

Features of non-verbal communication in the process of online counseling and distance learning

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Abstract. Interest in non-verbal behavior as the "external self of the individual", in the formation of attitudes towards a person based on the interpretation of non-verbal signals has long been present in both popular science and research papers. This concept combines a wide range of expression elements that allows you to look into the inner world of a person, understand what he feels and how to relate to the perceived information. All this emphasizes the important role of non-verbal communication in the process of interaction, and is of particular relevance in the modern world, in which many processes associated with communication and learning have switched to a remote format. In this regard, special attention deserves the difficulties that arise in the process of non-verbal communication in a remote form, or rather the limitations that are associated with the inability to access the full picture of non-verbal manifestations. These limitations are of particular importance in the process of consultative psychological work, when the psychologist is faced with the inability to see the full range of non-verbal reactions, as well as in educational activities that are carried out in an online format and involve various forms of feedback in the form of non-verbal responses. The study involved 48 university students aged 17 to 23 years old, including 28 boys and 32 girls and 20 counseling psychologists, women aged 27 to 46 years old. The following methods were used: "Personal semantic differential", the questionnaire of V. N. Labunskaya "Non-verbal characteristics of communication", a modified questionnaire "The degree of satisfaction with the components of the image", developed by V. M. Shepel, a questionnaire for psychologists ("Non-verbal communication in the process of online counseling" , compiled by A.V. Korochentseva). The study made it possible to establish on what elements of non-verbal behavior students build an idea of a teacher in the process of online learning, as well as what non-verbal difficulties psychologists face in the process of online counseling, interacting with a client.

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1 Introduction

The modern reality of a post-COVID society, in which people are faced with restrictions not only on freedom of movement, but also on freedom of interpersonal interaction, has required changes in the format of communication within the framework of both educational and advisory activities of teachers and psychologists. The psychological problems of people associated with the difficulties of being in self-isolation, restrictions on communication with relatives have led to an increase in the need of society for psychological assistance. At the same time, psychological counseling has become impossible without the use of distance technologies for those people who are in self-isolation or at a considerable distance from a specialist. As for pedagogical activity, there have also been considerable changes in people's attitude to the remote format of communication. During the pandemic, many were faced with the fact that distance learning has become the only way to gain knowledge. Such a rapid entry into our lives of the opportunity to receive new knowledge remotely has opened up new horizons for many people who do not have the opportunity to acquire knowledge in another way, such people include the disabled, and many people located in remote corners of our country. On the other hand, such a transition to a distant format of work and education of young, healthy people, for example, university students, has led to significant changes in their attitude to direct communication, being in an educational environment. Many are already accustomed to the fact that the monitor screen has replaced real communication with them. In this chapter, we would like to analyze what happens to the subjects of interaction in the process of distant communication, when the non-verbal aspects of this process cannot be fully implemented. That is, the perceiving subject does not have access to all non-verbal signals of the perceived, and the perceived cannot fully convey the entire spectrum of emotional response, due to the mediation of the interaction process by technical means. In addition, it is important to understand what elements of non-verbal behavior become the most important for the perceiving subject, for example, a student, in the process of constructing an idea about the perceived, for example, an educator, in the process of distant interaction.

1.1 Literature review

1.1.1 *The role of non-verbal communication in learning*

A positive perception of the educator by students often leads to increased motivation for learning activities, understanding, and good assimilation of information. Speaking about the partners' understanding of each other's communication and the acceptance of information in an undistorted form, we assume that an effective meaning transfer is observed in the psychological information field of communicators. Effective meaning transfer is understood as the process of communication, when partners perceive each other's meanings in close meanings, there is an adequate understanding of both the text and the partner's emotional experiences [1].

Foreign authors, analyzing the role of non-verbal communication, also emphasize that without taking into account this form of information transfer, the process of transferring knowledge, the process of understanding becomes much less productive [2]. Such an effective meaning transfer requires the use of the entire set of both verbal and non-verbal means of communication. The use of various communication strategies in pedagogical work with preschool children becomes especially relevant, since the main goal at this age is not only education, but mainly its development. And the communication and interaction of the educator with the child becomes the main tool that provides both the opportunity for

learning and development. Non-verbal ways of the educator's and the child's responses can be considered important semantic parameters in this process. In the process of communication, the educator has the opportunity to receive information about the mood and emotional state of the child, the degree of his interest and experiences, on the one hand, and on the other hand, the child, observing the reactions of the teacher, builds an idea of his own victories, mistakes, achievements.

