



## VERBAL AND NONVERBAL BEHAVIOR COMMUNICATION IN SOCIOLINGUISTICS

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### ABSTRACT

*The article mainly discusses verbal and nonverbal behavior communication in sociolinguistics. Moreover, it analyses communicative competence as vital skills in linguistics, pragmatics and sociolinguistics.*

Communicative competence is the knowledge, skills, and functioning skills of speech activity in the native or studied language in accordance with communicative intentions and communicative context. Communicative competence is a set of competencies designed to ensure effective communication in a given context. According to the "Pan-European Competencies of Foreign Language Proficiency: Study, training, evaluation", it is advisable to combine the components of communicative competence into three components:

- linguistic
- sociolinguistic
- pragmatic communicative competencies

which together are aimed at the formation, development and improvement of students' abilities to practically apply the language in various spheres and

communication situations in accordance with communicative intentions [1, p. 12].

Being a member of different social groups, a person has one or another social status (position) in each of them — a place in the system of social relationships of this group. A social role is a normative system of actions expected of an individual in accordance with his or her social status. Any individual belongs to several social groups, therefore, plays several social roles in life: the same person can perform the roles of a student, son, husband, brother, father, etc. Among other things, social roles determine the nature of a person's communication. In the set of social roles that a person "performs" in social interaction with others, social identity is realized.

For a long time, the linguistic tradition has been characterized by the separation and opposition of language communication and speech communication. Thus, it is noted that the



term “communication” is used to “denote the means of communication of any objects of the material and spiritual world, the process of transmitting information from person to person,” and communication is used to denote interpersonal interaction of people when exchanging information of a cognitive or affective–evaluative nature [4, p. 99].

The world of human relationships is unthinkable outside of language, words. The word is the most important tool with which we express ourselves to others, define and designate everything that surrounds us and in which we participate. The word (or another sign that replaces it) is an obligatory mediator in our contacts with the world and with each other. In the words of the philosopher, the word is “the purest and most subtle medium of social communication” [5, p. 18].

It is widely believed that when communicating, we transmit 80% of information using non-verbal means. Verbal communication is secondary to nonverbal communication, verbal communication arose much later than nonverbal. Then why can't we do without natural language? Why does a person need a natural language? The answer is obvious if we think about what kind of information we transmit through the verbal channel. Verbal communication, unlike nonverbal communication, is always conscious in nature and therefore is a specifically human form of communication. There are two inextricably linked components in the verbal communication channel: linguistic and paralinguistic channels.

In the context of socio-pragmatic and national-cultural distinctiveness of verbal communication, the concept of communicative competence in general and

sociolinguistic competence in particular in the system of modern education becomes especially topical in connection with the intensive development of information technologies and radical transformations in the sphere of economic activity and everyday life of people and assumes the consideration of sociolinguistic factors in the speech behavior of communicants.

The social orientation of the training predetermined the allocation of a sociolinguistic component in the communicative competence of students, called sociolinguistic competence. Sociolinguistic competence is one of the components of the foreign language communicative competence of students, aimed at the formation and development of their knowledge, skills and abilities to make the choice of language means adequately to the conditions of the communicative act in accordance with the socio-communicative context.

The formation of the type of speech behavior will occur non-identically in different social environments, and therefore philology students are required to know and possess “a certain set of socialized norms of communication, including both language norms and rules of social interaction, which help to create a correct speech portrait of a person in the course of intercultural communication” [3, p. 20].

The idea of the fundamental and primary nature of a person's ability to create a zone of joint attention, action and experience with others found its reflection in the so-called “distributed language model” proposed by S. Cowley and his colleagues [2, p. 274].

Usually the language determines the communicative style of communication.



For example, the choice of Arabic implies a detailed style of communication: the communicant is expected to be verbose, use a rich, expressive language, vivid metaphors and comparisons. When using the Japanese language, such a style of communication, on the contrary, will seem inadequate to a native speaker of this language, since Japanese communication tends to be brief in expressing thoughts and maximize the use of non-verbal means of communication (look, pose, gesture). The specificity of intercultural communication lies in the fact that the choice of a particular language system does not imply that, together with the language, the communicant, for whom this language is not native, will adhere to the appropriate communicative style. In other words, a Russian, while having a conversation with a foreigner in English, will not necessarily adhere to the non-verbal norms of communication adopted in English lingo-culture. Most often, even if verbal communication codes are switched, stylistic and nonverbal codes are not switched. This creates certain risks, because for an English interlocutor, the choice of his native language for communication determines the system of expectations from the non-linguistic side of communication: the choice of a phatic strategy, the nature of non-verbal communication, etc. Russian, speaking English, can continue the communicative behavior characteristic of its linguistic culture, which under certain circumstances can deceive the expectations of the interlocutor. The same effect can occur when a Russian, speaking English with an Englishman, makes purely linguistic mistakes (lexical, grammatical, etc.): they catch the eye of a native speaker, which

spoil the overall impression of communication, creates comic situations that sometimes hinder the achievement of the set communicative goal.

Intercultural communication can also be carried out:

1) through “language brokers” — translators (for more information about this method, see below);

2) using machine translation. This is perhaps the most unsuccessful way to overcome the language barrier: despite some successes in the field of automatic text processing, artificial translation is far from perfect;

3) in artificial languages (the rarest way);

4) in several languages (provided that all communicants speak them). This method is also imperfect, since it does not contribute to the development of a single situational communication code;

5) in the language of international communication (the most common way).

The “equality” of communicants in a situation of intercultural communication ensures the choice of a third, neutral language, but then all of them are not completely free to choose language means. In addition, their knowledge of this third language may not be the same, and then one of the communicants will again be at a disadvantage.

In conclusion, it is worth pointing out that verbal and nonverbal behavior communication in sociolinguistics is one of the most important directions today as a language is a representation of the culture of a certain people, their mentality, customs and traditions. Thus, many phenomena of verbal and nonverbal communication are related to language and society.



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