

# Audition as A Key Factor of Successful Teaching Russian To Foreign Students

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**Abstract:** The article deals with the influence of listening comprehension on the success of teaching Russian to foreign students studying at universities. It analyzes the main problems that students face in listening comprehension of Russian speech and suggests effective methods and technologies to improve listening. The paper takes into account modern research in the field of linguodidactics and provides practical recommendations for teachers.

**Keywords:** listening, foreign students, Russian language teaching, listening comprehension, teaching methods, language environment, linguodidactics, digital technologies.

**Introduction:** Listening is one of the key components in the process of learning a foreign language. According to the research of the Council of Europe, listening comprehension skills account for about 45% of all human language activity, which confirms their primary role in communication (Council of Europe, 2020). In the context of teaching Russian to foreign students, listening comprehension not only contributes to the development of phonetic literacy, but also forms the basis for successful oral and written speech. However, the effectiveness of learning depends largely on the methods used in teaching practice, as well as on the language environment in which learning takes place.

The problems of Russian speech perception by Uzbek students are caused by several factors. First, the Russian language is characterized by a high degree of vowel reduction in stressless positions, which makes it difficult to be heard by students whose native languages (Uzbek and other Turkic languages) do not have such a pronounced reduction. Secondly, differences in intonation constructions lead to the fact that students often fail to grasp the emotional and semantic nuances of speech, which makes it difficult to understand spoken and academic discourse. According to a study by the Institute of Russian Language of the Russian Academy of Sciences (2021), more than 60% of students studying Russian as a foreign language have

difficulty understanding authentic audio materials, especially in natural language environments.

The purpose of this article is to analyze the impact of listening comprehension on the success of teaching Russian to foreign students, to identify the main problems they face, and to propose effective methods and technologies to overcome them. The study considers modern approaches to the development of listening skills, including the use of digital technologies, interactive audio materials and adapted teaching methods.

Thus, this paper aims to systematize the scientific data on this topic, as well as to develop practical recommendations that can be applied in the educational process to improve the level of Russian language proficiency of foreign students.

The development of listening skills is one of the most difficult tasks in learning a foreign language. Foreign students, especially native speakers of Uzbek, face a number of specific difficulties when listening to Russian speech. Let us consider the main ones.

The phonetic systems of the Russian and Uzbek languages differ significantly, which leads to phonetic interference. In Russian there are sounds absent in Uzbek, for example, soft consonants [л'], [н'], [т'], [д']. Uzbek-language students, not having analogs of these

sounds in their native language, often replace them with hard consonants, pronouncing «лёд» instead of «лод», «нёс» instead of «нос». A similar difficulty arises in distinguishing between the sounds [ы] and [и], since Uzbek does not have the sound [ы], and the words «был» and «бил» can be perceived and pronounced in the same way. This causes difficulties in pronunciation and listening comprehension. In addition, the reduction of vowels in stressless syllables and the accent structure of words in Russian significantly differ from Uzbek norms, which makes it difficult to understand speech. Begmatova M.T.'s research analyzes these differences in detail and

suggests methods of overcoming them. The lack of constant contact with native speakers and limited opportunities for immersion in the Russian-speaking environment reduce the effectiveness of learning. In conditions when Russian is not the dominant language in students' everyday life, listening skills develop more slowly and the perception of authentic speech becomes difficult. This is especially true for students studying in native language-dominated countries where Russian speech is rare.