And in this context, socio-psychological characteristics play an important role, since the educator can support the child, instill in him the confidence that he will succeed, sincerely rejoicing at his progress, taking problems and failures seriously and with interest. Or it can completely destroy his desire to learn and achieve his goals, showing indifference and emotionlessness in relation to his achievements, and not providing emotional support in case of failures [3]. One of the important components is the timbre of the voice, since in the process of pedagogical communication it is important not to oppose oneself to the student with a raised tone, trying to prove to him that he does not know what the educator knows (and he cannot know so much a priori), but only gently persuade using motivation of every child individually. At the same time, each educator must understand that the child is a person, which means that he has his own opinion, motives, and goals, that he must be respected [4]. Sincere respect and this is an important condition for the emergence of good contact between the educator and the child.

Another important parameter, without which effective interaction is impossible, is a positive vision of oneself, as well as the harmony of various socio-psychological components that make up the educator's self-concept [5]. If most of the psychological problems of the educator remain unresolved, the interaction between the educator and the student will be difficult, since its goal may not be the transfer of knowledge, education and development, but the satisfaction of the teacher's own needs (for example, the need for self-affirmation, attention, power). In this regard, an important psychological parameter is also why the educator is engaged in this profession, his attitude to pedagogical activity. Such an attitude includes interest and love for the profession, enthusiasm for pedagogical work, pedagogical tact, organizational skills, sociability, and exactingness towards children, perseverance, and professional performance. Particular attention in modern science is increasingly paid to the communicative skills of the educator, the high level of development of which is perceived as an indicator of proficiency. It is not enough for an educator to simply know the basics of science and methods of educational work for successful interaction with children. The educator's ability to communicate and carry out pedagogical interaction is important, because only through a system of live and direct communication can all knowledge and practical skills be transferred to students, become a product of the joint activity of the educator and the student.

Communication is a necessary and special condition for the child to appropriate the achievements of the historical development of mankind. The interaction between the student and the educator consists, first of all, of the exchange between them of information of a cognitive and affective-evaluative nature. And the transfer of this information is carried out both verbally and through various means of non-verbal communication.

Non-verbal aspects of communication play a significant role in regulating relationships, establishing contacts, and largely determine the emotional atmosphere and well-being of both the educator and the student. At the same time, it is interesting that, as a rule, the participants in the pedagogical process are not even aware of this, but at the sensory level they always fix the signals sent. For example, if an educator wears glasses, students can often observe a "look from under the glasses" (critical attitude), they do not know the meaning of this non-verbal code, but unconsciously emotionally feel the educator's displeasure, and react accordingly.

Using the classification of E.A. Petrova, we can say that the educator uses 3 types of gestures. 1. Gestures of self-expression (gestures-symptoms) and modal gestures expressing the educator's assessment of someone. For example, the look can be dominant or, on the contrary, upset, nervous. Facial expressions serve as a source of understanding the mood, emotional state of the educator. The dynamics of gesticulation can be sharp, intense, or vice versa harmonious, adequate to the situation of communication. The gait, as a rule, reflects the current state and dynamics of nervous processes (sharp, assertive or vice versa, relaxed, calm). A number of studies show that students prefer educators with a friendly facial expression, with a high (but not overestimated) level of external emotionality. 2. Regulatory-communicative gestures (gestures-regulators) that perform the function of influencing a partner. The impetuous, nervous patterns of non-verbal behavior of the educator, instead of being ready for the lesson, lead students to a state of intense expectation of trouble. An arrogant and intent gaze, a raised chin demonstrating a "position above" can not only cause negative emotions in students, but sometimes even lead to the emergence of various fears and unwillingness to attend classes. 3. Informative and communicative gestures (gestures-informers) [6]. Communication begins as soon as the educator enters the classroom. The first thing students catch is not what he said, but how he entered, how he moves, how he flips through the pages of a magazine, and how he holds a textbook. Even before the first word is spoken, the educator has already informed the students about his attitude towards them, about his mood, well-being, in unconscious non-verbal codes, broadcasting everything that happens to him at that moment.

Means of non-verbal communication are always involved in the course of the educational process; they set a certain mood for students and the activities they perform. Thus, we can say that the non-verbal behavior of the educator consists of, first of all, the emotional coloring of the transmitted meanings, which can not only accompany, but also modify the information, due to the created interpretive field.

