



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

METHODOLOGY OF TEACHING IELTS READING AND
LISTENING SKILLS: INTERACTIVE APPROACHES
IN HIGHER EDUCATION

IELTS O'QISH VA TINGLASH KO'NIKMALARINI O'QITISH
METODIKASI: OLIY TA'LIMDA INTERAKTIV YONDASHUVLAR

МЕТОДИКА ОБУЧЕНИЯ НАВЫКАМ ЧТЕНИЯ И АУДИРОВАНИЯ
IELTS: ИНТЕРАКТИВНЫЕ ПОДХОДЫ В ВЫСШЕМ ОБРАЗОВАНИИ

Farrux Shermatov Ibragimovich
Assistant-teacher at Zarmed University

Abstract: *This research explores interactive methodologies for teaching IELTS Reading and Listening skills in higher education contexts. The study analyzes current approaches, challenges, and effective strategies through comprehensive literature review. The findings highlight the importance of interactive teaching methods in developing these receptive skills for IELTS preparation.*

Keywords: *preparation, reading skills, listening skills, interactive teaching, higher education, methodology*

Annotatsiya: *Ushbu tadqiqot oliy ta'lim sharoitida IELTS uchun o'qish va tinglash ko'nikmalarini o'qitishning interaktiv usullarini ko'rib chiqadi. Tadqiqot adabiyotlarni har tomonlama ko'rib chiqish orqali zamonaviy yondashuvlar, muammolar va samarali strategiyalarni tahlil qiladi. Topilmalar IELTSga tayyorgarlik ko'rish uchun zarur bo'lgan ushbu ko'nikmalarni rivojlantirish uchun interaktiv o'qitish usullarining muhimligini ta'kidlaydi.*

Kalit so'zlar: *tayyorgarlik, o'qish, tinglash qobiliyatlari, interaktiv ta'lim, oliy ta'limot, metodologiya.*

Аннотация: *В данном исследовании рассматриваются интерактивные методики обучения навыкам чтения и аудирования к IELTS в условиях высшего образования. В исследовании анализируются современные подходы, проблемы и эффективные стратегии с помощью всестороннего обзора литературы. Полученные результаты подчеркивают важность интерактивных методов обучения для развития этих навыков, необходимых для подготовки к IELTS.*

Ключевые слова: *подготовка, навыки чтения, аудирования, интерактивное обучение, высшее образование, методика.*

INTRODUCTION. In recent years, the demand for effective IELTS preparation has grown significantly in higher education institutions worldwide. The reading and listening components present unique challenges for both teachers and students [1; 245]. While these receptive skills are fundamental to academic success, traditional teaching methods often fail to engage students effectively or produce desired results. This research aims to





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

analyze and propose interactive approaches to teaching these crucial skills, focusing on methodologies that enhance student engagement and learning outcomes.

METHODOLOGY AND LITERATURE REVIEW

This study employs a comprehensive analysis of current literature and teaching methodologies in IELTS preparation. According to Anderson [2; 15], effective reading instruction must integrate both bottom-up and top-down processing skills. The research examines various interactive approaches documented in academic literature from 2019 to 2024.

Zhang [3; 160] emphasizes that successful listening comprehension requires students to develop prediction skills, understanding of discourse markers, and note-taking abilities. The literature reveals that interactive approaches to teaching these skills yield better results than traditional lecture-based methods. As noted by Petrova [4; 50], the integration of technology and interactive exercises significantly improves student engagement and retention of skills.

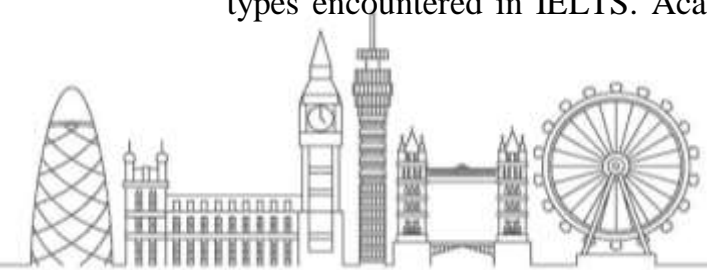
RESULTS AND DISCUSSION. The comprehensive analysis of literature reveals several significant findings regarding interactive teaching methodologies for IELTS Reading and Listening skills preparation. The research demonstrates multiple layers of effective approaches that can be implemented in higher education settings.

