

UDC 159.98

<https://doi.org/10.33619/2414-2948/65/43>

THE ROLE OF GESTURES AND MIMICS IN CONVEYING AFFIRMATION CONCEPT

© *Ismailyly T., Nakhchivan State University, Nakhchivan, Azerbaijan, qenberov71@mail.ru*

РОЛЬ ЖЕСТОВ И МИМИКИ В ПЕРЕДАЧИ КОНЦЕПЦИИ ПОДТВЕРЖДЕНИЯ

© *Исмаиллы Т., Нахичеванский государственный университет, г. Нахичевань, Азербайджан, qenberov71@mail.ru*

Abstract. The research object and the purpose of this article is the gestures, various body movements, the position of facial expressions that have a role in the delivery of our affirmative thoughts. The concept of affirmation is a complex process associated with reviving the images of “completeness”, “existence”, “being”, and “nearness” in our brains. Asking others for their opinions, evaluate the success of others, use sincere facial expressions and gestures, sympathize others’ problems, and so on are examples of micro-affirmations. Affirmation, which is primarily a semantic category, has a close relation with Psychology and Philosophy. Communication is not just a matter of words. Symbols play an important role in communication. Non-verbal communication contains 60/80 percent of the secret information of the thought process. Gestures are movements of the head and other parts of the body (lips, eyebrows, eyelashes, nose) that reflect different emotions. Gestures were created by different peoples at different times. People use signs and symbols which describe the places and things they want do explain during communication. People increase the effect of what they say by adding different meanings to their speech through body language. Without the use of gestures, body movements, speech is understood as simple, emotionally draining and boring. In this case, the listener will not feel the effect of what is emphasized, because he will not receive any stimuli. Body language is considered the most important aspect of communication because it sends a signal of how we actually feel. In all cultures, however, there are common gestures, including the gestures used to convey the concept of affirmation. But gestures are culturally based, so awareness of their different meanings in different countries provide us with strong communication.

Аннотация. Статья направлена на изучение роли жестов в передаче афферентных мыслей, взглядов и идей. Потому что общение между людьми — это не только слова. Во всех культурах есть общие афферентные жесты, используемые для передачи идей во время общения. При этом одним из основных вопросов статьи является различие в культурных связях, которое является характерной чертой жестов. Также упоминается, что жесты и мимика являются продуктом случайной речи или подсознания. Потому что люди непреднамеренно добавляют смысл своим утвердительным предложениям с помощью жестов во время речи, а слушатель получает поддерживающее сообщение с помощью жестов, не чувствуя его. На примерах объясняется важность жестов и языка тела в учебном процессе, независимо от того, сильнее ли слова или жесты. Не вежливо выражать идею или отправлять сообщение человеку перед вами с помощью дополнительных жестов. В статье

затрагиваются знаковые жесты, а также способность жестов предоставлять дополнительную информацию при доставке информации, доставке афоризмов через пантомимы, эмблемы, знаки. Межкультурное общение исследует, как люди находят способ общения с помощью жестов.

Keywords: affirmation, gestures, peoples, facial expressions, body movements.

Ключевые слова: аффирмация, жесты, народы, мимика, движения тела.

Introduction

In all language's affirmation concept captures a significant role. Affirmation is not only the opposite of negation, but also is a very complex and cognitive process. People need to convey their Affirmative thoughts, affirmative statements accurately and in different ways. One of its ways is non-verbal communication. Non-verbal means of communication are expressed by various movements, facial expressions, pantomime, sign system, etc. Nonverbal communication is a strong and important part of communication. It would be difficult to express ourselves without communication, which is an important element of our lives. People need strong communication for healthy relationships in society. Due to globalization, there is a need for interaction between different peoples and different linguistic backgrounds. People need to share their thoughts, desires and wishes with each other. We express our views and attitudes in different ways. People communicate verbally, face-to-face, by the means of telephone, radio or television and other media. And they also do communicate in written form, by writing letters, e-mails, social media, books, magazines, the Internet and other media. Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many different ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state. Singing, drama, sculpture, dancing, sign language, touch and eye contact, body language and even the way one dresses are various ways of conveying affirmative thoughts. It covers all information, messages and ideas we convey without using words; making use of physical communication such as tone of voice, touch, smell and body actions, using some icons etc. This is because body language, facial expressions, physical contact and dress convey a lot of information.

