

NONVERBAL COMMUNICATION AND PHYSICAL EDUCATION CLASSES IN A SOCIAL CONTEXT

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Abstract. *As a specific communication context, teaching process is significantly determined by the character and quality of communication which takes place during teaching. The link between the specifics of teaching certain subjects and of the communication that occurs during the teaching process is complex and reciprocal. Thus, physical education classes due to their peculiarity ask for quality nonverbal communication in order to strengthen, supplement and often compensate for the lack of verbal communication. Given the importance nonverbal communication has during physical education classes, this paper aims to establish the theoretical grounds of this problem and to further investigate it empirically. The empirical research is focused on the study of representation and the role of nonverbal communication in physical education classes and the way it is achieved. The sample is intentional and consists of 110 high school students from the city of Niš. Sample validity was ensured by choosing students who are successful athletes in individual and team sports. The research results show a highly developed awareness of the role and importance of nonverbal communication, its representation, and common ways how it is achieved in real life practice (body language, paralanguage and personal space). However, the results indicate that there is a need to improve the existing teaching practices in this area in terms of pedagogical, didactic and methodological support for the development of nonverbal communication competences of all the participants in the teaching process.*

Key words: *nonverbal communication, physical education classes, communication channels, high school, modern society.*

INTRODUCTION

Globalization, as an essential component of modern society, is the process of linking all spheres of life and work. The contradictory process of globalization has its stages of

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development, while three historical eras of globalization are known (they were characterized by world wars, scientific discoveries and the growing influence of information technology). In the third era of globalization, communication, as an essential part of the definition of modern man, is responsible for the progress of this global process in the 21st century. Modern man is Animal symbolicum. In contemporary society, modern man has developed highly specific communication skills, embodied in verbal and nonverbal social behavior. Nonverbal behavior indicates that speech and language are not the only and most effective method of communication. Many modern scholars suggest the relativity of language, the limitations of its power and emphasize the power of nonverbal communication in order to observe important conditions an individual or a social group are in, their intentions, desires and interests (Koković, 2008: 58). Nonverbal communication is becoming a more and more developed form of communication among people. This communication “without the use of words” has not bypassed education either, considering that it is a significant factor of cultural advancement of a society through the development and improvement of every individual. Modern schools in Serbia use the process of education to reproduce the values that are predominant in the culture of Serbian society during globalization. The accelerated technological era, the absence of socially acceptable values in transition conditions (ethical norms and legal regulations), as well as the change in the system of values relevant for prosperity and good social life, resulted in the emergence of Generation Z, or I generation, which requires speed with regards to everything (Twenge, 2013), even to nonverbal behavior. In this regard, physical education classes, that is, the teacher, can be seen as the core, as someone who needs “no words” to set limits for a desirable social context in school (the boundaries are established through empathy, tolerance, cooperation, understanding and support by means of signals that activate desirable social communication).

The discussion focuses on the efforts to use nonverbal communication in teaching physical education and to promote the importance and significance of nonverbal behaviour in the creation of a student's identity and individuality. Success in the physical education teaching process leads to more natural, creative and independent learning, which further leads to more motivation and desirability to start positive peer relationships. In this context, nonverbal behaviour represents a qualitatively different approach to school work and opens the perspective of education in a new way. It enables a work load suitable for the abilities of each student, but it also promotes physical education as a reciprocal action in small and large groups, where students gain experience and understand the necessity, benefits and conditions of team work. It is believed that more than half of the total communication among students is actually nonverbal communication, primarily the one that takes place in physical education classes. The question is why precisely in physical education classes? The answer revolves around the importance and significance of signals and channels of nonverbal communication, which the teacher uses to teach ways of gaining social communication skills, as the basis for successful functioning in the school environment.