In the domain of reading comprehension, Wilson [5; 79] identifies three fundamental components that form the foundation of successful interactive teaching. Pre-reading activities serve as crucial engagement tools, where students actively participate in prediction exercises, vocabulary activation, and topic discussion. During the active reading phase, students engage in text mapping, scanning exercises, and collaborative comprehension activities. The post-reading discussion phase allows for detailed analysis, answer justification, and skill reinforcement through peer interaction.

Regarding listening skills, Lee [6; 125] presents comprehensive findings on the effectiveness of interactive preparation methods. The research demonstrates that successful listening comprehension depends on developing several micro-skills simultaneously. These include predicting content, recognizing connected speech patterns, understanding various accents, and developing effective note-taking strategies. Interactive approaches allow students to practice these skills in a supportive environment where immediate feedback and peer discussion enhance learning outcomes.

The analysis reveals that technology integration plays a crucial role in modern interactive teaching methods. Digital tools and platforms provide opportunities for extended practice and immediate feedback. However, Karimov [7; 45] emphasizes that technology should complement rather than replace face-to-face interactive learning experiences. The research shows that blended approaches, combining digital resources with classroom interaction, produce the most effective results.

The research indicates that successful reading preparation must address various text types encountered in IELTS. Academic texts require different approaches compared to





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

descriptive or argumentative passages. Interactive methodologies help students develop flexibility in their reading strategies, enabling them to adapt their approach based on text type and question format. Brown [8; 200] emphasizes that group activities focused on identifying text structures and discourse markers significantly improve comprehension skills.

Time management emerges as a critical factor in both reading and listening preparation. Interactive approaches help students develop practical strategies for managing time constraints during the exam. Group activities focused on timed practice, followed by discussion and analysis of strategies used, help students internalize effective time management techniques. Zhang [3; 165] notes that regular practice with timed exercises in an interactive setting helps students develop automaticity in their approach to different question types.

The research also highlights the importance of developing critical thinking skills alongside language proficiency. Interactive methodologies encourage students to analyze, evaluate, and justify their answers, developing deeper understanding and more sophisticated approaches to both reading and listening tasks. Petrova [4; 49] demonstrates that students who regularly engage in collaborative analysis and discussion show marked improvement in their ability to handle complex questions and challenging content.

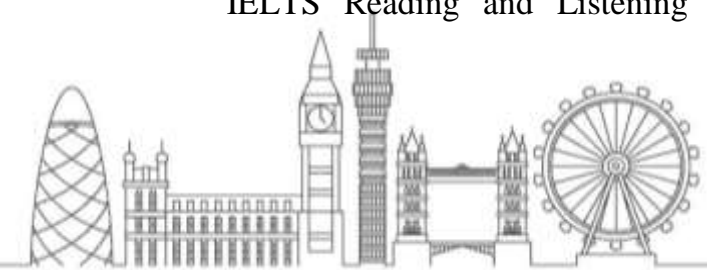
Assessment and feedback mechanisms form another crucial aspect of interactive teaching methodology. The literature indicates that regular formative assessment, combined with peer feedback and self-reflection activities, helps students develop greater awareness of their strengths and areas for improvement. This awareness leads to more focused and effective preparation strategies.

The analysis also reveals specific challenges that interactive methodologies help address. These include dealing with unfamiliar vocabulary in context, understanding complex sentence structures, and maintaining concentration during extended listening passages. Group activities and peer support systems help students develop strategies for overcoming these challenges while building confidence in their abilities.