Recent comparative linguistic studies have yielded significant results in the direction of language commonality. It is understood that languages, most likely, after leaving a source, gradually moved away from each other. "For this reason, each culture has its own gestures and facial expression. For example, most people can understand the "Everything is fine" sign, the thumb and forefinger are closed and rounded, and the rest of the fingers are raised to indicate that everything is in order. But the French people consider it an insult. (It means it is completely zero). Many nations, including Azerbaijanis, touch their breasts with their right hand to express their gratitude, and tap their hearts several times. With this action people express their gratitude. Raising the middle and index finger means victory achievement. It symbolizes peace in the whole world. But In India, the symbol of victory is the most unpleasant gesture. Therefore, a person can be arrested there. In most countries, such as the United States, Great Britain, Russia, Israel, Egypt, Australia, and Azerbaijan, expressing one's approval by raising one's thumb is a sign of satisfaction. However, it does not express the same sentiment in countries such as Germany, Hungary and China. In these countries, the meaning varies depending on the context. "You're number one" or "Good luck". In Brazil, it means gratitude. Shaking your head also confirms, conveys messages as if I understand you. But in

some Arab countries and in Africa, it means “go, chase”. In some of the Arab countries, in Greece, Bulgaria, Sri Lanka, it means “no” shaking your head. While stroking children's heads as a sign of love and compassion is appreciated by some nations, but it is unacceptable in India and other Buddhist countries.

Some peoples carry their hands over their heads during communication and perform body movements that mean “I’ll definitely do it”. The meaning of gestures varies depending on the cultural context. In the United States, for example, a “curved head means” “I’m thinking about that”. The Japanese use gestures less whereas Southern Europeans use more. While smiling and looking into the eyes of the listener while speaking is considered politeness in most countries, whereas direct eye contact is not allowed in countries such as Ghana, the Philippines, and Bangladesh. In Japan during communication process, the listener’s looking at speaker’s neck, hair, etc. is considered politeness.

In fact, gestures and facial expressions are the products of the subconscious. It is not a reflex action that catches people unprepared. Gestures express our feelings. Small head movements and blinking of the eyes can give an encouraging and supportive message to our interviewer. Shaking our head lightly as we listen to the person in front of us creates a sense of “I understand you”. In almost all cultures of the world, clapping means liking and appreciating.

Alfred Korzybski says, “Success is the result of knowing how to use signs”. The speaker can use the tone of his or her voice, to perform various gestures, facial expressions, and movements. Of course, description is as important in communication as encryption. Otherwise, the meaning falls apart from the line of communication.

In teaching process, the teacher’s posture in the classroom, how he uses his hands, the harmony between his voice and his movements, whether he is moving or slow, calm or nervous, are also related to body movements and gestures. The teacher draws pictures in the air with his hands while explaining the math’s lesson, draws letters in the air while teaching reading and writing, places some objects imaginary, points with his hand and arm in the sense of “all of you come”, to raise a finger or hand, and to show the teacher’s approval by hand or head; to perform certain body movements (showing many signs with the hand, drawing pictures, etc.) or to emphasize some other body movements and gestures during the process of the text are examples conveying affirmation; In geography lesson, the teacher uses his hands to indicate that the world is rotating, or to move his hands and arms up and down to point to the mountains on the ground, using gestures that support the verbal explanation to support what the geography teacher is saying in this example. The goal here is simply to be able to focus the learner's attention on the lesson, increase motivation and speed up the learning process. Gestures involved in the learning process are effective only if they are appropriate to the task at hand. (Kelly 2009, Macedonia and Klimesen, 2014). The positive effects of gestures have been proven in both mathematics and language learning. (Cook et al. 2008, Goldin-Meadou 2007, Novack 2014), language (Keelly 2009, Tellier 2008, Trofater 2015). Studies show that human movement can be more effective with cognitive language learning tasks. There is growing evidence that different types of gesture cognitive tasks, such as math and language learning, have positive effects. (e.g., Cook et al. 2008; Goldin-Meadow et al. 2001; Novack et al. 2014), (eg, Allen 1995; Kelly et al. 2009; Macedonia and Klimesch 2014; Tellier 2008; Thomas and Lleras 2009; Trofatter et al. 2015). The meaning of nonverbal messages can vary between cultures (Morreale, Spitzberg and Barge, Human Communication: Motivation, Knowledge and Skills, 119), races and sometimes gender. (Burgoon and Saine, Unspoken Dialogue: An Introduction