| Phonetic phenomenon                           | Russian language                                                   | Uzbek language                       | The students have a problem                                | Example of mistakes                                |
|-----------------------------------------------|--------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------|----------------------------------------------------|
| Soft consonants                               | There are soft sounds: [л'], [н'], [т'], [д'].                     | No soft analogs                      | Substitution of soft consonants for hard consonants        | «лёд» → «лод», «нёс» → «нос»                       |
| Sound [ы]                                     | Distinguish between the sounds [и] and [ы]                         | There is no [ы] sound, only [и].     | Failure to distinguish sounds, substitution of [ы] for [и] | «был» → «бил», «сыр» → «сир»                       |
| Reduction of vowels                           | Non-accented vowels are reduced (weakened)                         | Vowels are not reduced               | Incorrect pronunciation of syllables in unstressed         | «МОЛОКО» → «малако», «ВОДА» → «вада»               |
| Accent structure of words                     | Movable accent (may change)                                        | Fixed accent                         | Errors in the placement of accents                         | «замóк» (запор) → «зámок» (дворец)                 |
| Lack of immersion in the language environment | Speakers of the language speak at different speeds and intonations | Russian is not the dominant language | Difficulties in understanding authentic speech             | Difficulty understanding news, movies, live speech |

Table 1.1. «Phonetic interference in students with Uzbek language of instruction»

Many textbooks offer audio materials adapted for learning purposes, which often do not reflect the real speed and intonation of live speech. As a result, students become accustomed to clearly articulated, slow-motion recordings and have difficulty transitioning to authentic audio materials such as news, movies, or podcasts. For example, while in educational audio recordings the speaker pronounces each word separately, with the endings clearly emphasized, in real speech the phrases are often shortened and words are merged, as in the case of «чё делаешь?» instead of «что делаешь?» or «щас приду» instead of «сейчас приду». In the article by A.Y. Yagnich it is noted that the use of authentic materials helps students to get used to the natural pace of speech and different accents.

Russian language is rich in a variety of styles and forms of oral speech: colloquial, academic, official-business. Each of these styles has its own peculiarities of vocabulary, grammar and intonation. Students often encounter difficulties in switching between these styles, especially when perceiving fast conversational speech saturated with idioms and abbreviations. For example, the expressions «руки не доходят» (meaning lack of time) or «в два счёта» (very quickly) may be incomprehensible to students who are not familiar with colloquial vocabulary. The study by Kydykeeva A. A. and Tentikeeva E. N. emphasizes the importance of working with audio materials and dialogues at the initial stage of training to overcome these difficulties.

Understanding and overcoming the above challenges is

key to the successful development of international students' listening skills. In the following sections, specific methods and approaches aimed at solving these problems will be proposed.

In order for international students to effectively master listening skills, it is necessary to apply complex methods that take into account both individual characteristics of students and modern educational technologies. One of the key methods is the use of authentic materials such as movies, podcasts and audiobooks. These resources allow students to immerse themselves in a natural language environment, adapt to different accents and speech styles, and enrich their vocabulary. Podcasts, for example, offer a variety of topics and formats that promote listening comprehension in different contexts. Research confirms that podcasts significantly improve the listening skill of foreign language learners.

Another effective technique is the incremental development of listening skills. This method involves gradually increasing the complexity of tasks, starting with listening to material with subtitles in the native language, then with subtitles in Russian, and finally without any textual support. Repeated listening and discussion of what was heard help students to better assimilate information and adapt to the speed and intonation of Russian speech.

Step-by-step development of listening skills is an effective methodology for teaching Russian as a foreign language. This approach involves gradually increasing the complexity of tasks, starting with listening to materials with subtitles in the native language, then with subtitles in Russian, and finally without textual support. Repeated listening and discussion of what is heard help students to better assimilate information and adapt to the speed and intonation of Russian speech.

Research confirms the effectiveness of this approach. For example, the use of authentic video materials such as Russian movies contributes to the development of students' listening skills at the B1 level. Developing exercises based on the movie «Yolki» (2010) has shown that students improve their understanding of live speech and adapt to different language situations.

In addition, proper selection of audio texts at different stages of learning plays an important role in the development of listening skills. The use of materials corresponding to the level of students' training allows to gradually complicate the tasks and effectively form the skills of perception and understanding of Russian speech by ear.

Thus, the gradual development of listening skills using authentic materials and gradual complication of tasks contributes to the successful mastering of the Russian

language by foreign students.