In the process of teaching, nonverbal communication is frequently and completely unjustifiably attributed a secondary character. Further proof that this attitude toward nonverbal communication is unjustified is the fact that without adequate nonverbal communication it would be impossible to carry out basic verbal communication. Nonverbal communication is defined as “the process to signal the significance of interpersonal behaviour that does not include spoken words” (Goos & O'Hair, 1988: 74), that is, it is the permanent receipt and broadcasting of characters gestures, facial expressions and body movement (Milenović, Bazić, & Simić, 2014: 275-288). It is used in the teaching process to convey confirmation,

denial, to expand, modify or even evaluate verbally expressed messages. Nonverbal communication is used in a direct and immediate way to express emotions, intentions, expectations, and attitudes towards conveyed messages. Nonverbal communication is important for the teaching process also because this type of communication can be used to easily and successfully manifest and reveal someone's individuality, personality, and it is the most effective way to manifest the power of received feedback. "Only with nonverbal signals do spoken messages get their full meaning and significance, their effectiveness and impact. The strength of our words comes from their nonverbal accompaniment. Nonverbal messages can strengthen but also weaken, and even undo spoken words [...]. Body language is an equal partner to the speech of our brain and mind" (Brajša, 1994: 34).

If we know that communication in the teaching process aims for the students to clearly understand the educational message, as well as to accept and act in accordance with it, and if we know that teacher's nonverbal behaviour is important in order to understand the message, it is clear that this communication requires more attention. Teachers must always bear in mind and know that spoken words are not the only important thing; nonverbal behaviour that comes with the message matters as well.

Students, as the best critics, perceive and react to a variety of nonverbal signals that teachers send during the lessons. They notice the teacher's posture; read the teacher's lips; notice their mime and thanks to it they make conclusions as to what the teachers opinion about the topic is; they observe changes in voice, intonation, pitch; react to the physical contact from the teachers; search for a balance between the context, environment, situation and essence of the content that is presented, etc.

The correlation between nonverbal and verbal communication used while teaching are the prerequisites of a successful interpersonal communication. Three basic steps (phases) of alignment of verbal and nonverbal communication are:

1. Identification, that is, recognition of personal but also other people's nonverbal messages;
2. Conversation, that is, communication about personal and other people's nonverbal messages – meta-communication;
3. Joint resolution of disagreement in communication.

Knowing all these steps and using them in teaching communication skills makes the basic skill a teacher must master in order to ensure the quality of the realized communication, and thus directly contribute to the quality of the lessons. The appropriate use of nonverbal communication in teaching necessarily requires knowledge of the basic characteristics of nonverbal communication and its channels.

FEATURES OF NONVERBAL COMMUNICATION IN PHYSICAL EDUCATION TEACHING

Three basic features of nonverbal communication are: "expressing emotions, interpersonal attitudes and personality traits", that is, the "regulation of social interaction mechanisms, expression of opinions, and expression of emotional states" (Bratanić, 1990: 91).

A somewhat more complete classification of the basic features of nonverbal communication consists of six basic characteristics: "1) the expression of emotions; 2) the expression of mutual attitudes of people who communicate with each other; 3) presenting your own traits; 4) monitoring, support and supplement of verbal communication; 5) replacement of verbal communication; 6) conventional expression of various types of

social activity” (Rot, 2004: 141). As the abovementioned classification is the most complete and the most accurate one for proper understanding and getting to know the basic features of nonverbal communication, we will further interpret and clarify it.

The role of nonverbal signs is exactly “and above all spontaneous and also deliberate expression of emotions” (Rot, 2004: 141), which speaks of the uniqueness of interpretation of the basic and most important feature of nonverbal communication.

In order to accomplish this and have this feature of nonverbal communication present, you need to have facial expressions, movements of different body parts, changes and variations in voice pitch, posture, proxemics signs, etc.

Although the largest number of emotional responses represent a genetic personality predisposition, one cannot ignore the impact of learning, culture and experience which directly influence the degree of manifestation of emotions, the way of expressing them, as well as the circumstances under which they occur. These characteristics of this feature of nonverbal communication create a double bond of nonverbal communication with the teaching process. On the one hand, in order to properly exercise this feature it is very important for learning to take place in the most systematic way possible, while on the other hand, this feature should exist in the classroom precisely because it directly affects the quality of the teaching process.