Emotional accompaniment is an important aspect of the assimilation of knowledge, since it is known that positively colored information is perceived and, most importantly, remembered better. As a rule, we remember emotional impressions much longer than "intellectual impressions". At the same time, negative emotions that are not associated with the memorized material (uncertainty, sadness, irritation, fear) interfere with memorization. No less important in the use of non-verbal means of communication is such a function as the activation of various cognitive processes: perception, memory, thinking and imagination. For example, gestures can illustrate the educator's story, with their help the actualization of visual perception, memory, visual-figurative thinking is carried out.

The joint activity of the educator and students includes not only the influence of the educator, but also the obligatory feedback. It is non-verbal communication that allows the educator to "activate" it (an interrogative nod of the head, inviting gestures, etc.), increase its intensity (gestures of approval, evaluation), or stop the interaction. For example, an open posture will show interest in the educator's activities, which will undoubtedly motivate him to continue hard work.

Extremely undesirable in the course of pedagogical communication is the gesture "interlocked fingers" - a gesture of tension, hidden aggression, defensive gestures, closed postures, a detached look. The use of such patterns of non-verbal behavior will hinder the establishment of rapport. The importance of non-verbal communication in the pedagogical process is quite high. Through non-verbal means of communication, the educator has the opportunity to: transmit information, draw students' attention to some important point, activate mental processes, "turn on" feedback, and provide emotional comfort in the classroom.

1.1.2 Features of non-verbal communication in the process of distance interaction

Considering the problem of non-verbal communication in the process of distance interaction, it is necessary to pay attention to the fact that it can be analyzed in two directions. On the one hand, in the aspect of constructing one's own "visual image", which transmits to the subjects of interaction information about personal and psycho-emotional characteristics, the system of attitudes towards oneself and what is happening [6,7,8,9,10,11]. And from this side, it is important to understand what parameters of non-verbal communication come to the fore in the process of interpretation. On the other hand, from the point of view of what non-verbal signals that allow you to trace the feedback, for example, the psycho-emotional reactions of students can be available for psychological interpretation. It is necessary to pay attention to the format of interaction itself [12,13,14]. When communication takes place online, the student or client receiving psychological assistance is at home, and this very circumstance leaves an imprint on his behavior. The educator, for example, may be worried about how he looks to the students, the student can turn off the camera and do other things without listening to what the educator says, and the client feels completely relaxed and protected, distracted by household chores, not being able to fully immerse themselves in the process, and perhaps without showing the full range of reactions in the process of psychological interventions. Equally important is also the fact that each person may react differently to video filming, and this also generates changes in his behavior.

Modern researchers pay attention to the fact that the problem of attitude to one's appearance is of particular relevance in a digital society. The authors note that the solution to this problem is not so much the analysis and description of the new phenomenology of the psychology of appearance, but the determination of how the "digital being" of people, the emerging "new subjectivity", affect such fundamental phenomena as assessments, self-esteem, satisfaction and concern with appearance, perfectionism aimed at appearance [12,13,14,15]. In our previous studies devoted to the attitude of educators to their appearance, we found that despite the fact that in the conditions of the need to use distance learning, they are diagnosed with an average degree of satisfaction with their appearance, they note that they have an extremely negative attitude towards video filming [9]. According to our study, 54 out of 80 educators noted an extremely negative attitude towards video and photography; they wrote that they do not like it when others talk about their appearance. It was also noted by the educators that they attach great importance to their appearance and strive to look good and be "well-groomed". We have also obtained interesting data related to the difficulties that arise in the process of distance learning regarding the non-verbal aspects of interaction.

Educators noted that among the difficulties associated with distance learning, they can note: 1. Lack of visual contact with students (especially in the case of a video camera turned off by the student). This prevents the ability to obtain visual information about the degree of understanding of the material. Educators note that when the student's camera is turned off, it is not clear whether he is listening to the material and whether he is in the room. Also, many are concerned about the question of what the student is doing at this time. Some teachers talked about cases when, while explaining the material online, some students, with the sound off, discussed them and spoke negatively or mockingly not only about the appearance of the educator, but also about his personality, and then posted such videos on the Internet. 2. Concern about the fact that video footage can be posted on the Internet without the consent of the educator with various comments from students. 3. The impossibility of conducting group forms of work and joint activities with students. 4. Difficulties in interacting with parents in the 1st grade of elementary school. Due to holding parent-educator meetings on distance base, the educator does not know what many parents look like, does not know them "personally", parents do not know each other "in person".

