

**THE MAIN DIFFICULTIES ARISING DURING THE MASTERING OF
THE RUSSIAN (FOREIGN) LANGUAGE BY STUDENTS OF NATIONAL
GROUPS**

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ABSTRACT

The article discusses the features of teaching students to listen and the difficulties that arise in the perception of foreign speech and also suggests the most effective ways to overcome them. Language is the most important means of human communication. It inextricably linked language with thinking; it is a social means of storing and transmitting information, one means of managing human behavior.

KEYWORDS: *Listening, Speech Activity, The Sociolinguistic Component Of Communicative Competence, The Sociocultural Component Of Communicative Competence.*

INTRODUCTION

Language is a grammatical system that virtually exists in our brain, and a system of signs in which the only essential thing is the combination of meaning and an acoustic image. This phenomenon has many definitions: it is a systematized set of means of expressing thoughts, a way of communication between people, and a system comprising phonetic and graphic parts. Thus, perhaps language is a very multifaceted phenomenon in our life. Each language is also a field of knowledge that we encounter every second. Depending on what system of knowledge we had to face at birth, our belonging to the people, to its culture is determined. At a conscious age, we call that language native, and all other languages become alien, foreign languages for us. [1]

When learning any language, we faced a person with several tasks: he needs to learn to hear, understand speech, respond, and master the graphic symbols of the language, reading and writing skills.

Only after a person learns all this wisdom in the system that knowledge of the grammar of a language gives him, he will be able to master various competencies (linguistic, linguistic, speech, sociocultural, and others). The degree of possession of these competencies determines the level of knowledge of the Russian language by a foreigner. But the process of mastering competencies is fraught with many different difficulties, and depending on how a foreigner can cope with them, how much he will advance in learning the language. [2]

The problem of difficulties in learning a foreign language has already been studied by some psychologists: Zimnyaya I.A., Artemov V.A., Belyaev B.V., Klychnikova Z.I., and methodologists Bim I.L., Gez N.I., Lyakhovitsky M.V., etc.

The main reason for the difficulties in learning foreign languages (in our case, the Russian language) is the difference in their language structures.

Listening is the process of listening to foreign language speech, using special tests to check the level of listening comprehension. The observations of psychologists have established that the understanding of oral speech occurs as a result of the perception of speech and its comprehension. It seems that the whole variety of difficulties in the perception and understanding of foreign speech by ear can be reduced to three main groups. [3]

1. Difficulties associated with the peculiarities of the act of listening and speech activity of the listener.
2. Difficulties associated with the peculiarities of the speech of native speakers.
3. Difficulties associated with the peculiarities of the civilization of the country of the language being studied and the mastery of the sociolinguistic and sociocultural components of communicative competence.

The perception of speech by ear relies primarily on auditory sensations. The sounding speech of the interlocutor affected our hearing organs. The distinctness of auditory sensations plays a decisive role in the understanding of speech by ear. But, perceiving someone else's speech, we simultaneously reproduce what we hear as inner speech since the auditory sensation evokes a motor reaction to the ear. Therefore, clear articulation skills are also a condition that ensures accuracy and speed of understanding. [4]

They facilitated the perception of the speech of the interlocutor when we see his face, follow the position of the organs of speech, facial expressions. Visual sensations, although not an indispensable condition for the perception of speech by ear, play a positive role in it.

Therefore, we can say that auditory, motor and visual sensations accompanied the perception of oral speech, with the decisive role of auditory sensations, and the quality of these sensations determines the distinctness of speech perception.

Several difficulties accompanied the perception of foreign speech by ear, partly depending on the sound characteristics of each language, but to a greater extent inherent in the auditory perception of speech in any language.

A common difficulty is the lack of a clear boundary between the sound in a word and between the words in a sentence. The presence in foreign languages of such phonemes, which are not in the native language, also complicates. The difficulty associated with the discrepancy between spelling and pronunciation is typical of the Russian language. For example: to consider, today, the third, that, etc. The presence in the student's mind of a graphic image of a word that differs from the sound one often prevents the recognition of this word in sounding speech, due to the greater clarity and strength of the first. Students often confuse by ear words that differ only in such qualities of sound that are insignificant in their native language. In the flow of speech, familiar words change their usual sound under the influence of assimilation, disaccentuation and other phonetic phenomena. [5]

A very great difficulty is caused by the different rhythmic-melodic patterns of utterances in different languages. Intonation is used differently in different languages as a grammatical device. In Russian, intonation is the only means of expressing a question and therefore has a large grammatical load. In the Uzbek language, intonation changes only in a general question, but even here it is a secondary means since word order and an inflectional way are decisive for expressing a question.

A very important role in the perception of speech in a foreign language is played by the rate of speech, the appeal or non-address of speech to the listener, the familiarity of this voice for the perceived, the presence or absence of visual support. All of these factors are important for listening in any language. It usually seems that foreigners speak very quickly, while a similar rate

of speech of a compatriot seems completely normal. This happens because we do not have time to say what we hear. Possible separation of inner speech from the perceived, gaps in understanding. This makes it even more difficult to comprehend what is heard since after a space it becomes more difficult to follow the content of speech.

