow certain generally accepted norms of behavior, preschoolers use the most unexpected and original means when interacting with their peers. L.N.Galiguzova studied this phenomenon and identified one hundred and thirty five different actions. These actions are expressed by freedom, unconventionality, abnormality: children perform amazing actions such as jumping, jumping, making strange movements, making non-standard sounds [28;143].

The fourth distinctive feature of preschool children's communication is their efforts to promote their own initiative in relation to a given situation. This is especially evident in the inability of children to continue and develop communication due to the lack of peer activity. For a child, his own action or statement is considered very important, and in many cases they do not support the opinion of their peers. Children are twice as likely to accept the initiative of adults.

Based on this, we can distinguish the following psychological characteristics of older preschoolers depending on their age:

- the ability to empathize, sensitivity;
- sensitivity, flexibility;
- emotionality, emotionality, curiosity;
- stable, cheerful mood;
- imitation, quick communication;
- to be imprinted in the imagination.

Based on the above, it can be said that in order to accumulate social and psychological experience, the child must constantly expand his social circle. It is possible to observe the manifestation of various attitudes and their clear distinction in a child who has difficulty explaining his opinion in oral communication at preschool age. The cases of isolation of poor children by their peers and not including them in the game are increasing. This, of course, weakens children's self-confidence, as a result of which their actions become more fearful, isolated or, on the contrary, aggressive.

It is worth saying that in order to prevent such negative actions among children, various games are organized between educators and students in preschool educational organizations, and all students are involved in such games. Of course, in addition to verbal communication, non-verbal means are also widely used in these games. It is known that in kindergarten children are divided into groups according to their age. In each of these groups, different tools are used to form non-verbal communication.

Eye contact is interpreted differently in different countries. It depends on people's social origin, status, whether they are familiar or not, whether they are in a friendly or official relationship. In the past, in European countries, a long, straight look without averting the eyes was considered disrespectful, flattery and a challenge. Nowadays, in Western cultures, direct eye contact is important; if someone talks without looking at his interlocutor, they

judge him as insincere. For this reason, they say that you should not trust a person who has removed his eyes. However, in eastern countries, it is considered impolite to make eye contact.

It is no secret that the gaze is considered the most important weapon for representatives of certain fields. In particular, investigators try to extract some information from the person being investigated by looking into their eyes. But they themselves do not support others for a long time.

Eye contact is one of the most important factors for preschoolers. Gaze in preschool children is a part of their training. Because through eye contact, we can find out whether the child is receiving the given information or not.

After all, according to the science of oculusics (a science that studies the language of the eyes), the eyes are one of the body parts that are difficult to control. Being close to the brain, they can reveal the human thought process directly. As tools that have a positive effect on the child's emotions, it is permissible to mention an open, friendly look directly into the eyes. At the same time, it helps to establish good communication relationships. Without knowing it, we express our feelings with our eyes. We use them as the main means of communication with children. When communicating with parents (and other people) through the eyes, the child receives emotional nourishment. The more often parents look at the child and try to express their love to him, the more the child feels like a necessary person in their life. Thus, in the process of communication-intervention, a person intuitively uses verbal means as well as non-verbal means of conveying certain information. Such non-verbal means include facial expressions, gestures or other body movements. Also, phonation tools, cries, laughter, smiles, sighs, and pauses between replicas that occur during communication add additional information to the content of the lexical units that make up the speech. Although they are not considered a linguistic tool, they are studied as an object of research by the extralinguistics field of linguistics because they complement the speech and express the mental state of the speech subject, his feelings [33]. Elucidating the tasks performed by non-verbal means during communication and their specific features in expressing human thought is one of the main tasks of extralinguistics [32].

Preschool children often use paralinguistic and extralinguistic tools in the process of communication with peers and adults. Extralinguistic components represent speech tacts, syllables, stuttering, etc. Tone of voice is an important acoustic means of expressing non-verbal information. For example, sadness is characterized by a low voice, and anger is characterized by an increase in voice. If a child raises his voice beyond the level allowed for a peer, then this is perceived as an attack on personal dignity. Due to the decrease in the activity of the articulation process, the average statistical characteristics of a person's speech rate change significantly with the age of a person. If the speech is pronounced at a fast pace, it shows a person's self-confidence, on the contrary, speaking in a calm, slow manner shows reflection and depth. If the child speaks in a hurry and loudly, it means that he is afraid that he will not be heard. Often, children use this method when they are arguing with each other.

Stuttering and silence are related to the mental state of the child. Often, this situation is more common in children who come to kindergarten for the first time. A child sitting for hours without wanting to eat or play can be a sign of depression. This depression is also characterized by unexpected activity aggression towards others.

Results. In general, based on some observations made in the kindergarten, it can be said that there are more cases of chaos in the games between children compared to the games organized by the teacher. They feel relatively freer in games with each other. In the games organized by the teacher, the principle of obeying certain rules prevails among children. This, of course, somewhat limits the child's free movements.

Experimental work was carried out covering kindergartens. The 76th, 80th, and 98th kindergartens of Samarkand city have been designated as test sites. Experimental work consisted of diagnosis and prediction (prognostic), organizational preparation, practical and generalization stages.

