



# Methodological features of teaching Chinese students to listen in the classroom in Russian as a foreign language

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**Abstract.** The article discusses the methodological features of teaching Chinese students to listen in the classroom in Russian as a foreign language. The research methods were analysis, synthesis, generalization of scientific and methodological literature on the research problem. The research materials are scientific and methodological sources for teaching Chinese students Russian as a foreign language. Linguistic and extralinguistic factors that cause difficulties in teaching listening comprehension in the Chinese audience are identified. It is concluded that the methodological features of teaching Chinese students to listen should include: the relationship of teaching listening to articulation, the formation of pronunciation skills based on articulation schemes and imitation; taking into account the intonational features of the Chinese language; taking into account the national methodology of teaching foreign languages, the predominance of written forms of work over oral ones; visualization of the auditory series, interconnected teaching of listening and writing, listening and reading; work with audio and video sources, wide use of multimedia technologies (interactive programs, work with podcasts); repeated repetition and memorization of dialogues, speech clichés, audio texts; taking into account the national psychological traits of Chinese students: diligence, slow switching from one type of activity to another, introversion; concreteness and consistency in learning based on the native language, the widespread use of grammatical commentary in the native language, visualization and visualization tools.

**Keywords:** listening, education system, Chinese, Russian as a foreign language, speech activity

## 1 Introduction

Listening training is one of the most complex and understudied types of learning activities. Purposeful listening training at all stages of teaching Russian as a foreign language contributes to the successful mastery of oral speech. Listening is the leading type of speech activity and is in demand in everyday communication and in the educational process. A complete and accurate understanding of a foreign language is carried out as a result of bringing to automatism all the mechanisms of listening, perception of a sound form, recognition of its elements [10].

## 2 Methods and materials

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At present, the methodology of teaching Russian as a foreign language is based on taking into account the specifics of the national mentality of foreign students. In this regard, the teacher must be familiar with the national and cultural experience of foreign students, take into account the difference between their mentality and the mentality of Russian speakers, which, in turn, depends on the combination of many historical, socio-cultural, confessional, geopolitical, and other factors. It is the focus on the specifics of the "foreign" mentality that allows you to correctly develop guidelines for building the entire course of study, including for teaching listening skills. In other words, it is important for Russian as a foreign language teacher to be able to work with study groups of different ethnic composition, taking into account their ethnopedagogical, ethnopsychological, ethnocultural and ethnolinguistic features. Speaking specifically about Chinese students, it becomes important to develop recommendations for optimizing the educational process in the context of the interaction of two languages and cultures, since the teacher is faced with different educational traditions and value systems. For the successful organization of training in such a classroom, it is necessary to take into account the specifics of national mentalities and arrange work in such a way that the interest of each individual student is in the center of pedagogical attention. Today, the communicative method developed by E.I. Passov, the most important goal of which is to develop students' ability to solve communicative problems through the language being studied and communicate with its native speakers so that the language is acquired in the process of natural communication, the organizer and participant of which is the teacher himself [2]. In a broader sense, we can talk about a communicative-activity approach to teaching Russian as a foreign language, which is implemented through constant speech activity. Important in this case are such basic principles of the designated approach as:

- maximum orientation to the individual psychological, age and national characteristics of students;
- cumulative training in all types of speech activity; - formation and support of the need for communication in the classroom;
- active mobilization of speech experience;
- continuous application of communication strategies;
- use of perceptual, interactive and informational communication [10].

When teaching Chinese students Russian as a foreign language, it is important to address the issue of their adaptation to a new sociocultural environment for them and to a new model for organizing and implementing educational activities. In this regard, the ethno-cultural and ethno-psychological characteristics of Chinese students should be taken into account by the teacher, since he is the main "regulator" of the socialization of foreigners in the Russian education system, performing both the function of a bearer of professional values and the function of a representative of a new ethnic culture. All

this determines the importance of compiling a generalized ethno-cultural portrait of students from China, which should be further taken as the basis for the development of a linguodidactic model for teaching Chinese students to listen in Russian. The formation of such a portrait is possible on the basis of an ethno-regional approach, when it is necessary to single out a set of systematized features that objectively and comprehensively characterize a certain ethnotype of a foreign student [6]. Describing the representatives of the Asian region as a whole, it should be noted that they are distinguished by a developed sense of solidarity and cohesion, and the commonality of customs, traditions and cultures brings them even closer away from their homeland. Among the most striking ethno-cultural features of students from Asia, one can note discipline, good breeding, restraint in actions, as well as the authority of the team, within which the approval or disapproval of the student's actions by the study group becomes a strong motivating factor for him. If we consider directly the inhabitants of China, then it can be argued that "representatives of Chinese culture are characterized by a practical way of thinking, and their logic is highly objective, while the stereotype of national thinking forces the Chinese to subordinate the infinite variety to the usual standard.

