



Assess the Impact of a Teacher's Verbal and Nonverbal Behavioral Immediacy on a Student's Willingness to Communicate in English Lessons

M. O. Akhmadaliyeva, M. M. Toshmatova

Andijan State University, Faculty of Pedagogy, Major of General technical and labor education

Abstract: This article examines the teacher's verbal and non-verbal behavioral immediacy, which have a positive effect on a student's willingness to communicate fluently in English classes. Scientific works on this topic are analyzed and reflected in the essence.

Key words: teacher immediacy, verbal behavior, non-verbal behavior, willingness to communicate

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Teacher immediacy: These are verbal and non-verbal behaviors that are characterized by a reduction in the physical and psychological distance between teachers and students.

Verbal Behavior: Behaviors such as teachers addressing students by name, praising students' work and initiating conversations with students and encouraging students to ask questions, sometimes using humor (Gorham, 1988).

Nonverbal Behavior: Use of voice expressions in the teaching process, conducting lessons with an open face, looking the student in the eye, using gestures, and moving around the classroom in different parts of the classroom. (Gorham et al., 1988).

Willingness to communicate: Readiness to speak with a specific person or persons at a particular time using a second language or foreign language (MacIntyre et al., 1998). In this study, face-to-face communication, more specifically, asking or answering questions in English lessons, is understood as participation in class activities. After the collapse of the Soviet Union in 1989, Uzbek became the state language in Uzbekistan. Russian has lost much of its prestige, as well as its status as the second mother tongue of Uzbeks. The post-Soviet linguistic situation opened a new stage for foreign languages, especially English (Hasanova, 2010). After gaining independence in 1991, Uzbekistan has become the dominant path of its choice in all areas, especially in the field of education. On August 29, 1997, the first President, Islam Karimov, signed a new law establishing a "National Training Program" that would serve as the basis for a long-term strategy to improve the education system. Strengthening the education system and multi-level higher education system (Tempus, 2009). Despite some shortcomings, the adoption of new education laws has helped to achieve better results in this area.

(Rashidi, 2012) noted that English is the fourth most widely spoken language in the world. He also speaks English internationally, arguing that it is the most important language in the interconnected world today. Therefore, in order to be a perfect language learner, it is necessary to choose the target language to communicate. Today, English has become the most widely studied foreign language in Uzbekistan, and the role and functions of English in education and social spheres are growing rapidly (Hasanova, 2007). A number of laws were signed on December 10, 2012, Presidential Decree No. PP-1875 "On further development of the system of teaching foreign languages" (Jonikhanov, 2013). Given the importance of teaching a foreign language, especially English, this law is very important for Uzbek students to acquire modern knowledge. According to the decision, foreign language teaching will start from the first grade of primary school, not from the fifth grade as before, starting from the 2013/2014 academic year. Recognizing this importance, it is warmly received by parents and the public. Since the implementation of this decision, many useful efforts and processes have been made to produce educational projects and materials such as e-learning, fun games, literature, and more. It is often recommended that an English language specialist train English teachers. Therefore, since 2015, foreign languages, in particular English, have been added to the blocks of entrance exams to all higher education institutions. This requires every professional to learn English and this puts an important task on the teachers.

In the context of English as a second language, students are introduced to a real language to practice communication. Teachers are identified as an important factor in the effectiveness of the learning process (Nasr, Booth & Gillett, 1996). They can do a lot to eliminate students' interest in learning this language and, if the teacher helps, to keep students motivated features or uses direct behavior (Hsu, 2005). If the teacher is able to establish a closer relationship with the student, the student can easily ask questions or discuss the topic. In a number of countries, articles on willingness to communicate in the study of foreign languages have been studied. Among them are Turkey, China, Japan, Korea, Taiwan, China and Iran.

Researchers point out that a student's willingness to communicate and research on teachers' immediacy behaviors can vary significantly from one culture to another. Menzel and Carrel (1999) conducted a survey of 256 undergraduate students at the Liberal University of the Arts to study the effects of a teacher's verbal and non-verbal immediacy behavior on students' willingness to communicate. Participants' responses are collected separately by gender teacher and student. Teachers' verbal-behavioral immediacy were found to be positively related to the student's willingness to communicate freely in the classroom, but gender differences did not affect this outcome. Hsu (2006) found a statistically significant positive correlation between teacher's verbal / non-verbal behavioral immediacy in Central Taiwan classes and students' willingness to communicate fluently in English.

In general, by interacting through positive quick behaviors, teachers create an invisible warm and useful environment between themselves and their students, and different types of verbal and non-verbal communication are used, it is important to study non-behaviors. For example, today, outside the classroom, teachers need to adopt the habit of collaborating with students on the Internet or, more specifically, on social media. In such an environment, students can benefit from teachers' verbal and nonverbal behaviors.

In conclusion, as a result of the analysis of various foreign scientific articles, I was convinced that the teacher's verbal and non-verbal behavioral attitudes have a positive effect on the student's ability to communicate freely in English classes.

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