Interactive exercises also play an important role in the development of listening. The inclusion of dictations, retellings and role-play dialogues not only increases students' interest, but also promotes their active participation in the learning process. For example, exercises to reconstruct missing words in audio files help students focus on the details of speech, while exercises to retell news stories or short videos develop the ability to emphasize the main points and convey the meaning of what they hear. These exercises allow students to practice listening comprehension in a variety of situations, from academic style to conversational style.

Using authentic videos to teach listening has also proven to be effective, especially in groups with low language proficiency. For example, watching excerpts from movies or interviews with native speakers helps students to adapt to different accents, speed and manner of speech. One effective technique is to work with videos without subtitles in the first stage, followed by discussion of the content and repeated viewing with subtitles. This allows students to independently guess the meaning of words from the context and improves listening skills.

Modern technology also provides unique opportunities for developing listening skills. Educational platforms based on artificial intelligence tailor the learning process to individual student needs, offering interactive assignments, instant feedback and personalized exercises. The use of AI-assisted learning helps students analyze and interpret audio materials, as well as train their oral comprehension skills in an interactive format.

The use of these methods in teaching Russian to foreign students greatly facilitates their adaptation to the Russian-speaking environment and increases the efficiency of the educational process. Thanks to the combination of traditional techniques and modern technologies, students overcome listening difficulties faster and achieve high results in language learning.

In recent years in the field of teaching methods of Russian as a foreign language (RCT) there have been many studies devoted to the development of listening skills in foreign students. One of the key directions is the study of the specifics of the organization of the educational process for the formation of listening skills in students from the countries of the Asia-Pacific region. The work of Chireikina O.Y. and Chireikina M.K. emphasizes the necessity of taking into account ethno-cultural differences and national peculiarities of students' thinking and speech system when teaching RCT, which allows developing listening skills of this

category of students more effectively.

Another important aspect is the integration of listening and speaking into the learning process. The study conducted at Southwestern State University describes the system of tasks within the block «Listening. Speaking» at the stage of pre-university training of foreign citizens. The results showed that such integration contributes to a more effective assimilation of the material and improvement of students' communicative skills.

Special attention is paid to the selection of audio texts for teaching listening at different stages. The article, published in the journal «Young Scientist», considers the selection of texts for teaching listening and the peculiarities of the development of listening skills of Chinese students. The author notes that the right choice of materials plays a key role in successful learning and adaptation of students to the perception of Russian speech. The conclusions from these studies indicate the need for a comprehensive approach to teaching listening, taking into account the cultural characteristics of students, integration of different types of speech activity and careful selection of teaching materials. Applying these recommendations in practice helps to increase the effectiveness of teaching Russian to foreign students and improve their communicative skills. Audition plays a key role in the successful learning of Russian as a foreign language, especially for students who do not have a permanent language environment. It not only contributes to the development of listening comprehension, but also improves communicative skills by helping students to adapt to different forms of oral communication. Studies confirm that regular listening practice significantly improves language proficiency and reduces difficulties related to phonetic and intonation features of Russian speech.

To enhance the effectiveness of teaching, it is recommended to actively use authentic audio materials such as movies, podcasts and audiobooks, allowing students to experience live speech in a natural environment. It is important to adopt a phased approach to developing listening skills: first listening with subtitles, then without, and then retelling what is heard. Interactive methods, including dialogues, dictation and role-playing, help students adapt to oral language more quickly and increase their motivation to learn. In addition, modern technologies such as mobile apps and AI assistants can greatly facilitate learning by providing a personalized approach and access to a variety of resources.

Promising areas for further research remain the development of methods for adapting audio materials

to the needs of different groups of students, studying the impact of accentology on Russian speech comprehension, and integrating new technologies, including virtual reality and artificial intelligence, into the process of teaching listening comprehension. The expansion of scientific research in this area will make it possible to develop more effective teaching strategies and create favorable conditions for the successful mastering of Russian by foreign students.

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