



# THE IMPORTANCE OF LISTENING SKILLS IN TEACHING RUSSIAN LANGUAGE TO THE CADETS OF MILITARY INSTITUTE

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## ABSTRACT

*Nowadays listening is an important aspect of teaching Russian as a non-native language. The main problems of listening to Russian speech by cadets of non-philological education in military universities are investigated and ways of their solution are outlined. The types of listening, efficiency and effectiveness of the process of learning to listen and take notes on various audio texts of military subjects are highlighted.*

**KEYWORDS:** *Russian as a non-native language, listening, cadets-non-philologists, difficulties of understanding, difficulties of perception by ear, a system of exercises.*

## INTRODUCTION

In Uzbekistan, significant changes have taken place in the field of education in recent years, affecting the philosophy of education, its global goals and objectives, organizational structures of the content of education, approaches to the development of educational standards and curricula, forms and methods of ensuring the quality of education, and many other aspects. President of Uzbekistan Sh. M. Mirziyoyev signed the law "On science and scientific activity", according to which one of the main directions of the sphere of science and scientific activity is to achieve the competitiveness and efficiency of the national economy through the development of science and scientific activity. [1].

The Military-technical Institute of the National guard provides a wide range of educational services. One of the important areas of educational work is the training and teaching of foreign languages to cadets, where a special place is taken by the Russian language.

The course of Russian as a non-native language has certain specifics: its own goals, content, and methods of teaching. Teaching Russian language as a non-native language in this case is characterized by the fact that cadets study at the faculty, for whom the Russian language has a practical orientation. It is important to take into account the level of training of cadets, their interests, external and internal motives, as well as the availability of appropriate training manuals

and technical tools. All this requires the development of methods that ensure successful training of cadets in the Russian language. The main idea of the methods is maximum variability with the most effective use of resources, cadets training time and teachers work. At the end of the course, cadets must be proficient in the Russian language to the extent necessary for communication in the educational, professional, social, household and socio-cultural spheres of communication, possess a system of subject knowledge, be psychologically ready for life and work in a new socio-cultural environment [4].

Teaching listening is one of the most important aspects of teaching Russian as a non-native language. Speech recognition, or listening, in terms of learning is a type of activity which is complex and demands much work for the problems in this area of language to be solved. To solve this problem, it is necessary to train cadets in listening at various stages of the course. Listening determines the further success or failure of all practical language learning, it plays an important role in the study of any foreign language, and especially in communication-oriented learning. Modern methods of teaching foreign languages emphasize the need to develop listening skills as a very important skill, without mastering of which it is impossible to communicate in the language being studied. Listening should take an important place at the initial stage of language learning



## LITERATURE REVIEW

The research of I. A. Zimnaya, N. D. Galskova, and E. N. Solovova gives a detailed description of listening as a type of speech activity, specifies the psychophysiological mechanisms of listening, identifies types of listening, and systematizes exercises for teaching listening.

Most foreign methodologists distinguish three main types of communicative listening depending on the completeness and accuracy of understanding foreign language speech by ear:

1. Listening with an understanding of the main content involves processing the semantic information of the sounding text in order to separate the new from the known, the essential from the unimportant, and to fix the most important information in memory;
2. Listening with a full understanding of the content involves a complete, accurate, and rapid understanding of the speech being spoken. Perhaps as a result of automation and the perception of sound forms, recognizing its elements, synthesizing content based on them, requires a high degree of automation skills, concentration and hard work of memory.
3. Listening with selective understanding of information — the main task is to isolate the necessary or interesting information in the speech stream (arguments, details, keywords, examples, specific data). When listening with a selective understanding of the requested information, where there is no need to fully understand the text, the percentage of unfamiliar vocabulary increases from 5 to 10%.

## OBJECTIVES

Listening is the goal of learning both as an end result and as an intermediate one. At the same time, listening is also a powerful tool for teaching Russian. Listening contributes to the assimilation of the lexical composition of the language and its grammatical structure. Moreover, listening makes it easier to master speaking, reading, and writing. Listening skills are the key to success in learning Russian as a non-native language. The formation of an understanding of speech by ear should take place in the natural conditions of sounding speech. Listening, as a means of learning, stimulates the educational and communicative activities of cadets. Improving the effectiveness of listening training has a significant positive impact on the effectiveness of foreign language teaching in General [5].

The issues of teaching non-philological students to study listening and taking notes when learning Russian are considered to be one of the most significant in the light of the communicative

methodology [6]. Students' listening skills are also important for everyday communication. The highest criterion of language proficiency is the effectiveness of communication in accordance with the situation and circumstances, special attention is paid to the ability of the cadet to demonstrate communicative competence. In real communication conditions, the specific weight of speech perception by ear is in the range of 40 to 50% [7]. Oral speech is a means of performing two types of activities—speaking and listening. The use of oral speech for communication implies both its generation and its understanding. The mechanisms of speaking and listening are closely related, and sometimes coincide. Learning to listen is not possible without learning to speak and learning to speak is not possible without learning to listen. At the same time, listening is the most difficult type of speech activity for training, which includes both verbal understanding, based on the cadet's speech experience, and subject understanding, based on their life experience and knowledge of the communication situation. Listening as a receptive type of speech activity is listening simultaneously with understanding the speech that is being spoken, which allows the recipient to make a certain conclusion, which is preceded by the analysis and synthesis of the meaning of multi-level units (phonemes, morphemes, words, sentences).

