

**ФОРМИРОВАНИЕ НАВЫКОВ ИСПОЛЬЗОВАНИЯ
ПАРАЛИНГВИСТИЧЕСКИХ СРЕДСТВ В СТРУКТУРЕ
ДИАЛОГИЧЕСКОГО ОБЩЕНИЯ**

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Abstract: This article examines the issues of developing skills in using paralinguistic means within the structure of dialogic communication. Paralinguistic means, such as intonation, voice timbre, pauses, facial expressions, gestures, and posture, play a significant role in conveying meaning and emotions during communication. The article analyzes methodological approaches to developing students' abilities to adequately use these means to achieve mutual understanding and improve communication effectiveness. Special attention is given to the practical aspects of teaching, including exercises and tasks aimed at conscious mastery of paralinguistics in dialogue.

Keywords: paralinguistic means, dialogic communication, communication skills, skill development, teaching methodology, communication effectiveness.

In modern foreign language teaching methodology, the main goal is to develop communicative competence, which allows the learner to function effectively in a foreign language environment. However, the traditional approach often focuses solely on teaching verbal means — vocabulary and grammar — neglecting the fact that in real communication, most information is conveyed through non-verbal channels. Paralinguistic means, including intonation, gestures, and facial expressions, are an integral part of dialogue, providing its liveliness, authenticity, and pragmatic accuracy. Dialogue is an interactive process where the success of communication depends not only on what is said but also on how it is said and the movements that accompany it.

Intonation is the most linguistically significant paralinguistic means. Learning a foreign language dialogue is impossible without establishing correct prosody. A mistake in the intonation pattern can turn a polite request into a command or a question into a statement. To develop the skill of using intonation, it is effective to apply the repetition method, where the learner accurately copies the intonation contour of a native speaker, capturing logical stresses and melody. This develops the ear, allowing the student not only to sound more natural but also to better understand the hidden intentions of the interlocutor. Developing skills in using gestures and facial expressions requires special attention to the cultural aspect. Gestures are not universal; the same movements in different cultures can have opposite meanings. For example, the



degree of expressiveness in hand movements among Italian speakers differs significantly from the restrained manner of communication of the British.

To develop a full skill in using non-verbal means, it is recommended to follow an algorithm from perception to production, i.e. to use video clips where the focus is on the characters' non-verbal behaviour. Students discuss how gestures help to understand the nature of relationships between interlocutors. In addition, role-playing games with specific paralinguistic settings will also be helpful. For example: "Conduct an introductory dialogue, observing the distance accepted in English-speaking culture" or "Express disagreement using only intonation and facial expressions." Creating problematic situations in which students must solve a communicative task using the full range of means is also very important. It is important to encourage students to use illustrative gestures and emotional reactions characteristic of the language being studied.

Developing skills in the use of paralinguistic means turns foreign language learning from a mechanical process into a lively social interaction. A student who masters the paralinguistic tools and intonational nuances of the language being studied feels much more confident in spontaneous dialogue. This reduces the psychological barrier and helps to avoid intercultural misunderstandings. Thus, including a paralinguistic component in the structure of teaching dialogical speech is a necessary condition for achieving genuine communicative competence and authenticity of speech.

USED LITERATURE

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