One of the tasks of non-verbal communication is to determine the content of verbal communication while expressing meaning and to support verbal communication in this sense. “The

distance you put together when you speak, a red carnation on your collar, or an icon, an upper-class person's coming to a meeting after everyone, a caricature, a picture, a flag being hoisted, an army coat of arms are examples of communication codes".

Sometimes people's behavior can have different meanings than what they say. Even in situations where words are often insufficient, body, facial expressions and gestures play a great role.

Regarding the use of body language, Izgoren (2000: 9) said: "As people's intellect and culture increase, the use of body language decreases". This was supported by Izgoren (2000: 9), with the example that Queen Elizabeth and Prince Charles never used their hands when speaking.

Gestures are emphasized not only in spoken language, but also when writing and describing literary characters.

She nodded at the waiter for him to bring in the cake.

Some consider gesture as a decipherment of lexical coding, while others emphasize that it is an involuntary reflex. Recent research suggests that gestures are not a reflex action in themselves, but that certain parts of the brain are activated when gestures are used.

One of the interesting studies is that people with mental illness (schizophrenia) use gestures more while trying to convey their affirmative thoughts. At the same time, people use gestures a lot in being of stress and anxiety.

Whether gestures are the product of the speech process or the primary purpose is communication. The various gestures that occur during the speech process have semantic, interactive, judgmental functions. Spencer, on the other hand, believes that hand gestures come naturally involuntarily, claiming that even blind people use hand gestures when communicating. Using hand gestures when speaking accelerates the speaker's speech. It has a "brain access". We move our fingers left and right to describe piano music. Such gestures are iconic gestures that are used to describe objects and events. Psychologists study the cycle of thought and man, cognitive scientists think and learn, linguists analyze language and communication, neuroscientists study the structure and functions of the brain, gestures say a lot about what happens in human thought.

Gestures also have the function of transmitting information during speech. For example, if we use such a sentence and show the size of a hand gesture and say, "We fished last week", then we can convey the size and information of the object we are referring to with a hand gesture. Sometimes we use these types of gestures without realizing it.

Conducting is also non-verbal communication. It is the use of musical ideas with gestures such as hands, arms, body, facial expressions. Pantomime is a way of conveying information using gestures to describe an event or feeling. There are no linguistic rules in pantomime.

Emblem is a Greek word meaning "sign" means "convex decoration". It is a conventional symbolic representation that expresses a certain idea and concept.

But they also differ from culture to culture. Emblems do not need to be accompanied by speech. Sign language is the linguistic end of the continuation of gestures. It is a visual form of language. Gestures are like handwriting — everyone's gesture description is related to their personality. Some people use big gestures and others use small gestures. Gestures and speech are inseparable. It is a semantically inseparable binary, a system. Body language is universal, everyone has a body language. These non-linguistic symbols complement the linguistic symbols by emphasizing and affirming ideas. The language develops with the traces of the past within the borders of the country where it is spoken. The contribution of culture to language, the path that language and culture follow, is decisive for the people of that country. Culture is something that is passed from one generation to another through fairy tales, games, poems, religious ceremonies, jokes, proverbs and so on. Communication is a means by which the basic elements of any culture,

beliefs, norms and signs are conveyed through language. When people do not speak the same language, nonverbal communication is a key tool. People look for a path in non-verbal communication during intercultural communication. Gullberg (2013) considers body language to be a process that reflects both cultural, cognitive, and linguistic aspects, demonstrating the systematic differences of each of these aspects.

