

METHODOLOGY OF PREPARING LANGUAGE UNIVERSITY STUDENTS FOR IELTS WRITING

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ABSTRACT:

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This research examines the methodology of effectively preparing students for the IELTS writing examination. The article explores modern approaches, challenges, and solutions in the IELTS writing preparation process in higher education institutions. The study is based on literature analysis and methodological recommendations.

INTRODUCTION. The IELTS exam is currently one of the most prestigious systems for assessing English language proficiency internationally. The writing section remains a challenging task for many students [1; 25]. The relevance of this research lies in the necessity to improve IELTS results among graduates of foreign language institutes in Uzbekistan. The research aims to enhance the writing preparation methodology with the following objectives: study modern approaches, identify problems, and develop methodological recommendations.

METHODOLOGY AND LITERATURE REVIEW

The research methodology is based on systematic literature review and content analysis. Both international and local sources were studied. As Brown [1; 163] emphasizes, students need to develop several key skills during IELTS writing: logical thinking, use of academic vocabulary, correct application of grammatical structures, and knowledge of Task 1 and Task 2 formats. Ivanova [2; 160] identified several writing-related challenges in her research, including proper time management, adequate topic coverage, and developing convincing arguments. According to Uzbek scholar Karimov [3; 52], certain aspects are

crucial in developing writing skills: regular practice, analysis of samples, and error correction techniques.

RESULTS AND DISCUSSION

The comprehensive literature analysis revealed several significant findings regarding IELTS writing preparation methodology. For Writing Task 1, the research indicates that students require extensive training in interpreting and describing visual information. According to Wilson [4; 30], successful candidates demonstrate strong analytical skills in identifying trends, comparing data points, and selecting relevant information from graphs, charts, and diagrams. The ability to organize this information coherently while maintaining an academic tone presents a particular challenge for many students.

The analysis of Task 2 preparation methods revealed more complex requirements. Students must develop sophisticated critical thinking skills to address abstract topics while maintaining a clear argument structure. Lee [5; 95] emphasizes that successful Task 2 responses demonstrate not only strong language skills but also cultural awareness and the ability to present balanced arguments. The research shows that students often struggle with developing counter-arguments and maintaining objective viewpoints throughout their essays.

Time management emerged as a crucial factor across both tasks. Students need to develop strategies for efficient planning, writing, and reviewing within the strict time constraints of the examination. Zhang [8; 150] suggests that regular timed practice under examination conditions helps students develop these crucial time management skills. The research indicates that students who regularly practice under timed conditions show marked improvement in their ability to complete both tasks effectively.

Assessment criteria understanding plays a vital role in student success. The literature reveals that explicit teaching of assessment criteria, combined with practical application through peer review and self-assessment exercises, significantly improves student performance. According to Smith [6; 84], students who understand the scoring criteria demonstrate better ability to self-evaluate and improve their writing. This understanding helps them focus their preparation on key areas that examiners evaluate.

The research also highlights the importance of vocabulary development specific to academic writing. Petrova [7; 33] notes that successful candidates demonstrate mastery of academic collocations, formal expressions, and sophisticated linking devices. The analysis suggests that systematic vocabulary instruction, focusing on academic word lists and

commonly used phrases in IELTS writing, should be an integral part of preparation methodology.

Feedback mechanisms emerged as another crucial element. The literature indicates that effective feedback should be specific, timely, and actionable. Brown [1; 53] emphasizes the importance of providing detailed feedback that addresses both macro-level issues (such as essay structure and argument development) and micro-level concerns (including grammar and vocabulary usage). The research suggests implementing a systematic feedback approach that gradually builds student confidence while addressing specific areas for improvement.

Technology integration in writing preparation also emerged as a significant theme. Modern digital tools and platforms can provide additional support for students through automated feedback, practice materials, and progress tracking. However, the research emphasizes that technology should complement rather than replace traditional teaching methods, serving as a supplementary tool in the overall preparation methodology.

These findings collectively suggest that successful IELTS writing preparation requires a multi-faceted approach that addresses both technical writing skills and strategic thinking abilities. The methodology must be systematic, incorporating regular practice with authentic materials, comprehensive feedback mechanisms, and consistent assessment aligned with IELTS criteria.

CONCLUSION. Based on the research results, several recommendations were developed to improve the IELTS writing preparation process. These include implementing a systematic teaching approach, utilizing modern methods, applying individual approaches, and introducing a regular assessment system. The findings suggest that a well-structured methodology combining these elements can significantly enhance student performance in IELTS writing.

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