

- Get class feedback on what they learnt about their peers; what their interests were, and any surprise discoveries [2].

This is an activity to learn more about your learners, and for them to learn more about each other on a more personal level. Creating a sense of community within a class can also feed into your learners' motivation to study, as the classroom becomes a safer place to try out new things, practice in confidence, and feel part of a support network [2].

In conclusion, we should pay more attention to our students' personal interests and achievements to get them motivated in class. Using personification approach and discuss topics the students are interested in.

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Some peculiarities of non-verbal communication in the course of teaching English

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The process of teaching requires many practical skills and one of them is the ability to communicate effectively. As it is known, good communication is the basis for any successful relationships. People are mostly aware of the importance

of good verbal communication skills, but they often forget about the fact that approximately 80-100% of communication happens nonverbally. When a speaker expresses his/her thoughts, he/she can do it not only with the help of words, but also in many other ways. People can move in a way, which clearly reveals their inner intentions, even if they do not use words. Moreover, only a small percentage of the brain processes is represented by verbal communication. There are subtle and sometimes not so subtle movements, gestures, facial expressions and even movements of the whole bodies that indicate something is going on. The way a person talks, walks, sits and stands - all say something about him/her, and whatever is happening inside a person can have an impact on the outside world.

By becoming more aware of the body language and understanding what it might mean, people can learn to understand their conversation partners more easily. This puts the person in a better position to communicate effectively getting the inner meaning of the message. What is more, by increasing understanding of other people, a person can also become more aware of the messages that are conveyed.

The fact should be taken into account that even for very small children nonverbal communication is quite essential as the expressions of parents' faces rather than words is the major organ of communication for them. Parents can smile, touch and hug their children expressing deep love and affection. From a very early age children learn how to participate in the society deliberately built by grown-ups. As children become verbal communicators, they begin to look at facial expressions, vocal tones, and other nonverbal elements more subconsciously.

Therefore, the aim of the paper is to discuss the essence of nonverbal communication and communication on the whole, the need to teach it from the intercultural perspective as well as the importance of mastering the skill of nonverbal communication for the teacher's professional development.

Non-verbal communication is a process of generating meaning using behavior other than words. In terms of content, nonverbal communication tends

to do the work of communicating emotions more than verbal. While verbal communication is important, humans relied on nonverbal communication for thousands of years before the capability to communicate with words was developed.

It should be noted that what comes out of our mouths and what people communicate through the body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe the verbal or non-verbal message. In most cases, the person is inclined to choose the non-verbal one because it's a natural, unconscious language that reveals the true feelings and intentions.

The majority of people are affected by the way others sit, walk, stand up, or hold their head. The way people move and carry themselves communicates a great deal of information to the world. Body movement includes the posture, bearing, stance, and subtle movements. They are especially vital for teaching listening and speaking, in particular, the skills for presentations, negotiations and discussions.

Gestures are very important in conveying information. People wave, point, beckon, and use their hands when they are arguing or speaking —expressing themselves with gestures often without thinking. However, the meaning of gestures can be very different dependently on regions and countries, so speakers should be careful to avoid misinterpretation based on the difference. Therefore, practice proves that non-verbal communication should be learned and taught from the intercultural perspective.

Since vision is crucial in perception of the surrounding world, it seems that eye contact is one of the most important types of nonverbal communication. The way people look at someone can communicate many things, including interest, affection, hostility or attraction. A great deal of communication happens through touch. Messages can be conveyed through the following actions: a strong handshake, a timid tap on the shoulder, a slap on the back, an affectionate pat on

the head, a firm grip on the arm, etc. Psychologists advise a warm hug without any words in case when children behave badly or are out of control.

As it is known, all people have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. People can sometimes feel uncomfortable during a conversation because the other person is invading their space. For example, the Italians and Arabs can stand too close while communicating but the English and Americans need interpersonal space for a successful negotiation. Communicator can use physical space to send many different non-verbal messages, including signals of intimacy and affection, aggression or dominance.

Researchers believe that while non-verbal communication and behavior can vary among different cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world. It should be emphasized that much information can be conveyed through a smile or a frown. The look at a person's face is often the first thing, which has influence on forming the attitude towards him or her. This attitude can be truthful even if it does not coincide with the one, which can be formed after hearing the words. "Actions speak louder than words"- says one English proverb. "What we say may not matter but the way we say it matters a lot" –says another proverb. The list of these statements of wisdom can be endless.

It is also important to consider the way the message is pronounced. When a person speaks, other people "read" the voice in addition to listening to the words. Things they pay attention to include the timing and pace, how loud the presenter speaks, the tone and inflection as well as sounds that convey understanding. Someone's tone of voice, for instance, can indicate sarcasm, anger, affection, love or confidence. The mechanism of the negative impression forming, which is based on the speaking habits can be discussed using the example of the main hero Mrs. Davidson in the novel "Rain" written by W.Somerset Maugham: "Her face was long, like a sheep's, but she gave no impression of foolishness, rather of

extreme alertness; she had the quick movements of a bird. The most remarkable thing about her was her voice, high, metallic and without inflection; it fell on the ear with hard monotony, irritating to the nerves like the pitiless clamour of the pneumatic drill”.

As many people nowadays frequently experience stresses and negative emotions there is one more thing that should be considered while discussing non-verbal communication: how to use this skill for the teacher’s professional and personal development. Stress compromises the ability to communicate. If people feel disappointed or irritated the tone of the voice, intonation and movements of the body will clearly signal that something unpleasant has happened. The teacher should be aware of some unconscious nonverbal expressions that might confuse or even turn off the class. If a person is overwhelmed by stress, it is best to take a time out. It is better to calm down before continuing the conversation. Once a person regains the emotional stability, he or she will be better “equipped” to deal with the situation in a positive way. Learning how to manage stress is one of the most important skills a teacher can do to improve his/her professional skills. A teacher who wants to become efficient must control his/her emotions, gestures, facial expressions, etc. Therefore, the material elaborately chosen for lessons must be “accompanied” by a proper behavior, gestures, facial expressions, in other words, a teacher should improve communicative skills as well as his/her psychological well-being. If some people think that students or learners attend the classes only for the reason that they want to learn English well they are mistaken. Communicative environment is the most important thing as every person wants to be needed, loved and respected as well as to become competent in the sphere of the subject studied. Clarity of speech, friendly disposition, smiling face, smooth movements of a teacher help to develop successful interaction. Realizing this fact will definitely lead to the teacher’s professional development.

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Птушка А.С.

Особливості переглядового та пошукового читання

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Читання є одним з найважливіших засобів залучення інформації і в житті сучасної освіченої людини займає велике місце. Для ефективної організації навчання необхідно дослідити природу читання, проаналізувати шляхи формування механізму читання на іноземній мові, вивчити види читання та існуючі підходи до навчання видів читання.

Існує поширена класифікація читання, запропонована Ф. Грелет [1], де виділяються такі види читання, як вивчаюче, ознайомлювальне, переглядове і пошукове читання, де вивчаюче читання – (study reading) – це повільний вид читання, метою якого є повне (100% інформація) розуміння змісту тексту. Швидкість не є істотним критерієм, але бажано не менше 50-60 слів в хвилину. Ознайомлювальне читання (normal fast reading/average reading/survey reading). Це, наприклад, читання художньої літератури. Мета – ознайомлення з основним змістом тексту, повнота розуміння складає близько 75% (main ideas and supporting details). Швидкий вид читання, швидкість не менше 180-200 слів в хвилину (для англійської мови).