Conclusion

Half of the world's languages are consisting of affirmative sentences. People convey their affirmation thoughts in a variety way. Modal words, conjunctions, various parts of speech can act as affirmations. One of them is the means of paralinguistic expression. Because communication is the main function of language, people use different gestures, body language, tone of voice, and body position when communicating. Gestures created by different peoples at different times are a tool that people use regularly. Affirmative gestures can be understood by most peoples of the world, but because language is related to culture, gestures can also have different cultural meanings. Speech without the use of any body language or gesture can be boring and simplistic. According to research, the total effect of a message can reach up to 60% through gestures and facial expressions. Interestingly, research has shown that people with psychological distress use more gestures when communicating. When gestures are used, the activation of certain parts of the brain assumes that they are the product of the subconscious, not actions that catch people unprepared. People's success in communication depends on their ability to use gestures properly. The use of gestures in the learning process of sciences such as linguistics and mathematics accelerates the learning process. However, gestures involved in the learning process are effective only if they correspond to the content of the tasks. If it can determine the content of verbal communication, then gestures become more meaningful. Any sign we carry on our collar, monuments, statues, and roses that we give to our loved ones convey a certain story, even sometimes they can mean more than words. Gestures that occur during the speech process have interactive functions of semantic judgment. Thus, speech and gestures are semantically indivisible. Conducting, pantomime, emblems, sign language which created for the deaf and blind ones can convey affirmative ideas.

Thus, gestures are like handwriting, everyone has an individual character, so some people use them more, but others use less. When people do not speak the same language, nonverbal communication can be a sign for them. In a globalizing world, it is important to pay attention to the gestures used by different peoples to share their ideas in a healthier way.

References:

1. Maloney, D., Freeman, G., & Wohn, D. Y. (2020). "Talking without a Voice" Understanding Non-verbal Communication in Social Virtual Reality. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW2), 1-25. <https://doi.org/10.1145/3415246>
2. Lingis, A. (2020). *Body Transformations: Evolutions and Atavisms in Culture*. Routledge.
3. Brooks, N. B., Barner, D., Frank, M., & Goldin-Meadow, S. (2018). The role of gesture in supporting mental representations: The case of mental abacus arithmetic. *Cognitive science*, 42(2), 554-575. <https://doi.org/10.1111/cogs.12527>
4. Wakefield, E. M., & James, K. H. (2015). Effects of learning with gesture on children's understanding of a new language concept. *Developmental Psychology*, 51(8), 1105. <https://doi.org/10.1037/a0039471>
5. So, W. C., Demir, Ö. E., & Goldin-Meadow, S. (2010). When speech is ambiguous gesture steps in: Sensitivity to discourse-pragmatic principles in early childhood. *Applied*

psycholinguistics, 31(1), 209. <https://dx.doi.org/10.1017%2FS0142716409990221>

6. Alibali, M. W., Nathan, M. J., Wolfgram, M. S., Church, R. B., Jacobs, S. A., Johnson Martinez, C., & Knuth, E. J. (2014). How teachers link ideas in mathematics instruction using speech and gesture: A corpus analysis. *Cognition and instruction*, 32(1), 65-100. <https://doi.org/10.1080/07370008.2013.858161>

7. Congdon, E. L., Novack, M. A., Brooks, N., Hemani-Lopez, N., O'Keefe, L., & Goldin-Meadow, S. (2017). Better together: Simultaneous presentation of speech and gesture in math instruction supports generalization and retention. *Learning and instruction*, 50, 65-74. <https://doi.org/10.1016/j.learninstruc.2017.03.005>

8. Goldin-Meadow, S. (2000). Beyond words: The importance of gesture to researchers and learners. *Child development*, 71(1), 231-239. <https://doi.org/10.1111/1467-8624.00138>

9. Barenberg, J., Berse, T., & Dutke, S. (2011). Executive functions in learning processes: do they benefit from physical activity? *Educational Research Review*, 6(3), 208-222. <https://doi.org/10.1016/j.edurev.2011.04.002>