It is important to note that Chinese students are more protracted and tend to comprehend the material for a long time, which leads to a low pace of learning and the allocation of "pauses" in the classroom work that they need to think about new information and memorize it, as well as to work with the dictionary [4]. It is vocabulary work that is one of the most important forms in teaching listening comprehension, since most Chinese students memorize educational texts and check each word with a dictionary definition, even if the teacher tries to activate the mechanisms of their language prediction or helps them determine the meaning of the word from the context. The scientific literature also notes that educational and pedagogical communication in China is based on four principles:

1. Emotional restraint.
2. Compliance with the hierarchy, that is, the authority of the teacher.
3. Inability to express certain emotions.
4. Independence of students.

In general, the process of formation of language and speech competencies among Chinese students has the following characteristic features:

- reliance on visual perception (visual memory);
- uneven development of various competencies at the initial stage of teaching Russian as a foreign language;
- a slow transition from mastering the theory to its application in practice (including speech generation and the formation of one's own statements) [2].

Listening is the most difficult type of speech activity for Chinese students. The main linguistic factor that complicates learning to listen to the Chinese audience is the differences between Russian and Chinese, primarily their phonetic systems. These include:

- 1) by speaking and listening, Chinese students confuse voiced and voiceless consonants, since there are only four voiced consonants in Chinese: «m», «n», «l», «r», all

the rest are voiceless sounds, stop consonants form pairs that differ in the presence / absence of aspiration.;

2) the absence of the sound [p] in the native language of students leads to the fact that when pronouncing it, they often replace it with the sound [l];

3) incorrect articulation of Russian unstressed vowels is explained by the absence of the concept of stress in Chinese, that is, all “syllables” are fixed and there are no unstressed vowels in Chinese;

4) violation of rhythm when pronouncing a Russian word;

5) absence of tone changes in hieroglyphs [1].

It should be noted that at the initial stage of learning, the perception of foreign speech occurs with the obligatory pronunciation aloud. Listening classes are held in the classroom, as well as independently. Nevertheless, imitation of sounds, imitation of a native speaker is not enough for Chinese students to successfully master Russian pronunciation [9]. The most optimal is the use of visual supports with the articulation scheme of Russian sounds with Chinese and translation, as well as comments in the native language. Particular attention should be paid to work on intonational structures.

First, Chinese is a tone language, that is, the meaning of each word depends on the tone. In Russian, intonation is a paralinguistic means of expression, but does not perform a semantic function. There is no interrogative intonation in Chinese. For this purpose, special service words are presented in the language [7].

Secondly, the lack of stress in Chinese creates difficulties for Chinese students with the rhythm of the Russian language [6].

Thirdly, Russian words are polysyllabic and long, sentences are complicated by subordinate constructions, while Chinese words are monosyllabic, sometimes two-syllable, if the word combines concepts [4].

Fourthly, the difficulties in teaching Chinese students are associated with the educational system of China, where the main task is to memorize a huge amount of material and reproduce it without analyzing it and expressing one's attitude to it. Accordingly, the style of learning a foreign language acquires a non-communicative character: Chinese students easily perform substitution exercises, but do not have the ability to initiate communicative interaction with an interlocutor, they hardly overcome the psychological barrier in the process of communication. This extra-linguistic factor causes significant difficulties in teaching Chinese students to listen [5].

Let us consider the methodological features of teaching listening to Chinese students when teaching Russian as a foreign language.

In traditional Chinese education, mainly written forms of teaching tasks and control are used, the grammar-translation method of learning a foreign language prevails, which makes visualization of the sound range relevant at all levels of work on listening. Chinese students successfully memorize visual images and apply visual supports [8].

In this regard, in the process of listening, it is advisable to use underlining, highlighting, writing, filling in gaps, drawing, and also use such forms of work as storytelling from a picture, restoring the sequence of audio text from illustrations, and visualizing events using videos. In addition, the introduction of new vocabulary is also advisable to introduce in writing. The method of verbal advance, common in modern methods of teaching foreign languages, is inapplicable in working with Chinese students.

The widespread use of digital technologies among Chinese students makes it possible to actively use various digital tools in the educational process. Due to the fact that in the Chinese audience, reception traditionally prevails over productive types of work, the use of digital technologies helps to eliminate the psychological barrier, relieve tension and make listening training more effective [2]. The most effective are podcasts and short videos for the interconnected teaching of speaking and listening.