Although the expression of emotions is always linked with the expression of interpersonal attitudes, these features are referred to as special. The basic dimensions of interpersonal attitudes that occur in the interactions such as friendship-enmity and dominance-submissiveness are pointed out as the most important ones. In addition to these, there is a wide range of other, more complex emotions such as envy, jealousy, attraction, resistance, support, etc., which occur mainly as a combination of different intensities of those basic emotions. The presence of this feature is of great importance for the teaching process because if interaction exists in the classroom, its properties are determined by the interpersonal attitudes that occur during it. Nonverbal signs are used by people to express different traits of their personality, both those that are expressed unintentionally and spontaneously, and those which are deliberate, conscious, and sometimes even distorted and false. The basic traits that are commonly expressed by nonverbal signs are: introversion, extraversion, aggressiveness, dominance, different character traits, and even temperament. The proper exercise of this feature of nonverbal communication in the classroom is very important because any abuse and manipulation of nonverbal cues in order to falsely portray a person can lead to the creation of an adverse and very harmful educational and teaching environment and can result in far-reaching and often irreversible negative outcomes.

The fourth feature of nonverbal communication includes monitoring verbal communication, which means the “shaping of verbal communication, giving the intended meaning to some verbal statements that make up the verbal statement. Spoken statements, thanks to the accompanying nonverbal signs, can become a statement or a threat, a command or a request. In order to convey this, various paralinguistic signs are used: a pause in speech, increasing or decreasing voice pitch, emphasizing the syllables and words, etc.” (Rot, 2004: 145).

Nonverbal communication is used in this way in teaching very often, and it can be said that the teaching process could not be imagined without it. Thanks to it, teaching can avoid monotony, verbosity, dullness, passivity, and create conditions for an active, aware and motivated follow-up and participation in learning activities.

Nonverbal communication cannot only accompany, complement and modify verbal communication, it can also replace it. The replacement of verbal communication with nonverbal communication can be partial or complete. In the teaching process, there is partial replacement of verbal with nonverbal communication, which involves occasional use of nonverbal cues when we find it difficult to express something with words. Thus, the teacher often puts the index finger over his lips to ask for silence, puts his finger on his forehead to indicate thinking, and moves his head to confirm or deny something. While a partial substitute of verbal communication with nonverbal communication is widely used in regular classes, a complete replacement of verbal with nonverbal communication can be used very rarely. A complete replacement of verbal communication with nonverbal has a significant and broad range of applications in educational institutions for children with special needs. In such institutions, due to the specific needs of the students, the entire educational work is based on this feature of nonverbal communication.

Conventional expression of various kinds of social activities is related to the use of established ways of treatment which are in a culture accepted as patterns of behavior in certain social situations. The use of this feature in teaching is usually done through standardized acts of congratulating on an achievement, greetings, acts of forgiveness etc.

A wide possibility of achieving all of the above features of nonverbal communication in teaching is of great importance for its proper, high quality and efficient organization and use, while at the same time it is one of the important prerequisites to achieving the outcomes expected from the teaching process.

BASIC CHANNELS OF NONVERBAL COMMUNICATION IN PHYSICAL EDUCATION TEACHING

For the proper use of nonverbal communication in physical education teaching it is necessary to know the basic channels with which it is implemented. The main channels of nonverbal communication are: facial expressions, body language, personal space, paralanguage, visual communication, etc.

Facial expressions are an important means of nonverbal communication in the classroom. By carefully observing facial expressions, all the participants in the learning process can find out a lot about the people and the events being discussed, and very often can recognize basic emotions of a person whose face they are looking at. By using this channel of nonverbal communication, teachers can find out a lot about their students, get to know them and collect a lot of information that they can later use in their work. This channel, of course, provides opportunities for students as well, who get to know their teachers as well as their friends, which contributes to establishing favorable interpersonal relationships in the classroom.

