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THE PRESCHOOL TEACHERS' NON-VERBAL INTERACTION ABILITY

Appearance of a teacher is seen as a unity of physical data and facial, gestural, pantomime features that provide specific expression, that expression, face and whole figure. Overall impression of the person's appearance depends on how it goes, stands, sits, on specific postures and gestures. Therefore, the following important skill of an educator is the ability to use non-verbal means of communication.

Psychologists found that 60-80% of the information is transmitted by non-verbal means of expression, and only 20-40% – using verbal. Yes, Albert Meyerabian found that transfer of information is performed due to verbal means: only words – 7%, by means of sound (including tone of voice, intonation sound) – 38% and non-verbal means – 55%. Together facial expressions, pantomimic, gestures, eye contact, location on a partner with whom you communicate, form the so-called «body language» [3]. The feature of this language is that it is caused by pulses manifestation of our subconscious, and forge these pulses is almost impossible. This allows us to trust nonverbal communication more than the usual verbal one. Prospective

teachers need to know and to master non-verbal means of communication.

K.O. Abulhanova sorted out such functions that perform non-verbal communication: 1) Addition of speech; 2) replacement of speech; 3) representation of emotional states of a partner in communication [1].

Means of non-verbal communication include: Kinesics (opto-kinetic system) praksemika and eye contact [2].

Kinesics studies outward expression of human feelings and emotions, which are based on total motility of various body parts.

Praksemika deals with regulations of spatial, temporal organization of communication.

Glance in pedagogical communication is of great importance. During visual communication people use a special system of signs – «eye contact». Mentor, skillfully using the eye, can stimulate his pupils' actions or stop the negative. Through visual contact a teacher may obtain information about the mental state of the pupils, about how exciting for them is the material they take, to look at the reaction of the child. In addition, the view is of great importance for the gesture, because the same gesture can mean quite the opposite in combination with different views.

Therefore, it is important for pre-school educator to have non-verbal interaction skills for successful work with preschool children.

LITERATURE

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