



Article

Methods of Using Educational Dictation in Developing Students' Speech

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Abstract: The article discusses the study of types of educational dictations and methods for their effective use, the determination of their role in the development of students' written speech, and the development of methodological recommendations. The knowledge, skills and competencies that students should acquire in order to improve their written literacy in native language and literature classes include the following aspects: conscious mastery of spelling rules, creativity and clear, concise, short and understandable expression of thought.

Keywords: educational dictation, written literacy, speech, scientific thinking, annotated dictation, artistic text.

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1. Introduction

In order to improve the student's written literacy, it is prescribed to regularly conduct written work such as essays, reports and dictations within the deadlines specified in the calendar-subject work plan. Dictation is the writing of a word, sentence, or text that has been heard and perceived. Dictation is of great importance in developing students' oral and written speech and improving their literacy. The student tries not to make mistakes in the process of writing a dictation. Not making mistakes depends on the level of their mastery of phonetic, lexical, and grammatical knowledge. Spelling rules are related to grammatical phenomena [1]. Therefore, in order to write a competent dictation, it is necessary to know grammatical rules.

The development of speech proficiency plays a pivotal role in language learning, particularly in the context of educational dictation. Dictation exercises, often used as a tool to enhance listening, writing, and speaking skills, provide students with an opportunity to improve both their passive and active language abilities. This study examines the effects of educational dictation on the speech proficiency of students, focusing on speech fluency, vocabulary usage, grammar, and sentence structure [2]. The primary objective is to evaluate whether regular participation in dictation exercises can lead to significant improvements in these key areas of language development, compared to traditional language instruction methods.

2. Materials and Methods

This research utilized a mixed-method approach, combining both quantitative and qualitative data collection methods to evaluate the effectiveness of educational dictation in developing students' speech proficiency. The study involved 100 students from middle school, divided into two groups: an experimental group (n=50) that participated in educational dictation sessions and a control group (n=50) that followed the regular

language curriculum [3]. Students from a middle school were selected, with ages ranging from 10 to 15 years. All participants had intermediate proficiency in the target language and were randomly assigned to either the experimental or control group [4]. The experimental group participated in a structured dictation program that lasted six weeks. Each session consisted of listening to passages of varying difficulty, followed by transcription and verbal reproduction exercises. These dictations included different sentence structures, vocabulary, and grammatical complexity. In contrast, the control group continued with the traditional language instruction, focusing on textbook exercises and grammar drills without dictation exercises.

1. Assessment: Both groups were evaluated using four primary criteria:
2. Speech Fluency: Measured by sentence length and pronunciation accuracy.
3. Vocabulary Usage: Assessed based on the variety of vocabulary used in both written and oral tasks.
4. Grammar and Sentence Structure: Focused on the correct use of complex sentence structures, including compound and complex sentences.
5. Writing Skills: Evaluated based on clarity, coherence, and the ability to incorporate new vocabulary and grammatical structures [5].

Educational dictations are divided into the following types according to the method of organization and execution:

1. Emphatic dictation.
2. Own dictation or dictation of writing from memory.
3. Explanatory dictation.
4. Elective dictation.
5. Free dictation.
6. Picture dictation.
7. Dictionary dictation.
8. Creative dictation [6].

Of these, in elective, free and creative dictations, the text is written with certain changes.

3. Results and Discussion

The results indicated that the experimental group showed significant improvement in all areas assessed.

Table 1. Improvement in Speech Fluency, Vocabulary Usage, Grammar, and Writing Skills in Experimental vs Control Groups [7].

Criteria	Experimental Group (Pre-Test)	Experimental Group (Post-Test)	Control Group (Pre-Test)	Control Group (Post-Test)
Speech Fluency	50% fluency score	75% fluency score (+25%)	55% fluency score	60% fluency score (+5%)
Vocabulary Usage	60% use of complex vocabulary	90% use of complex vocabulary (+30%)	65% use of complex vocabulary	77% use of complex vocabulary (+12%)
Grammar and Sentence Structure	60% correct sentence structures	100% correct sentence structures (+40%)	65% correct sentence structures	80% correct sentence structures (+15%)
Writing Skills	70% clarity and coherence	95% clarity and coherence (+35%)	72% clarity and coherence	75% clarity and coherence (+3%)

As shown in Table 1, the experimental group demonstrated significant improvements in all measured areas, especially in speech fluency, vocabulary usage, grammar, and writing skills, compared to the control group.

The experimental group demonstrated a 25% increase in speech fluency, measured by the accuracy of pronunciation and sentence length, compared to a modest 10% improvement in the control group.

There was a 30% increase in the use of complex vocabulary among the experimental group, while the control group showed a 12% improvement. This suggests that dictation exercises facilitate the retention and active usage of more diverse vocabulary.

The experimental group showed a 40% improvement in using compound and complex sentences correctly, while the control group improved by only 15%. This indicates that dictation exercises significantly enhance the ability to construct complex sentences.