Body language is a means of nonverbal communication that has a special role and importance in physical education teaching. It includes the following channels: touch, body orientation, gestures and head nods. Each of these signs has been widely applied in physical education classes, which indicates their importance and their vast application. Namely, each of these cues, if properly used, can easily replace a certain verbal message, or even completely cancel or neutralize it. Gestures, as nonverbal channels, have a special value for physical education lessons. Spontaneous movements primarily of the arms and legs, but sometimes other parts of the body are closely synchronized with speech (Cassell & McNeill, 1991: 375-404; Roth, 2001: 365-392). According to Goldin Meadow (2005) and Singer & Goldin Meadow (2005: 85-89), when defining them, the most common gestures are hand movements

that accompany and are directly related to speech. However, although gestures usually include arm and leg movements, they are not only that; these are rather seen as body movements whose task it is to convey an idea, intention or feeling. Gestures include the use of movements of certain parts of the body in a certain way for communication purposes (Knapp & Hall, 2010; Stajčić, 2013: 67-90; Trebješanin, 2015: 63). Gestures usually include movements of the limbs, arms, hands and fingers, then the legs, feet, head. A gesture represents the motor and communicative use of certain parts of the body and it should be considered a symbol. The meaning that is achieved by using signs is determined by the context in which the gesture is used. In physical education classes, gestures have a special role in encouraging and emphasizing some psychological and motor characteristics to be worked on, or those that should be paid attention to.

Personal space is the “level of physical proximity that is allowed depending on the level of intimacy and closeness with the person with whom we interact” (Sundstrom & Altman, 1976). The social context, sometimes with written and sometimes with unwritten rules regulates the distance of an individual while communicating. During the lessons, the personal space of the students is determined, above all, by the age of the child, by the child's individual abilities and personality. At the elementary school level, in the case of pupils with less intellectual abilities the teacher is often forced to approach the student more than usual. Of course, any other “breach” into the personal space of the students, which is not focused on achieving educational goals, is unacceptable and illegal.

In physical education classes, personal space is specific. These specifics stem from the nature and specificity of physical activities that take place during the lessons and which are the defined objective. Methods used to demonstrate what is taught as well as to execute it are very important for physical education and require the participants in the teaching process to constantly change personal space size – from a complete physical closeness to a significant distance. Change of personal space in physical education lessons is conditioned by the goal of teaching and enables its high quality and effective implementation.

Paralanguage is the common name for changes in speech (pitch, accent, pauses, and timing), emotional tone of voice, accent and errors in the speech, such as stuttering, as well as words such as “ahm”, “uhm”, etc. The use of these paralinguistic aspects of speech in the classroom is common and they are used to emphasize what is important, to point out to the differences or similarities, to trigger the students to think, to turn a claim into a question, etc. Skillful use of paralanguage can be greatly beneficial in teaching, while improvisation of any kind can have extremely harmful consequences, which is why teacher training is very important when it comes to this. In physical education classes, this type of nonverbal language is an effective means of encouragement and motivation.

According to many authors, *visual communication* is the most important channel of nonverbal communication in the classroom. It applies not only to looking and making eye contact, but also seeing useful and accessible nonverbal cues. Given that vision is used by people to recognize and identify things, to accept multiple available nonverbal cues, this process is of great importance in the teaching process. By seeing and looking, the students, therefore, can recognize nonverbal signs and signals that can greatly amplify, clarify or change the meaning of verbal messages they are exposed to. In this regard, teachers have a great responsibility to successfully synchronize and harmonize their nonverbal signals with the meaning of verbal messages they are presenting. Given that visual communication has two basic goals - expressive (conveying emotions and attitudes) and informative (management and supervision of social encounters), which also represent the basic features of the entire

nonverbal communication, this type of nonverbal communication rightfully occupies the most important place in the group of nonverbal communication channels.

Some recent studies have shown us a somewhat broader understanding and different classification of nonverbal channels. As the basic and most important channels of nonverbal communication the following are mentioned: “physical appearance, personal space and seating, eye signals, facial expressions, movements, paralanguage, time signs and touch” (Brilhart, Galanes, & Adams, 2001: 79).

Therefore, if we know that sometimes it is easier to use nonverbal signs to express a phenomenon than to use verbal language, and if we know that these signs are less controlled and therefore more objective than verbal language, and if we know that verbal communication is an important information channel, that nonverbal signs are often a more powerful means of expression, incitement, encouragement than verbal language, we must then realize the important role nonverbal communication has in the teaching process and we need to devote more attention to it. In order to successfully use nonverbal communication in the teaching process the following is recommended: “establish eye contact, smile, and show the signs of interest, focus attention on the other person, establish physical proximity or at least reduce the physical distance, take an open attitude, answer clearly, illustrate positive behavior, avoid too much self-praise” (Bratanić, 1997: 27).