All this creates the impossibility of group dynamics, and, accordingly, the development of the class as a team, which further causes difficulties in mutual understanding, both between parents and between parents and an educator [9].

On the other hand, no less important is the image of an educator or a counseling psychologist, which is formed in the process of online interaction among those who perceive it. The role of visual parameters in the process of perceiving a person by a person is also considered in theories devoted to the image as a result of the perception of a person by other people [6-8, 16, 17]. The term "image" in social psychology is understood as a kind of emotionally colored and formed as a result of social cognition of the image [8, 13, 18, 19]. From the point of view of social psychology, an image is not only a symbolic image of a subject that arises in the process of subject-subject interaction, but also a set of impressions about a person, about the style and form of his behavior [6, 12, 14]. Scientists emphasize the significant role of the image of an educator in the modern educational space [5, 6, 7, 12, 19]. It is noted that in the modern educational environment, the requirements for the general level of the educational process are determined not only by the demands of society regarding the content of the programs being mastered, but also by the rather high requirements for the personality of the educator, who must broadcast a holistic and harmonious image, starting from a stylish appearance appropriate to official duties and ending with a high level of professionalism [20, 18, 21]. The educator's image directly or indirectly affects the effectiveness of the interaction between the subjects of education, and therefore the quality of this process.

1.1.3 Non-verbal communication in psychological counseling, and its importance in the distance format of psychotherapy

Both national and foreign studies emphasize the important role of all elements of non-verbal communication in the process of psychological counseling. Researchers draw attention to the fact that the appearance and non-verbal patterns of the client are an important source of information [11, 15]. For example: appearance design (clothing, hairstyle) may indicate stratification and gender characteristics; expression (facial expressions, gestures, postures, etc.) are a reflection of individual personality traits, emotional states [22], status-role positions, attitudes towards oneself and another. Patterns of non-verbal behavior can serve as a source of information about the forms of response characteristic of clients, behavior in conflict, psycho-emotional reactions, health status, psycho-physiological state in the process of psychological work, attitude to what is happening [7-9, 11]. Based on the studies of A.A. Bodalev, V.A. Labunskaya and others, we consider expression and appearance as a way of knowing the inner world of a psychologist, on the one hand, and a way of transmitting certain states, relationships, individual characteristics, on the other [8, 12, 13, 22]. As A.A. Bodalev writes, "being reflected, signs-signals actualize in the mind of the perceiving subject not only a certain system of knowledge that he is used to associate with each of these signals, but also warn him of the need for a certain behavior in relation to the person to whom this sign-signal is inherent" [7]. Ignoring or losing a holistic "non-verbal picture" obtained on the basis of non-verbal signals leads to the loss of the main reliable channel necessary to obtain a wide range of information about the processes occurring with the client.

By means of various patterns of non-verbal behavior that are expressed in the process of interaction with the client, the psychologist can change or update various psycho-emotional reactions, broadcast certain states, confidence, empathy, bewilderment, etc. [7, 8, 16, 17, 22]. In this regard, we can say that one of the most important functions of non-verbal communication with a client is to establish a relationship of mutual understanding and maintain a psycho-emotional connection. In this regard, various non-verbal strategies can

be used, the purpose of which is to initiate certain states or reactions of the client. Thus, the construction of the client's image through the interpretation of his expression includes judgments about his personality, psychological and emotional state, ways of translating various traits and qualities that make it possible to attribute this subject to a certain type, category of people, in accordance with which further interaction takes place.

2. Methodology

Study of non-verbal communication in the process of distance learning and online counseling. The purpose of our study was to study the peculiarities of university students' ideas about the personal qualities of an attractive teacher, which can be transmitted using non-verbal behavior in the process of online interaction. To study what characteristics of the teacher's image can be more important in the process of online learning. And also what difficulties and limitations associated with the interpretation of non-verbal behavior the psychologist faces in the process of online counseling.

