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## **USING DICTATIONS IN THE FOREIGN LANGUAGE CLASSES**

One of the leading areas of student competence is the development of literacy. The student should not only speak correctly and competently, but also apply the learned rules in writing. Due to this, the effectiveness of the teacher's work is not possible without raising the efficiency of each lesson, improving and creative use of foreign language teaching methods and forms, among which dictators occupy an important place [4].

A foreign language, like as mother tongue, does not exist in isolation. Performing two important functions - communication and cognition - it serves as a means not only of interpersonal but also of international, interstate, and international communication [3]. After graduation from the university, students should not only speak a foreign language, but also be able to competently read authentic literature, express their thoughts in writing, compose secondary texts (annotations, summaries), to possess all forms of language activity [2, p. 10-11].

Today research on the teaching of writing is observed such scientific as Galskova, Tarnopolsky and others. But despite this, much attention is paid to writing creative works, namely the use of non-traditional dictators in English classes. So this kind of activity is actually today. The purpose of our research is to review and analyze non-traditional dictates in English as an effective means of communication and spelling skills. On this basis, we set ourselves the task of outlining the features of the dictator as some form of educational work; to classify dictators of innovative character; submit a methodology for their conduct [1, p. 28-35].

So nowadays the following types of unconventional dictators are considered:

Categorization dictation. Teacher writes different word categories on the board. Ask the students to write as many words for each category as they can

remember. (e.g. *Places in a city: museum, cinema, theater, sports played with the ball: football, volleyball, basketball*).

Extension dictation. Teacher tells the students that will dictate the beginning of the sentences and their task is to finish them with as many words as they can. (e.g. *I went to the market yesterday and bought some ... pork, mutton, chicken, beef, veal; some fruits...peach, apples; some vegetables...potatoes, cabbage, onion*).

Dictation robot. Teacher prepares a short paragraph that would like to dictate to the class. This could be a reading or listening text that students have studied before, or a paragraph that you created to highlight grammar and vocabulary you want them to notice. Announce to the class that you are going to do a dictation. However, teacher is a dictation robot that only understands three commands: PLAY, PAUSE, and REWIND. When the students say "PLAY", teacher will begin reading the dictation text at a normal pace. When the students say "PAUSE", teacher will stop exactly where teacher is, even if teacher is in the middle of a word. When students say "PLAY" again, teacher begin from where teacher stopped. When the students say "REWIND" and add a word, teacher will find that word in the text and read from there.

Intense dictation. Teacher reads the paragraph and tells the students not to write every single word, but only the samples of the target language (e.g. Present Perfect, past simple forms of irregular verbs, etc.)

Transformation dictation. Teacher can use this activity to practice singular/plural forms of nouns, comparative/superlative adjectives, irregular verbs, active/passive voice. Teacher dictates the basic forms of the words and asks the students to change the form and write them down. (e.g. *The teacher says tooth, students write teeth*)

Jumbled dictation. Most course books use a series of discussion questions to interest and activate students' current linguistic and cultural knowledge about a topic. Teacher dictates the sentences but jumble the words so that students have to put them in the right order to create the questions. This will give them

extra practice with word order in questions, which is often difficult for learners. (e.g Teacher says books, students, clever, do, make, students write the words, put them in the right order Do books make students clever?, teacher reads the question aloud and students discuss it).

Nonsense word dictation. To practice some target language (e.g. prepositions) teacher chooses a paragraph and removes a language item (prepositions) after that reads the paragraph out loud, instead of prepositions say some funny word (e.g. cake). Teacher asks the students to write the sentences down replacing the word cake with a correct preposition. (e.g. A teacher dictates I'm meeting my mother CAKE Monday, the students write I'm meeting my mother on Monday).

Back to back dictation. Teacher divides the students into pairs and asks every pair to sit back-to-back, after that gives every student a part of the text. Teacher tells them to work in pairs and dictate their parts to each other. Having written everything down, students can double check with the original text.

Gapped dictation. Teacher prepares a paragraph that wants to dictate after removes the parts with the most complicated vocabulary or grammar structures and leaves enough space for students to write. Teacher dictates the text (or uses the audio recording), asks the students to fill in the gaps with the missing words.

Dictogloss. This is one of the most complete dictation activities, testing each of the 4 skills. Teacher chooses a short text and tells the students that is going to read it to them 3 or 4 times at normal speed.

When students listen to for the first time, teacher tells them to write down the content words they hear (nouns, verbs, adjectives, adverbs). Teacher lets students compare what they wrote down with their partner.

When students listen to for the second time, teacher tells them to write down the content words they missed. Again, teacher asks them to compare with their partner. They should, at this stage, have identified most of the keywords.

When students listen to for the third time, teacher tells them to see if they can fill in the missing grammar words (pronouns, prepositions, auxiliary verbs,

articles etc.). When they compare with their partner this time, they should be able to write down the sentences they heard.

At this stage, the sentences may not be grammatically correct, so they can join with another pair and work together, using their existing knowledge of grammar and word order, to reconstruct the sentences they heard. This can be difficult so reading a final time is recommended for students to check their sentences against the originals.

Common error dictation. Teacher makes up five or six sentences with common errors that students make or teacher thinks they might make and dictates those sentences. Students write the correct versions.

Teacher checks the answers by asking individual students to say and spell (or write on the board) the words/sentences.

Therefore, taking my own experience in teaching of foreign language the most effective and interesting for students are types of dictators such as categorization dictation for the study of lexical topics and intense dictation for the review and consolidation of grammar.

#### Reference

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