In the course of our research, we also observed the communication process of a large group of children in our experimental work conducted in preschool educational organizations. As an experiment in preschool educational organizations, we observed children's music lessons and achieved some results. We will touch on them below.

In the process of listening to a piece of music, according to the level of children's interest in music and the level of their hearing ability, they observed actions such as stepping in accordance with the tempo of the music, facial expressions, gestures, and sparkling eyes. They changed a bit when they were showing parenting actions. In this case, the children's freedom and the natural sparkle in their eyes have disappeared a little. Instead, hesitancy about his actions, fear of performing actions incorrectly were observed.

The teacher said, "Now we will listen to music with you. Do you like listening to music? We received different answers to the question, "How about dancing to the music" depending on the musical talent of the children. The teacher observes the child listening to music. Mimic and pantomimic reactions indicate the level of emotional sensitivity to listening to music. In other words, the child talks about music, which reflects the level of development of understanding the figurative and emotional content of the musical work. In doing so, we obtained the following results through observations (see Table 1):

Three children (12%) moved slowly while listening to music. This indicates the low level of development of the activity index.

Two children (9%) understood the emotional state of the music and acted accordingly. This condition indicates that the activity index is high.

Twelve children (79%) gave a lively, free reaction to the piece of music. Their movements are in accordance with the rhythm of the music, which indicates that they have an average movement index.

Table 1

The results of the experiment on determining the emotional state of children through non-verbal actions

No	Number of children	Children's non-verbal actions	Level	Percentage
	Three children	Slow motion. Indifference in facial expressions.	Low	12%
	Two children	Movements match the music. Interest in music can be felt from facial expressions.	Yuqori	9%
	Twelve children	Their movements are in tune with the music, but their thoughts are scattered and they cannot concentrate.	Medium	79%

In the experiment, the low-performing children just kept their hands on their hips. There is no change in facial expressions. In children with average indicators, actions such as keeping hands on the waist and kicking the ground with feet were observed. In children with a high score, various movements were observed in accordance with the music: kicking the ground with their feet, putting their hands on their hips, shaking their heads, clapping their hands.

In our work, we took preschool educational institutions in Samarkand as an object of inspection. Due to the cooperation of the Ministry of Education and Culture of the Samarkand region with South Korea, a group of educators and employees went to South Korea for training to learn new educational technologies and methods, and brought the processes during the training on video. Based on these videos, we found it necessary to find the difference between Uzbek and Korean kindergarten children. It should be said that when preschool children first come to kindergarten, the process of adapting to a foreign environment is a bit difficult. When we analyzed this situation, we compared Uzbek and Korean kindergartens (see Table 2). In this experiment, we analyzed the behavior of Korean children by directly observing the behavior of Uzbek kindergarten children through the videos mentioned above.

Table 2

The process of adaptation of preschool children to a foreign environment in Uzbek and Korean kindergartens through non-verbal means

the results of the experiment on the determination

"Will you play with me?" children's answers to the question	Uzbek kindergartens Total 17 children	Korean kindergartens Total 17 children
Verbal means	3 children – 18 %	13 children – 77%
Shaking the head, shaking the head	6 children – 35%	3 children – 18%
Crying	8 children – 47%	1 children – 5%

Such differences in kindergartens are noticeable not only between different countries, but also in the Uzbek and Russian groups of kindergartens in our country.

Discussion. According to the results, six children in one group in Uzbek kindergartens laughed and answered the teacher's questions. In this case, the use of non-verbal means was observed more than verbal means. The child answered the teacher's questions by nodding and shaking his head. This indicates that he is shy and does not feel free in an unfamiliar environment. Three children freely answered the tutor's questions. But the other eight children cried and did not answer because they were afraid.

In Korean kindergartens, these indicators were completely different. Children in Korea felt much more free from the first day compared to Uzbek children in kindergarten. In our opinion, this is due to the fact that in our Uzbek families, certain restrictions are imposed on the process of teaching children the rules of etiquette. When we go to a foreign place, we give our children a lot of reprimands, such as touching things too much, it's embarrassing, and touching the table too much. This situation causes children to not feel free in a foreign place, and the process of adapting to a foreign place is difficult. In Korea, children are given more freedom compared to our people. This situation makes them feel free even in a foreign place. This situation is also observed in a number of European countries.

Conclusion. Nonverbal means of communication play an important role in the development of preschool children. Direct communication is carried out not only with the help of verbal means, but also with the help of non-verbal means of communication, that is, hand movements, eye gaze, tone, etc. The components of non-verbal communication help to determine the mood of a person, their subjective attitude. In the communication of preschool children with their peers, there are complex actions such as imagining, caressing. Such extensive communicative actions in the field of peer communication are determined by a rich functional content, various communicative tasks. Also, on average, children supported their peers three times as often, and had conflicts with them nine times more often. This proves once again that preschool children prefer their peers in communication over adults. There are more cases of chaos in mutual games between children compared to games organized by a teacher. They feel relatively freer in games with each other. In the games organized by the teacher, the principle of obeying certain rules prevails among children. This, of course, somewhat limits the child's free movements. Children's behavior in Korean kindergartens is much freer than in Uzbek kindergartens. It is characterized by the fact that children feel free in kindergartens, and adults do not impose great restrictions on children.

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