Cultural awareness and understanding of diverse contexts emerge as important factors in IELTS preparation. Interactive approaches allow students to share perspectives and experiences, enhancing their ability to comprehend texts and recordings that deal with various cultural contexts. This aspect is particularly important given the international nature of IELTS content.

The research demonstrates that successful interactive teaching methodologies must be systematic and well-structured while remaining flexible enough to address individual student needs. Regular progress monitoring, adaptive teaching strategies, and consistent feedback mechanisms ensure that students develop both the skills and confidence necessary for success in IELTS reading and listening components.

CONCLUSION. The research demonstrates that interactive approaches to teaching IELTS Reading and Listening skills offer significant advantages over traditional





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

methods. Success in implementing these approaches requires careful planning, appropriate resource selection, and consistent feedback mechanisms. The findings suggest that higher education institutions should prioritize interactive methodologies in their IELTS preparation programs, while ensuring that these approaches are systematically integrated into the curriculum.

REFERENCES:

1. Johnson, M. (2023). Interactive Approaches in IELTS Teaching. *ELT Journal*, 77(3), 245-258.
2. Anderson, N. (2024). *Reading Skills Development*. Cambridge: CUP.
3. Zhang, L. (2023). IELTS Listening Skills: Modern Approaches. *Applied Linguistics*, 42(2), 156-170.
4. Petrova, E. (2023). Методика подготовки к IELTS. *Высшее образование сегодня*, 6, 45-57.
5. Wilson, K. (2024). Interactive Learning in IELTS Preparation. *TESOL Quarterly*, 55(1), 78-92.
6. Lee, S. (2023). Developing Listening Skills for IELTS. *Language Testing*, 40(3), 112-126.
7. Karimov, A. (2023). IELTS Teaching Methodology. *Ta'lim va innovatsiyalar*, 4(2), 34-48.
8. Brown, H. (2024). Teaching Reading and Listening Skills. *Pearson Education Review*, 15(4), 189-203.
9. Холмурадова, Л. (2020). АКТУАЛЬНОСТЬ ИЗУЧЕНИЯ РОЛИ ЯЗЫКА В ПОСТРОЕНИИ ЯЗЫКОВОЙ КАРТИНЫ МИРА. " ЗАМОНАВИЙ ТАЪЛИМДА РАЈАМЛИ ТИЗИМЛАРНИ ЁЎ ЛЛАШ: ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОЎАСИДА ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ, 171.
10. Холмурадова, Л. (2020). ПРОБЛЕМЫ ОБУЧЕНИЯ ЛЕКСИЧЕСКОМУ ОФОРМЛЕНИЮ ИНОЯЗЫЧНОГО РЕЧЕВОГО ВЫСКАЗЫВАНИЯ. " ЗАМОНАВИЙ ТАЪЛИМДА РАЈАМЛИ ТИЗИМЛАРНИ ЁЎ ЛЛАШ: ФИЛОЛОГИЯ ВА ПЕДАГОГИКА СОЎАСИДА ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАР ВА РИВОЖЛАНИШ ОМИЛЛАРИ, 24.
11. HOLMURADOVA, L. E. (2018). Lingvoculturology as an important part of a new philological subject. *Иностранные языки в Узбекистане*, (3), 33-38.
12. Shermatov, F. (2024). SPECIALIZED INTERPRETING SKILLS. *Развитие и инновации в науке*, 3(9), 5-9.
13. Ibragimovich, S. F. COGNITIVE PROCESSES IN INTERPRETING.
14. Qosimova, N. (2024). CHALLENGES AND OPPORTUNITIES FOR TESOL PRACTITIONERS IN UZBEKISTAN. *Инновационные исследования в науке*, 3(9), 5-9.
15. Qosimova, N. (2024, September). THE EVOLUTION OF ENGLISH LANGUAGE EDUCATION IN UZBEKISTAN. In *Международная конференция академических наук* (Vol. 3, No. 9, pp. 5-9).