10. Erwin, H., Fedewa, A., Beighle, A., & Ahn, S. (2012). A quantitative review of physical activity, health, and learning outcomes associated with classroom-based physical activity interventions. *Journal of Applied School Psychology*, 28(1), 14-36. <https://doi.org/10.1080/15377903.2012.643755>

11. Macedonia, M., & Klimesch, W. (2014). Long-term effects of gestures on memory for foreign language words trained in the classroom. *Mind, Brain, and Education*, 8(2), 74-88. <https://doi.org/10.1111/mbe.12047>

References

1. Maloney D., Freeman G., Wohn D. Y. "Talking without a Voice" Understanding Non-verbal Communication in Social Virtual Reality // Proceedings of the ACM on Human-Computer Interaction. 2020. V. 4. №CSCW2. P. 1-25. <https://doi.org/10.1145/3415246>

2. Lingis A. Body Transformations: Evolutions and Atavisms in Culture. Routledge, 2020.

3. Brooks N. B., Barner D., Frank M., Goldin-Meadow S. The role of gesture in supporting mental representations: The case of mental abacus arithmetic // Cognitive science. 2018. V. 42. №2. P. 554-575. <https://doi.org/10.1111/cogs.12527>

4. Wakefield E. M., James K. H. Effects of learning with gesture on children's understanding of a new language concept // Developmental Psychology. 2015. V. 51. №8. P. 1105. <https://doi.org/10.1037/a0039471>

5. So W. C., Demir Ö. E., Goldin-Meadow S. When speech is ambiguous gesture steps in: Sensitivity to discourse-pragmatic principles in early childhood // Applied psycholinguistics. 2010. V. 31. №1. P. 209. <https://dx.doi.org/10.1017%2FS0142716409990221>

6. Alibali M. W., Nathan M. J., Wolfgram M. S., Church R. B., Jacobs S. A., Johnson Martinez C., Knuth E. J. How teachers link ideas in mathematics instruction using speech and gesture: A corpus analysis // Cognition and instruction. 2014. V. 32. №1. P. 65-100. <https://doi.org/10.1080/07370008.2013.858161>

7. Congdon E. L., Novack M. A., Brooks N., Hemani-Lopez N., O'Keefe L., Goldin-Meadow S. Better together: Simultaneous presentation of speech and gesture in math instruction supports generalization and retention // Learning and instruction. 2017. V. 50. P. 65-74. <https://doi.org/10.1016/j.learninstruc.2017.03.005>

8. Goldin-Meadow S. Beyond words: The importance of gesture to researchers and learners // Child development. 2000. V. 71. №1. P. 231-239. <https://doi.org/10.1111/1467-8624.00138>

9. Barenberg J., Berse T., Dutke S. Executive functions in learning processes: do they benefit from physical activity? // Educational Research Review. 2011. V. 6. №3. P. 208-222. <https://doi.org/10.1016/j.edurev.2011.04.002>
10. Erwin H., Fedewa A., Beighle A., Ahn S. A quantitative review of physical activity, health, and learning outcomes associated with classroom-based physical activity interventions // Journal of Applied School Psychology. 2012. V. 28. №1. P. 14-36. <https://doi.org/10.1080/15377903.2012.643755>
11. Macedonia M., Klimesch W. Long-term effects of gestures on memory for foreign language words trained in the classroom // Mind, Brain, and Education. 2014. V. 8. №2. P. 74-88. <https://doi.org/10.1111/mbe.12047>

*Работа поступила
в редакцию 29.03.2021 г.*

*Принята к публикации
04.03.2021 г.*

Ссылка для цитирования:

Ismailyly T. The Role of Gestures and Mimics in Conveying Affirmation Concept // Бюллетень науки и практики. 2021. Т. 7. №4. С. 357-363. <https://doi.org/10.33619/2414-2948/65/43>

Cite as (APA):

Ismailyly, T. (2021). The Role of Gestures and Mimics in Conveying Affirmation Concept. *Bulletin of Science and Practice*, 7(4), 357-363. <https://doi.org/10.33619/2414-2948/65/43>