

## THE SIGNIFICANCE OF AUDITING IN DEVELOPING SKILLS AND ABILITIES IN RUSSIAN LANGUAGE STUDENTS

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**Annotation:** The article discusses the use and improvement of listening skills in the work of students in communicative activities in teaching the language field, as well as the use of the listening method in activities.

**Key words:** Speech activity, communicative competence, language teaching, listening, modern technologies

The Significance of Auditing in Developing Listening Skills for Russian Language Students  
Auditing is a complex, active process of speech and thought activity, requiring detailed study both in terms of the functioning of perception mechanisms and the development of listening skills and abilities. Auditing forms the basis of communication; it is where the mastery of oral communication begins. This process of perception occurs at a certain natural pace characteristic of the foreign language, from various sources, with natural interference of both verbal and non-verbal nature. For the initial stage of learning, it is important to focus on auditing with understanding of the main content and extracting specific information. Being closely connected with other types of speech activity, auditing plays an important role in learning a foreign language. Auditing forms the basis of communication; it is where the mastery of oral communication begins. This process of perception occurs at a certain natural pace characteristic of the foreign language, from various sources, with natural interference of both verbal and non-verbal nature. For the initial stage of learning, it is important to focus on auditing with understanding of the main content and extracting specific information. Teaching auditing is highly relevant, as auditory competence is a key component in the professional activities of future specialists in any field. In this paper, auditory competence is understood as the ability to perceive and understand foreign speech by ear, based on acquired knowledge, auditory skills and abilities.

The Importance of Listening in the Age of Technology

The ability to perceive and understand speech by ear is becoming increasingly important in the age of modern technology, as it contributes to the formation of intercultural, informational, and professional competencies. In verbal communication, a person receives a significant amount of information through the auditory channel – both during direct communication (when interacting with others, during seminars and lectures, participating in conferences and discussions), and through technical communication channels (through radio and television, online). At the same time, the process of perceiving and understanding speech by ear can occur with or without a visual component (in a recording or "live").

The significance of auditing as a type of speech activity is particularly increasing due to the growing interest in the Russian language in the international educational space and the growing opportunity to study at universities abroad, to communicate with native speakers in various fields. Auditing also contributes to achieving the educational goal, providing children with the opportunity to understand statements, no matter how elementary, in the language of another

nation. Through auditing, the lexical composition of the language and its grammatical structure are assimilated.

In the process of mastering listening skills, students encounter difficulties of a linguistic nature: phonetic, grammatical, and lexical. They find it difficult to understand the differences in sounds, words, and sentences by ear. Understanding speech by ear is closely related to speaking – expressing thoughts using the means of the language being studied. Dynamic stereotypes arising from repeated auditory perception play an important role in the central regulation of speaking. And the correctness of speaking Russian as a Foreign Language is controlled in two ways: through hearing and through the sensation of one's own speech movements.

Developing Auditory Competence: A Research Framework

To form auditory competence effectively, it is crucial to develop both perceptual-phonetic skills and listening abilities, taking into account a certain level of understanding of the spoken foreign language.

Research Objectives:

Analyze the fundamental methodological theories of forming and developing listening skills and abilities.

Investigate the mechanisms of auditory perception and their functioning.  
Clarify the concept of "auditing".

Examine auditing as a learning activity, as well as a component of oral communication.  
Define the communicative goals of auditing.

Classify types of educational auditing and auditory skills and abilities.

Investigate the characteristics of auditory perception in students learning a second foreign language, as well as in trilingual environments.

Analyze the characteristics and difficulties of perceiving and understanding foreign, particularly Russian, speech by ear.

Develop a typology of learning tasks for teaching auditing, taking into account the levels of text comprehension and auditory skills and abilities.

Develop a set of tasks for teaching auditing, integrated into the Russian language curriculum for linguistics students.

Conduct a pedagogical experiment to test the methodology for forming listening skills and abilities, taking into account the mechanisms of perception and auditing strategies in linguistics students who have a B2 level of language proficiency.

Types of Educational Auditing:

Accordingly, we distinguish the following types of educational auditing:

1. Intensive auditing: This involves complete and accurate understanding of the sound message.  
 2. Extensive auditing: This involves the ability to understand sound texts of long duration and the overall content of the sound text.

3. Selective auditing: This involves extracting specific information.  
 4. Interactive auditing: This acts as a component of oral communication.  
 5. Critical auditing: This implies a response reaction from the listener to the sound message.

The main objective of intensive listening is to analyze a sound message based on a complete understanding of the spoken text. During the process of intensive listening, auditory-articulatory and lexical-grammatical listening skills are developed—such as distinguishing and recognizing specific sounds, words, and grammatical structures; segmenting phrases within the speech flow; and recognizing the accentual-rhythmic pattern of words. Various types of tasks are used for this purpose: dictation, repetition of certain sounds and words; recognition of familiar words; recognition of the sound form of unfamiliar words followed by clarification of their meanings in a dictionary; translation or interpretation of specific lexical units. In the execution of educational tasks within the framework of intensive listening, the instructor's task is to determine how accurately and completely the students have perceived and understood the information (sounds, grammatical structures, lexical units, etc.). At this stage, perception and understanding of the sound message occur at the level of perception—both at the segmental level and at the suprasegmental level.

In the process of extensive listening, the listener captures a large volume of information by listening to the spoken text. The functioning of the attention mechanism is fundamental for extensive listening, as the listener must maintain focus on the sound message for an extended period. The listener's attention should primarily be directed toward the overall content of the sound message. It is assumed that for successful perception and understanding of the spoken text, the listener employs a "top-down" approach, relying on operational units of information stored in long-term memory. The process of perceiving and understanding the sound message occurs at the level of general comprehension of the text. The listener's goal is to identify the main ideas of the spoken text and understand the logic of its presentation.

Consequently, in order to acquire the necessary knowledge and information in sufficient volume during lectures and seminars, students must possess auditory skills and abilities.

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