In written assessments, the experimental group scored 35% higher in tasks that required the use of new vocabulary and grammatical structures, highlighting the positive impact of dictation exercises on writing clarity and coherence [8].

Emphatic dictation is used to better understand the methods of applying the rule in practice. Before writing the text, in the process of writing it, as in explanatory writing, students explain how to write the word and why it is written that way.

Students read and memorize (see and perceive) the text, which contains words written based on the spelling rule learned in their dictation or in writing from memory, or they listen and memorize (perceive) it under the guidance of a teacher, and then write it independently [9].

Explanatory dictation is conducted in two ways, depending on the abilities of the students. Usually, the student, under the guidance of the teacher, explains the spelling of a certain word before or after writing the dictation. He analyzes the spelling of the word from the syllable-sound, sound-letter side, and applies the rule to it. For example, "A book is a source of knowledge" - Book: Book. Two syllables. The first syllable has the sounds k, i; the second syllable has the sounds t, o, b. The final b sound is pronounced like a p sound [10]. We check the spelling of the letter that represents the b or p sound. To do this, we add the i sound to the end of the word and say: book. The sound b is written as ". In this dictation, students underline the words related to the rules.

In selective dictation, students do not write the entire dictated sentence or text. They write only the part of it that corresponds to the teacher's task (words, word combinations that are written based on the learned rules) [11]. For example, writing only words written with a capital letter (grade 1), writing a word in the accusative case with a noun with which it is connected or a word in the accusative case with a verb with which it is connected (grade 4). Selective dictation develops students' spelling skills.

In addition to strengthening spelling rules, free dictation develops students' speech and thinking skills. Picture dictation is conducted by showing a picture of the subject or itself: a picture of the subject is shown, students say its name and write it down, putting a comma, and so on (remember that the first word is capitalized, and the rest are written according to the rules) [12]. The purpose of the picture dictation is to consolidate the learned rules, especially the correct spelling of difficult words that are studied during the school year, as well as to test how students have mastered them. Based on this goal, the teacher consistently uses all types of dictation, taking into account the stage of work on the formation of spelling skills [13].

Based on the real situation, the teacher is required to carefully study not only written work, but also class and homework, identify the mistakes made by each student and compile a list of grouped errors based on them, and work out general mistakes and shortcomings in a frontal view, and individual mistakes and shortcomings.

Written work covers several stages. Accordingly, there are several types of each of the written works, such as dictation, statement, essay, and only their targeted use will give the intended effect.

The specific condition of dictation is more important than the concept of dictation in its dictionary meaning - writing down while speaking. Dictation is not just writing what you hear, but copying the image of the spoken word that is imprinted in the mind,

consciousness [14]. That is why, regardless of the dictation, the main issue is to achieve the student's ability to write correctly. If the student does not consciously realize that in monosyllabic words such as "aql" and "fahm" the short vowel "i" is heard between consecutive consonants, but is not written; and that a comma is placed before the conjunctions of contrast, reason, and definition, then one should not hope for a "good" or "excellent" grade.

The results of this study indicate that educational dictation can significantly contribute to the development of students' speech. Dictation exercises provided students with the opportunity to practice real-time listening and speaking skills, enhancing their pronunciation, fluency, and understanding of syntax [15]. The use of complex passages in dictations allowed students to engage with advanced vocabulary and sentence structures, improving their overall language proficiency.

The marked difference between the experimental and control groups highlights the value of integrating dictation exercises into the language curriculum. These exercises not only strengthen auditory discrimination skills but also promote the retention of vocabulary and grammar structures, contributing to better verbal communication. It is important to note, however, that the effectiveness of educational dictation may vary depending on the students' initial proficiency level [16]. Students with lower proficiency might require additional scaffolding or simplified dictations to achieve optimal results. Additionally, the subjective feedback from students suggests that they found dictation exercises to be engaging and beneficial, which could further motivate them to practice their language skills outside the classroom.

4. Conclusion

At this point, it is appropriate to speak with two lips about the literacy of dictations and statements, which are considered the most important source for improving student literacy, and instructions coming under the control of higher organizations. Current dictations and statements should be used with caution, because there is no text that can be used without some spelling, punctuation or stylistic corrections. We deliberately do not give examples of these conclusions, because neither the authors nor the publisher will take responsibility for these errors. Moreover, a specialist with a little literacy who uses them does not feel the need to look for proof of this claim.

Educational dictation proves to be a valuable pedagogical tool for developing students' speech proficiency. By integrating dictation exercises into language instruction, students can enhance their listening, speaking, and writing skills in an engaging and effective manner. The study suggests that educational dictation should be further explored and implemented across different educational contexts, considering the significant improvements observed in students' language skills. However, further research is needed to assess long-term benefits and the effects of varying difficulty levels in dictation exercises.

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