## MEDOTOLGY

It is known that for a successful listening process, such initial abilities of cadets as memory, attention, hearing, imitation, guess, prediction are necessary. These cognitive mechanisms are the basis for the formation of skills necessary for listening: technical, language, speech, and communication.

To ensure a positive result of listening, it is necessary to organize the process of learning listening methodically, which means that the method of teaching Russian as a non-native language has the task of properly organizing and planning this process, so that the level of formed auditory skills of cadets meets the needs of their further successful inclusion in the workflow.

At present, in the current programs and standards, listening as a type of speech activity is declared as a practical goal and means of training, which involves the gradual formation of appropriate (receptive) skills and abilities in cadets. At the end of the training in the listening aspect cadets must:

- understand the main content of the text (determine the topic, the main idea of the message, the main facts reported, establish the logical and semantic structure of the statement);
- understand the relatively complete content of the text (establish the sequence, logical connection of facts, understand the



relationship of phenomena, events, actions, identify causal relationships in the message, understand all the information in pragmatic texts);

- Understand with selective extraction of information (highlight the necessary or interesting information in the speech stream).

The effectiveness and efficiency of the process of learning to listen and take notes of a monologue audio text is achieved in the presence of a number of factors, namely, an effective learning model, the quality of the auditory material and its presentation [6].

When preparing audio materials, it is necessary to know that listening difficulties may be related to: the language form of the message, the semantic content of the message, the conditions for presenting the message, and the sources of information. Following this structure, you can define a construct when testing listening as follows:

- knowledge of the sound system (phonology, accent and intonation),
- understanding of particular linguistic meanings (this includes all knowledge of grammar and vocabulary),
- understanding full linguistic meanings (knowledge of grammar and discourse, as well as understanding longer texts),
- Understanding inferred meanings (knowledge of grammar, discourse, and pragmatics, i.e. understanding implicit meanings and possible inferences) [8].

Optimal and effective ways to solve communication failures in the situation of intercultural oral communication can be found by using compensatory skills in listening. Compensatory skills allow students to understand the sounding text in conditions of limited language and speech experience. In this regard, the formation of compensatory skills among cadets of a non-linguistic specialty is extremely relevant. It is important to note that if the level of redundancy of unfamiliar vocabulary is too high and it prevents understanding of the general meaning of the utterance, no compensatory skills should be mentioned [9]. This is especially true of colloquial formulas, clichés, and idioms. The meaning of these expressions is not always determined by the meaning of the words they contain. Therefore, they should simply be well known [10].

In the process of listening, students usually strive to catch the propositional content, which leads to a lack of understanding of the implicit meaning transmitted by the speaker. When teaching listening, the main focus is also on learning to understand global and detailed information. In textbooks, there are almost no tasks for inference, understanding the intention of communicants, their social status and position. Therefore, the problem of implicitness in the context of

dialogue is of particular interest, namely, the recipient's strategies, which are aimed at decoding the surface structure of the text, its folding, compression in order to transform it into a mental representation, since the final goal for the recipient is the correct understanding of the recipient's intentions.

Based on this, we proposed to include models for understanding implicit (hidden, implicit) meanings transmitted through indirect speech acts in audio materials. Thus, from the speaker's intentions, it is possible to analyze the ways of expressing each intention and develop models of their generation that are highly reproducible and reflect certain language constructions, which makes it possible to describe and present them for educational purposes.

We should also pay attention to the selection of the text genre for listening. A text is primarily a unit of communication, so it necessarily pursues a specific communicative goal and expresses a specific communicative intention.

At the National guard Military-technical Institute teachers of Russian language use texts for conversational and natural communication purposes related to certain topics for the first year cadets, and in the second year of training – texts with military themes. The question of the genres of educational texts is very important for the effectiveness of listening tasks.

Cadets should be introduced to the genres related to their specialty, not simultaneously, but sequentially, observing the principle from easy to difficult. We can move to the next genre when the students already understand the texts of the studied genre well enough. Then, simultaneously with learning a new genre, we should also listen to the texts of previously studied genres. And only at the final stage of language course, students will be able to successfully perceive texts of any genre.

Listening also allows you to significantly replenish the lexical stock of cadets'; involuntary memorization of vocabulary is a good example for this. Analysis of the specifics of verbal memory shows that when expanding the foreign language thesaurus, cadets should rely on involuntary memorization, since it creates the best conditions for learning all the connections of a word in a complex. Involuntary memorization is the process of learning something without prior intent, as well as mastering one material with the intention of learning another. In the process of involuntary memorization, cadets learn lexical material without setting up to study it, or learn new lexical units during the performance of some other task, such as reading or listening to a text.



## CONCLUSION

Based on the presented materials, we can draw the following conclusions:

- Listening is an important and fundamental aspect of language learning;
- Listening requires students to demonstrate versatile abilities;
- Listening can cause significant difficulties in its development for cadets-non-philologists, these difficulties can be associated with both initial competencies and psychophysiological features;
- To improve the effectiveness of listening, teacher should carefully approach the selection of audio materials;
- Materials should be selected in such a way that they ensure the development of compensatory skills in cadets, understanding and assimilation of implicit (hidden) meanings of speech and cover genres of everyday, cultural and professional orientation, namely the military structure;
- Listening contributes to the replenishment of cadets' lexical baggage due to involuntary memorization of lexical units and language structures.

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