Verbal and nonverbal communication are both therefore equally important in the communication process among the participants in the teaching process. Interpersonal relationships in the classroom depend on communication, while the success of communication and of the overall teaching depends on the established relationships.

METHODS

In accordance with the defined problem, the goal of this paper is an empirical survey of the opinions of high school students on nonverbal communication in physical education classes by establishing: opinions about the presence of nonverbal communication and the most significant nonverbal channels which are used. The survey sample was not randomly selected and contains 110 high school students from the city of Nis. Given the specificity of the studied topic, the validity of the sample was ensured by choosing students who are successful athletes at school but also outside of school, in individual and team sports. The structure of the sample in relation to the two surveyed, independent variables (gender and grade) is presented in Table 1.

Table 1 Sample structure (based on the gender of the students)

	N	%
Male	54	49,1
Female	56	50,9
Total	110	100,0
(based on their grade)		
	N	%
2 nd grade	38	34,5
3 rd grade	41	37,3
4 th grade	31	28,2
Total	110	100,0

The data from the table clearly show that in terms of gender the sample size is balanced (54 boys and 56 girls), and the sample mostly included 3rd grade students (41; 37.3%).

In order to investigate the attitudes of student athletes on the presence, role and importance of nonverbal communication, interviews and a questionnaire with 15 items were used. Research into the channels of nonverbal communication in physical education teaching was carried out and assessed by a Likert scale.

In order to ensure the reliability of the research, we used the Cronbach Alpha test to examine the scale of attitudes about nonverbal communication and communication channels used in physical education classes.

Table 2 Reliability of the scale of attitudes about nonverbal communication and communication channels

	Cronbach's alpha	No. of items
Scale for teachers	,963	27

From Table 2 we can clearly see that the alpha coefficient is $\alpha = 963$, indicating that the scale used is very reliable. For the purpose of the study, the exploratory factorial analysis was used in order to verify the factorial structure of the instrument constructed.

Promax rotation was used, as well as value of the characteristic root in order to identify the number of variables, together with a Cattell chart in order to gather additional information about the factorial structure.

After the factors were defined and named, statistical techniques were used to calculate the difference between the variables: analysis of variances (ANOVA) and t-test for independent variables. The Kolmogorov-Smirnov test was used to check the normality of distribution which served as a basis to test the hypotheses of the representation of certain properties in the measured phenomena.

RESULTS AND DISCUSSION

Nonverbal communication in physical education teaching was defined by the students as frequent (105; 95.45%) and very significant (108; 98.19%). Student athletes believe that its role is: 1) monitoring, support and supplement to verbal communication (62; 56.36%); 2) replacement of verbal communication (27, 24.55%); 3) strong motivation tool (12; 10.9%); 4) indication method (9; 8.19%). Research into the attitudes of students showed that they recognize all channels of nonverbal communication, but they do not see that all nonverbal communication channels are equally present in the classroom. Factorial analysis of the results of the survey singled out three factors (body language, paralanguage, personal space). The results presented in this paper will be based on these three.

Table 3 Factorial analysis of the scale of nonverbal channels in physical education teaching

Factors	Pre-rotation			Post-rotation
	Characteristic root	% variance	Cumulative %	Characteristic root
1	14,71	54,48	54,48	14,39
2	1,66	6,15	60,63	9,58
3	1,18	4,37	65,01	3,10

Table 3 shows us that the factorial analysis explained 65.01% of the variance with three singled out factors on the basis of the 27 items from the scale. The first factor explains 54.48% of the variance, the second factor explains 6.15% of the variance and the third factor explains 4.37% of the variance. Since the first factor contains the highest percentage of the total variance, it can be said that the first factor contains the largest number of items, and that the scale is unique in terms of its object of measurement.