To study students' ideas about the personal qualities of an attractive teacher, which can manifest themselves through non-verbal behavior in the process of online interaction, we used the "Personal Semantic Differential" which includes a list of various personal characteristics. To study the elements of non-verbal behavior included in the structure of students' ideas about an attractive teacher, we used the questionnaire of V. N. Labunskaya "Non-verbal characteristics of communication" [8]. To identify the most significant characteristics of the teacher's image, which may be of greater importance in the process of online counseling and online learning, we used a modified questionnaire "The degree of satisfaction with the components of the image", developed by Shepel V.M. To identify the difficulties that psychologists face in the process of online counseling, we compiled a questionnaire "Non-verbal communication in the process of online counseling" [9]. The study involved 48 university students aged 17 to 23 years old, including 28 boys and 32 girls and 30 counseling psychologists, women aged 27 to 46 years old. The reliability of the data obtained is ensured by using such a mathematical procedure as the Kolmagorov-Smirnov Z-criterion when using the computer program "SPSS for Windows".

3. Results

As a result of the study of personal qualities that a teacher can transmit with the help of non-verbal behavior, in the process of distance learning, we have obtained the following data. The ranking of characteristics showed that most of the subjects believe that in the process of online communication, based on the behavior of the teacher, we can talk about the presence of such characteristics as: responsible, creative, restrained, calm, sincere, quick-witted, leading, and pleasant.

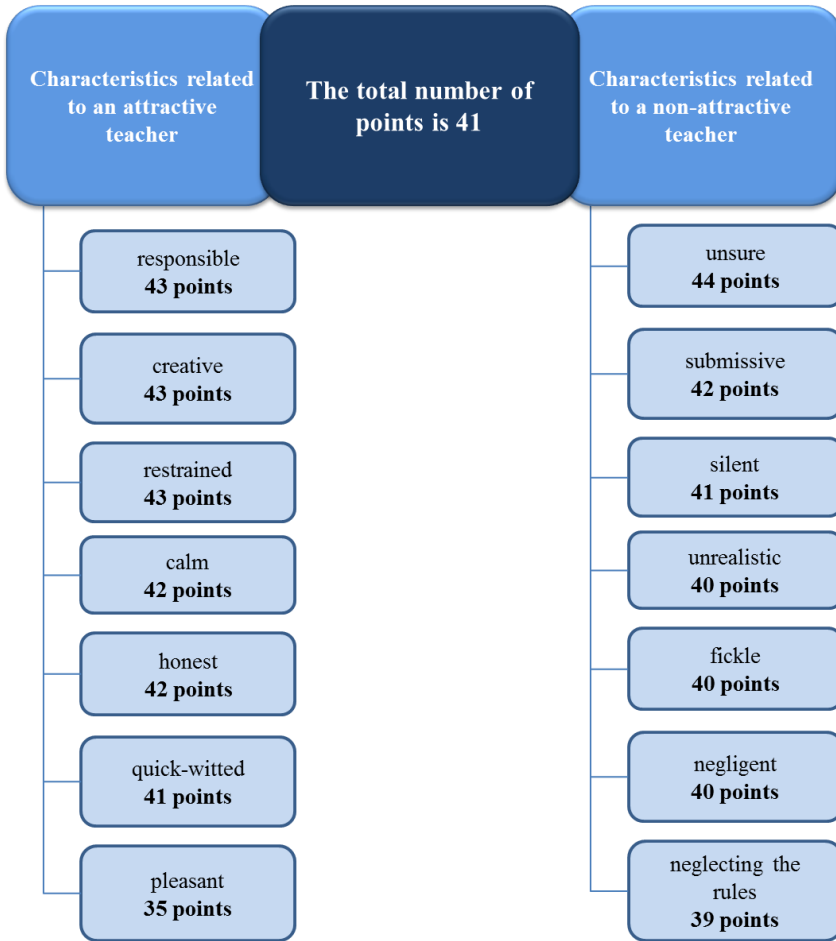


Fig. 1. Characteristics of an attractive and non-attractive teacher, which are distinguished by students based on the non-verbal behavior of the teacher in the process of distance learning.

Next, we studied what characteristics of non-verbal behavior students use to classify teachers as “attractive” or “non-attractive”.

To determine the non-verbal profile of an attractive teacher, we conducted a ranking. Most students believe that a teacher should have the following characteristics: look, facial expressions, gestures and voice - demonstrate interest in the interlocutor, shows the ability to understand others. The teacher competently conducts a dialogue, and his eyes are warm and affectionate. Poses, according to students, should be harmonious, with the help of intonation, he should be able to focus on important things and smile kindly.

Table 1. Characteristics of non-verbal communication noted by more than 70% of students.