The fast pace of speech in a foreign language is an obstacle, sometimes very difficult to overcome even for an experienced listener, not to mention a beginner. In fast speech, the quality of sounds changes, unstressed sounds are reduced, sometimes words are completely “swallowed”, phrases acquire an unusual picture. [6]

For the listener, it is also far from indifferent whose voice he is listening to, whether this is the familiar voice of the teacher or the voice of a new person. You can constantly observe how students are lost when a new person addresses them with the most elementary question. This is caused by a number of attendant circumstances, but among them, not the last place is occupied by the individual characteristics of the speaker's speech - the timbre of speech, diction, the originality of the pronunciation of individual sounds.

Of great importance for the perception of oral speech, as mentioned above, is visual support. When the listener sees the speaker, observes his articulation, his own organs of speech seem to fit themselves in a similar way, it is easier for him to reproduce in his inner speech and recognize the sounds, words, expressions heard. Sitting far away from the speaker, we hear him worse, not only because of the weakening of the sound but also because we cannot see the articulation. On the telephone, or on the radio, we perceived foreign speech with great difficulty.

When perceiving foreign speech by ear, it is not indifferent whether we are dealing with a monologue or dialogic speech. The perception of each of these types of speech is associated with peculiar difficulties. When perceiving monologue speech, a particular difficulty is the fast pace of speech, which does not allow you to linger even for a moment and solve a more difficult mental task: maybe go back a little for this. The perception of monologue speech is more or less prolonged and therefore requires a sufficiently developed auditory memory.

The difficulties associated with understanding dialogical speech lie in the rapid change of topics and the need to divide attention between the perception of the interlocutor's speech and the consideration of one's answer.

Overcoming the difficulties associated with the perception of speech in a foreign language is associated with the development of sensations. The high culture of our sensations is not innate, it should be specially developed, and when mastering a foreign language, this has to be done almost anew, since speaking in a foreign language sometimes requires such skills that did not play a significant role in mastering the native language. [7]

The above data on the nature of the process of listening to speech and the difficulties that accompany it allow us to draw conclusions regarding the skills that need to be developed when teaching listening. This is, first of all, the ability to recognize learned speech patterns by ear, to divide them into elements. The ability to:

- to recognize words that have undergone changes in the flow of speech, to highlight the words facing the stress; comprehend the type of intonation with which the given sentence is pronounced; differentiate similar-sounding words; perceive speech by ear both in the presence and in the absence of visual support;

- perceive speech at a certain pace; perceive the speech of different people.

Understanding speech in a foreign language is accompanied by “complex mental activity, including the recognition of language means and understanding of the content. Understanding the meaning of an utterance as a whole is based on the so-called verbal understanding.

Comprehension of audible speech occurs on the basis of the interaction of sensations and thinking. Under the influence of speech on our senses, certain speech patterns arise in our minds that need to be recognized and comprehended, resulting in an understanding of speech.

The speed and accuracy of such understanding depend on how strong and clear the connection between the sound image of speech samples and words in the speech flow with their content is, it is better when the material appears in the speech, especially learned by students with a recognition mindset.

Recognition of individual words and entire speech patterns occurs on the basis of the previous speech experience of students. In other words, what is available to recognition is what was previously perceived in the same form and with the same meaning. The slightest changes made to this material require reflection (including explanations) and then understanding. But the understanding of speech in a foreign language is not excluded in the presence of a certain number of unfamiliar words, the clarification of the meaning of which is possible due to the meaning or due to the presence in the form of these words of such elements that facilitate understanding-similarity with the form of a word in the native language in international words, the presence of known affixes in derivatives, etc.

We associate verbal understanding in a foreign language with several difficulties, both lexical and grammatical.

Among the lexical difficulties, it is necessary, first, to include homophones. Words that are close in sound also cause great difficulty (especially paronyms, for example, a diplomat, to the point of water - arguments, fakes, as well as perfect and imperfect verbs: catch-catch, put-put, speak-say, start-off).

In grammar, the greatest difficulty is the discrepancy in the syntactic pattern of the phrase - an unusual word order, the distance from each other of elements related in meaning, for example, the use of a preposition in Russian and a postposition in the Uzbek language. The presence of morphologically homonymous forms a very complicated understanding of oral speech. So, for example, in Russian, various parts of speech very often coincide in the form: three (numeral, verb) and I'm flying (heal, fly).

Functional words, which are so many in the analytical language, also present a significant difficulty, since they are unstressed, hardly noticeable, devoid of lexical meaning, and poly semantic. They cannot limit verbal understanding in all those cases when a coherent speech, a story is perceived by ear (it is sufficient only for understanding individual sentences and phrases). Usually, a higher level of understanding is needed - understanding of the subject. Object understanding arises on the basis of verbal understanding. If verbal understanding, as mentioned above, is based on the speech experience of students, then subject understanding is possible only on the basis of certain life experiences, knowledge of individual facts, familiarity with similar situations, etc.

Object understanding, like verbal understanding, is based on the recognition of the familiar and on the comprehension of the new, including it in the sphere of the known. But here a new very powerful factor comes into play - interest in the content of the perceived speech, controlling the listener's attention, stimulating volitional effort, without which the successful flow of such laborious and strenuous activity as the perception of foreign speech by ear is impossible.

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