Chinese students need games with clear rules, an understandable algorithm of behavior, and clear instructions. Outdoor games with chips, balls, cards, etc. are effective. In addition, they are characterized by the consistent performance of clearly defined actions, the lack of the ability to quickly switch from one type of work to another, the desire for mechanical memorization, and careful detailing of their activities [3].

In the future, in the process of teaching Russian as a foreign language, there is a need to attract authentic audiovisual materials that have advantages over educational texts. Firstly, authentic audiovisual materials contribute to the successful and adequate formation of communicative competence (N.A. Savinova, L.V. Mikhaleva, N.M. Rumyantseva, D.N. Rubtsova). Secondly, authentic audiovisual materials serve as a means of modeling the natural language environment in the absence of it. This function of authentic audiovisual materials is significant not only for students who study outside the language environment, but also for foreign students in Russia who, due to the language barrier, cannot fully communicate in Russian. Thirdly, authentic audiovisual materials contain background knowledge. Fourth, authentic audiovisual materials have a positive effect on the quality of perception of information by students in the classroom. Thus, the transmission of information simultaneously through several channels of perception (sound, visual, speech) contributes to the concentration of attention and composure of students, and also creates a learning environment favorable for the assimilation of information. To this end, it will be necessary to develop preparatory exercises. First of all, before listening to the text, it is necessary to enter and work out the key lexical units of the text in the exercises. Next, it is necessary to acquaint students with background information that is important for its perception. Since difficulties may arise in the perception of speech due to a fast pace and unclear pronunciation, in order to train listening skills, it is necessary to include exercises in the preparatory work, where the main type of speech activity is listening.

Authentic materials for teaching Russian to Chinese students should have a number of characteristics:

- provide extensive practice of using the target language in everyday life and have a strong motivational effect;
- be of greater interest to students, since the information contained in them is perceived as reliable;
- contain an incentive for the subsequent exchange of impressions [5].

Working with authentic audiovisual materials includes three stages.

The purpose of the first stage is to remove the lexical and linguacultural difficulties of students in the perception of the text. At this stage, work is underway on vocabulary and background information. Vocabulary work includes the following types of tasks: "Read the interpretation of new words in Russian, determine their meaning and translate these words into Chinese", "Listen to sentences with new words and explain the

meaning of each sentence”, etc. The tasks of this stage are aimed at consolidating in the students' auditory memory of the vocabulary learned in the lesson, for example: "Re-read the new words and listen to the sentences, name the missing words." Work on background information takes place from the linguacultural text, which is significant for its perception. The following types of tasks are used: "Read / Listen to the text. Answer the questions". Units that are difficult to hear by ear are presented before listening to the text in writing.

The peculiarity of this system of exercises is that at this stage, for practicing vocabulary, mainly listening tasks are used, and not written tasks. They will not only be able to remove lexical difficulties, but also develop listening skills. As materials, it is advisable to use authentic statements in Russian, which are partially abridged or adapted, and also voiced by a native Russian speaker.

The purpose of the second stage is to test understanding of the content of the TV interview. To do this, students need to offer tasks in which they need to select the appropriate content of the viewed statement, as well as determine their correctness, establish the sequence of episodes and reproduce the context. In order to direct the attention of students to the search for certain information in the text, test tasks must be given in class before listening to the text.

The third stage aims to develop students' communication skills and the skills of highlighting socio-cultural information. During the work at this stage, much attention was paid to the speech behavior of the interlocutors participating in the dialogue. To develop the skills of highlighting socio-cultural stylistic information, students can be offered to evaluate the emotional tone of questions from viewers (polite / impolite, neutral, provocative, hostile), express their opinion, analyze the reaction of the interlocutor. You can offer to listen and discuss separately each question and the answer to it. A special place is occupied by the tasks of the interactive stage, for example, preparing for a role-playing game and conducting it.

### **3 Conclusions**

So, we can distinguish the following methodological features of teaching listening to Chinese students:

- 1) the relationship between learning to listen and articulation, the formation of pronunciation skills based on articulation patterns and imitation;
- 2) taking into account the intonational features of the Chinese language: a semantic fixed tonality and the absence of phrasal intonation;
- 3) taking into account the national methodology of teaching foreign languages, the predominance of written forms of work over oral ones;
- 4) visualization of the auditory series, interconnected teaching of listening and writing, listening and reading;
- 5) work with audio and video sources, wide use of multimedia technologies (interactive programs, work with podcasts);
- 6) repeated repetition and memorization of dialogues, speech clichés, audio texts;

7) taking into account the national psychological traits of Chinese students: industriousness, slow switching from one type of activity to another, introversion;

8) concreteness and consistency in teaching based on the native language, the widespread use of grammatical commentary in the native language, visualization and visualization tools.

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