Table 1. <i>Characteristics of the non-verbal behavior of the teacher, important for interpreting as attractive / non-attractive, according to students' ideas</i>	
Characteristics of Nonverbal Behavior of an Attractive Teacher	Characteristics of non-verbal behavior of a non-attractive teacher
look and facial expressions show interest in the interlocutor	the chin is raised up, in the process of communication - speaks quickly, incomprehensibly
involvement in the process of interaction	expression is not expressive, the voice is quiet, it is not interesting to listen to
speaks loudly and clearly	face is tense, facial expressions are disharmonious
with the help of intonation is able to focus on important things	frozen face
gestures, facial expressions, gaze and voice demonstrate the ability to understand others	contemptuous facial expression in the process of communication
with the help of expression can make information interesting and exciting	eye shine is not expressed, (extinct) facial expression
eyes are warm and affectionate	raises the pitch of a voice during communication
look, facial expressions and postures demonstrate the ability to build relationships with other people	cold and hard look
demonstrates the ability to listen and communicate	speaks monotonously,
dynamic, emotional face	makes long pauses in speech

To determine the non-verbal profile of a non-attractive teacher, we conducted a ranking. According to students, a non-attractive teacher has the following non-verbal characteristics: raises eyebrows, looks down, in the process of communication - speaks quickly, incomprehensibly, infrequently, absent eye contact, face is tense, facial expressions are disharmonious, eye shine is not expressed, eyes are narrowed, raises his voice in the process of communication, monotonously speaks.

Next, we conducted a study of students' ideas about the degree of importance of various components of the teacher's image in the process of distance learning. To determine the most significant components of the image, we ranked all the studied components. The top five included: 1) Compliance with the appearance of the "Norms of civil etiquette" - 396 points, 2) "Sociability" - 384 points, 3) "Well-groomed hair and skin" - 381 points, 4) "Voice parameters" - 331 points, 5) "Visual contact" -328 points.

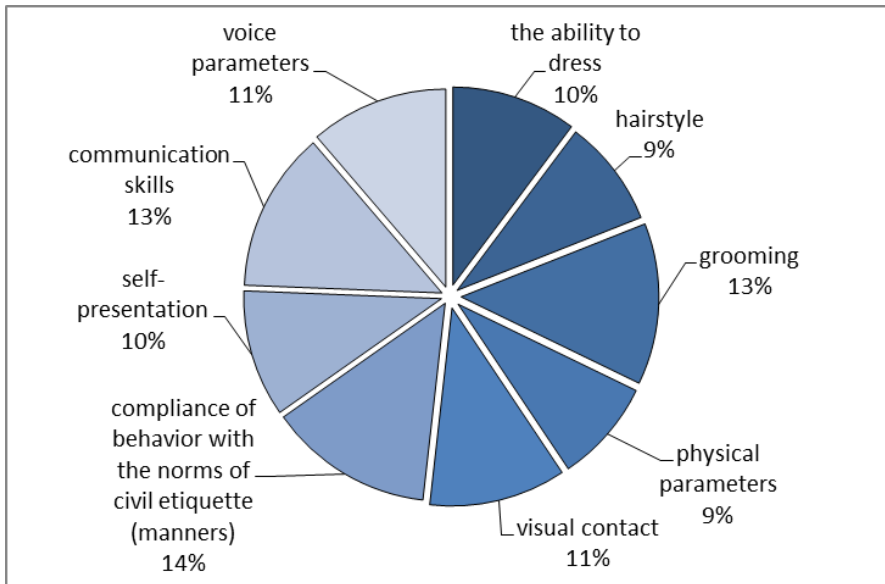


Fig. 2. Students' ideas of the degree of importance of various components of the teacher's image in the process of distance learning.

After that, to determine the significance of differences in the severity of the studied components in an attractive and non-attractive teacher, in the views of students, we used the Kolmogorov-Smirnov criterion.

With the help of Kolmogorov-Smirnov's univariate analysis, it was found that students rate such components as "sociability" ($Z=2.262$) and "correspondence of appearance to the norms of civil etiquette" ($Z=2.082$) significantly higher when describing an attractive teacher. Next, we conducted a survey of psychologists, whom we offered to answer to fill out a questionnaire that contained questions regarding the various components of non-verbal communication and their role in the process of psychological counseling. The data obtained were subjected to a frequency analysis, as a result of which the items noted by the majority of the respondents were identified.

The most significant in the process of online consultation was the position of the client at the time of the consultation. Psychologists noted that they see the client only to the waist; therefore, it is impossible to trace his postures, the position of the legs and arms in most cases. That is, from the entire spectrum of non-verbal signals, only facial expressions, head position and the general dynamics of non-verbal signals remain.