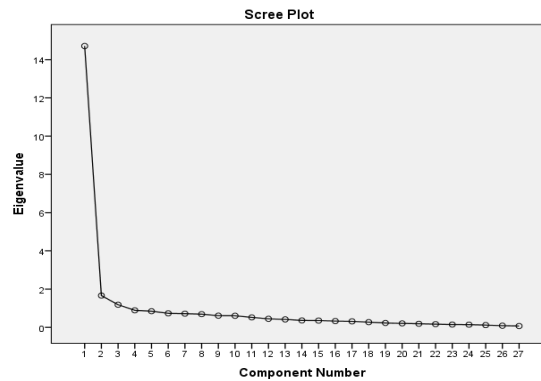


Fig. 1 Cattell's test

On the basis of Cattell's test, Fig. 1 shows that the first factor stands out from the other factors. Cattell's graph further confirms the results obtained from the value of characteristic roots, which were all larger than 1. A further analysis shows all three factors.

Table 4 Nonverbal channels in physical education teaching
(based on the gender of the students)

	Gender	M	SD	t	df	p
Body language	male	34,73	10,68	-,37	106	,710
	female	35,67	15,00			
Paralanguage	male	7,87	2,47	,090	108	,929
	female	7,82	3,19			
Personal space	male	6,24	1,64	1,37	108	,173
	female	5,75	2,07			

Based on the obtained results and based on t-test for independent samples, we can see in Table 4 that in terms of the gender of students, there is no statistically significant difference in the attitudes towards the most common nonverbal channels of communication. Members of both gender said that the most dominant channels of nonverbal communication are body language, paralanguage, and personal space. The absence of differences in attitudes based on gender can be explained by saying that physical abilities depend on the development of psychological and motor abilities, because the survey included students who are successful athletes.

Table 5 Nonverbal channels in physical education teaching
(based on the grade of the students)

	Grade	M	SD	F	df	p
Body language	2 nd grade	34,25	12,86	,175	2	,839
	3 rd grade	35,36	11,48			
	4 th grade	36,12	15,27			
	Total	35,21	13,01			
Paralanguage	2 nd grade	7,23	2,57	1,33	2	,267
	3 rd grade	8,14	3,11			
	4 th grade	8,19	2,77			
	Total	7,84	2,84			
Personal space	2 nd grade	6,10	2,01	,476	2	,622
	3 rd grade	6,09	1,93			
	4 th grade	5,70	1,67			
	Total	5,99	1,88			

Table 5 shows us that based on the analysis of variance there is no statistically significant difference in the opinions of the respondents based on the grade they attend. Although a statistically significant difference was not observed, it can be seen that older students often point out body language as a more frequent nonverbal communication channel (36.12%). This statement of theirs can be linked with their experience that allows them to more easily recognize some elements from this group of nonverbal channels.

In the analysis of the sub-scales as defined within these three factors, the following was observed:

- 1) In physical education teaching, *body language* as a channel of nonverbal communication includes: touching during demonstration and practice of physical activities; head nods and gestures. Students recognize the following types of gestures in physical education teaching: a) iconic gestures - they add three-dimensional support to verbal communication, and more power is given to the information presented (44; 40%); b) demonstrative gestures - facial expressions, hand or body gestures that help show something (43; 39.1%); c) metaphorical gestures - indicate the limit, reach, or a range of some piece of information, or can confirm it or approve it (23; 20.9%);
- 2) *Paralanguage* is recognized by students and they say it is manifested in the following ways: pitch (voice), pauses in speech, emotional speech, emphasis on certain words, the use of sounds such as “aaa”, “ooo”. Students say this communication channel helps them to receive signals that draw attention to the importance, accuracy and quality of their activities and achievements, but it also provides them with feedback on possible corrections;
- 3) *Personal space* as a degree of physical closeness is recognized by students as physical proximity when performing various exercises or sports activities between: teacher and student; teacher and students; student and student; student and students; students and students.

