

# Teachers Signs in the English Language Teaching Process

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## Abstract

This article examines the use of gestures by teachers as an important methodological tool in the process of teaching English. The study was conducted among 30 English teachers working in secondary schools and universities in Tashkent. The article analyzes the role of gestures, in particular, such elements as hand gestures, facial expressions, eye contact, body movements and postures, in increasing students' interest in the lesson, understanding and motivation. It also discusses the differences in the cultural context of gestures and their role in distance learning. The results of the study confirm that the effective use of gestures in teaching English has a positive effect on the learning process.

**Keywords:** Gestures, pedagogical methods, intercultural communication, distance learning, facial expressions, body movements, hand gestures, motivation.

## Introduction

Teachers' gestures play an important role in the process of teaching English. In a social and cultural context, gestures serve to increase student interest in the lesson, facilitate understanding, and ensure the effectiveness of communication. With the help of movement and gesticulation, complex concepts can be explained in a simpler way, express linguistic subtleties, and establish an emotional connection with students. This article aims to study the gestures characteristic of teachers in the process of teaching English, and analyze how they affect the quality of education.

## Method

The study was conducted among 30 English language teachers working in secondary schools and universities in Tashkent. The following methods were used to collect data:

Observation: Teachers' use of gestures during the lesson was directly observed and recorded. These observations helped to identify the instances and frequency of teachers' use of gestures.

Survey: A survey was conducted to explore teachers' opinions on the impact of gestures on the learning process, and when and how they should be used.

Video analysis: Teachers' lesson processes were videotaped and how gestures affected student reactions was analyzed.

## Results

The results of the study showed that gestures were effective in improving students' interest and understanding of the lesson. The following are the main results:

**Hand gestures:** Teachers actively use hand gestures during explanations. For example, visual expressions using hands were used to describe objects when explaining new words or to make comparisons when explaining grammatical rules.

**Facial expressions:** Facial expressions strengthen emotional connection. For example, a smile increases student engagement, while expressions of surprise or interest increase student attention.

**Eye contact:** Eye contact between teacher and student controls students' attention and builds their self-confidence. Eye contact serves to activate students during the lesson.

**Body movement and positioning:** Teachers can achieve an even distribution of students' attention by moving around the classroom during a lesson. This is especially important in large classes.

## Discussion

Teachers' gestures have emerged as an important methodological tool in teaching English. During the study, it was observed that the use of gestures increased the activity of students and increased their interest in the lesson. Gestures also help to eliminate some of the ambiguities in communication.

However, the cultural differences in gestures require special attention. For example, gestures that are considered positive in one country may be misinterpreted in another culture. Therefore, teachers need to use gestures in a culturally sensitive manner. This is especially important for teachers working in international schools or with intercultural groups. Since the cultural background of students can lead to differences in the interpretation of gestures, teachers need to enrich their knowledge of different cultures.

Another important aspect is the integration of gestures with technology. The use of gestures in distance learning is difficult, but the use of technologies that reflect facial expressions and body movements in virtual platforms can overcome this problem. On platforms such as Zoom or Microsoft Teams, the quality of the camera and the technological literacy of the users are important factors for the effective delivery of gestures. In addition, teachers may need special training on the use of gestures in distance learning.

The importance of gestures not only as a means of explanation, but also as a means of increasing motivation was discussed. The study found that the attention and focus directed at students through gestures increases their self-confidence, which directly increases their success in the lesson. Therefore, studying the psychological aspects of the use of gestures may be an important direction in the future.

It is also important to adapt gestures to the individual style of teachers. Each teacher has their own natural gestural style, but adapting this style appropriately can improve the learning process. Therefore, it would be useful to develop programs to teach the use of gestures.

A promising direction for future research is to further explore the integration of gestures with other elements of teaching methods, as well as to determine their impact on the student assessment process.

## Conclusion

The use of gestures in English language teaching is one of the important tools that increase the effectiveness of the learning process. Research results show that the strategic use of gestures enhances the interaction between students and teachers, improves the dynamics of the lesson, and facilitates the understanding of educational materials. In addition, gestures help to overcome language barriers that may arise during the lesson.

It is also important to consider the cultural specificity of gestures. Teachers need to develop intercultural communication skills to avoid misunderstandings when working with students from different cultural groups. In addition, in the context of expanding distance learning, the issue of integrating gestures with technology is relevant.

Future research should focus on further exploring other aspects of gesture in English language teaching, such as the impact on students' psychological and motivational state. At the same time, it would be useful to develop manuals on the use of gesture in the classroom and to introduce training programs for teachers. This study confirms the importance of gesture in the learning process and lays the foundation for further improvement of the educational process.

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