The next point noted by psychologists concerns the loss of opportunity for other elements of the structure of non-verbal communication, and the proxemics of communication, since during a face-to-face meeting, the psychologist always watches how the client enters and what place he takes, how he sits down and what distance he keeps. Some psychologists have noted the lack of ability to evaluate odors, pointing to the importance of this element of non-verbal communication.

Among the important non-verbal signals available for the psychological diagnosis of the client's states and experiences in the online consultation format, the following were noted: eye movement and contact, facial expressions (movement of the facial muscles, corners of the mouth, tension in the jaw, biting of the lips), long pauses in speech.

Great importance is also attached to breathing, the moments when the client holds, interrupts breathing.

4 Discussion

The conducted research confirms the important function of non-verbal components in communication. The results obtained confirm both theoretical and empirical data that non-verbal communication is an important source of information, and even surpasses the verbal parameters of communication, in many areas of psychological analysis [6-9,12-14,23].

In addition, the results obtained indicate the specific nature of online interaction, in which the process of non-verbal communication and the interpretation of non-verbal behavior patterns have their own specific features. In many socio-psychological studies, it is noted that the image of a person, his behavioral (both verbal and non-verbal) features, his personality is an important component for establishing contact and establishing effective communication [22-25]. Such a positive attitude is achieved by broadcasting professionally important qualities through certain patterns of non-verbal behavior [8,9,20]. It is the interpretation of the personality of a psychologist or teacher that triggers the formation of respect, sympathy, trust among students or subjects of psychological assistance, and hence the recognition of an authoritative position. Thus, given the specific form of online interaction, psychologists and educators working remotely face a new task that requires a more careful attitude both to the patterns of their non-verbal behavior and to the patterns of other subjects of communication.

5 Conclusions

Thus, as a result of studying students' ideas about the personal qualities of an attractive and non-attractive teacher, which can be transmitted through non-verbal behavior, in the process of distance learning, we can draw the following conclusions:

In the views of students, an attractive teacher, through non-verbal signals, can demonstrate to students: responsibility, a creative approach to their work, restraint, calmness and ingenuity, a sincere attitude towards their students, and leadership qualities. Students note that on the basis of non-verbal signals, one can speak of a teacher as pleasant in communication.

Among the characteristics that students attribute to an unattractive teacher, based on non-verbal communication, they distinguish the following: lack of self-confidence, slurred speech, submissiveness, inconstancy in their statements, optionality, emotional instability, dishonesty in the performance of their duties, doing their work without diligence and attention .

Describing the non-verbal pattern of an attractive teacher, students noted that: look, facial expressions, gestures, voice should demonstrate interest in the interlocutor, show the ability to understand others, the teacher should conduct a competent dialogue, and the eyes should be warm and affectionate, postures, according to students, should be harmonious, with the help of intonation, he should be able to focus on important things and smile kindly.

The following characteristics were included in the pattern of a non-attractive teacher by students: the teacher raises his eyebrows, his gaze is directed from top to bottom when communicating, he speaks very quickly, monotonously, incomprehensibly, and gaze is absent.

In the process of studying ideas about the degree of importance of various components of the image of a teacher working in an online format, students noted that his appearance should comply with the norms of general civil etiquette, and non-verbal signals should help establish and maintain communication. The analysis of non-verbal communication in the process of online psychological counseling allowed us to establish the specific components of non-verbal communication that become most significant in this form of work, as well as what important elements, in terms of information about the client, may be "lost" in this

case. The most significant elements of non-verbal communication by psychologists for the psychological diagnosis of the client were: eye movement and contact, facial expressions (movement of facial muscles, corners of the mouth, tension in the jaw, biting lips), long pauses in speech, head position and general dynamics of non-verbal signals.

Important, but, unfortunately, not available for psychological analysis elements of non-verbal communication in the process of online counseling were the following: the position of the client at the time of the consultation, the position of the legs and arms, the proxemics of communication, smells.

Thus, the study draws our attention to the need to take into account the ways of interaction that have changed, but are becoming characteristic of our time. The transition to remote forms of communication gives rise to the need to develop new not only verbal, but also non-verbal approaches to building this process. Failure to take into account the specifics of such forms of communication described above, in our opinion, will undeniably lead to difficulties in its organization, and will significantly reduce the productivity of the results of such interaction.

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