CONCLUSION

According to the humanistic approach to education, the aim of high school education is not just the acquisition of knowledge but rather the full development of an individual. Throughout the entire process of education, students acquire knowledge, skills and values, which contribute to their intellectual and emotional development and success, demystifying stereotypes and prejudice which emerge in the globalization era. During high school, students are taught to develop self-reflection, self-consciousness, self-initiative, self-evaluation skills, and to express their opinion, pro-social behavior, satisfaction and pride, but also social communication skills (verbal and nonverbal) as the foundation for the successful functioning of an education system. With its characteristics, it can significantly determine the quality and effectiveness of teaching and character of interpersonal relations that take place in it. Assuming the use of diverse paralinguistic nonverbal cues, nonverbal communication allows us to continue to successfully reinforce the meaning and quality of verbal communication, to supplement it, strengthen it, and qualitatively improve it. Its role is important for the entire teaching process, for its articulation and evaluation. Nonverbal communication is particularly important for physical education teaching. It stems from the specificity of this teaching subject that focuses on the development of physical skills, to sport-related education and to linking physical education with life and work. With its quality, nonverbal communication in physical education teaching can successfully encourage: the development and improvement of motor skills and theoretical knowledge about physical education and sports; acquisition of motor skills; expansion and deepening of interest in different types of physical activity and sport; understanding the importance and essence of physical education; motivation of students to engage in physical activities and sports; development of positive psychological and social behavior patterns, etc.

If the abovementioned facts about the role and importance of physical education are linked to the results of the survey we can be more than satisfied. The results show that high school students from Nis recognize the role and importance of nonverbal communication in physical education lessons and testify to its frequent presence. The opinions of students confirm that the basic goals of nonverbal communication are fulfilled and indicate the correct understanding of the specific values of nonverbal communication for this course. Surveyed teaching practice shows that the predominant nonverbal channel is *body language*, while the very present ones are also *paralanguage* and *personal space*.

As we can see, the survey results are very valuable in terms of determining the immediate reality of the studied problem, but also in terms of pointing out the needs and possibilities for its improvement. The main improvement recommendations arising from the survey are the following: 1) the need to train the teachers for nonverbal communication that would enable them to master the skills of nonverbal communication through other, less prominent nonverbal channels (visual communication and facial expressions); 2) educating teachers to use nonverbal communication more often to motivate and encourage students, to demonstrate things and exercise; 3) educate students on the need to use different channels of nonverbal communication; 4) train all students to look at nonverbal communication as a method, but also as the goal of teaching which provides an overall personality development.

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NEVERBALNA KOMUNIKACIJA I NASTAVA FIZIČKOG VASPITANJA U SOCIJALNOM KONTEKSTU

Kao specifičan komunikacioni kontekst, nastavni proces značajno je determinisan karakterom i kvalitetom komunikacije koja se u njemu ostvaruje. Veza između specifičnosti nastave pojedinih nastavnih predmeta i komunikacionih procesa koji se u njoj ostvaruju složena je i recipročna. Tako nastava fizičkog vaspitanja svojom osobenošću nameće potrebu za kvalitetnom neverbalnom komunikacijom kako bi se njome osnažila, dopunila i često nadomestila verbalna komunikacija. S obzirom na značaj koji neverbalna komunikacija ima u nastavi fizičkog vaspitanja, rad ima za cilj da izvrši teorijsko utemeljivanje ovog problema i da ga empirijskim putem istraži. Empirijsko istraživanje usmereno je na istraživanje zastupljenosti i uloge neverbalne komunikacije u nastavi fizičkog vaspitanja i kanala kojima se ona ostvaruje. Uzorak je nameran i čini ga 110 učenika srednjih škola sa teritorije grada Niša, a njegova reprezentativnost obezbeđena je izborom učenika koji su uspešni sportisti u individualnim i grupnim sportovima. Rezultati sprovedenog istraživanja pokazuju visoko razvijenu svest o ulozi i značaju neverbalne komunikacije, njenoj zastupljenosti i najčešćim kanalima kojima se u praksi ostvaruje (govor tela, parajezik i lični prostor). Međutim, rezultati ukazuju i na potrebu unapređivanja postojeće nastavne prakse u ovom području u smislu pružanja pedagoško-didaktičko-metodičke podrške u razvoju kompetencija neverbalne komunikacije svih aktera nastavnog procesa.

Ključne reči: neverbalna komunikacija, nastava fizičkog vaspitanja, kanali, srednje škole, savremeno društvo.