

**PREPARING HIGH SCHOOL STUDENTS FOR IELTS THROUGH BLENDED LEARNING
BASED ON TEACHING EXPERIENCE****Djumaniyazova Zulfiya Kaliyevna**

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Abstract: The thesis describes how to prepare students for the IELTS exam by combining classroom lessons and online resources. This approach helps learners become more independent, practice all skills, and improve their exam results.

Key words: IELTS, blended learning, learner autonomy, digital technologies.

Introduction

Today, students need not only to learn English at school, but also to prepare for international exams. IELTS is one of the most popular, and regular lessons are not enough here. That's why I decided to try mixed learning with my 10th grade students of the public school 46 in Nukus city: curriculum classes are in the classroom, the others are online.

Purpose and objectives

The goal: to show that blended learning really helps high school students prepare for IELTS.

Tasks:

1. Combine offline lessons and online platforms.
2. Make the training more interesting and accessible.
3. Check if the students are making progress.

The practical part

I worked with two classes of 10th graders whose goal is to pass IELTS at least 6.0–6.5 for admission to foreign universities. The training took 3 months, twice a week.

1. Speaking:
 - Part 1 Interview training (question and answer in pairs).

- Flashcards for Part 2 Long Turn (1 minute to prepare, 2 minutes of monologue).

- Debates on topics for Part 3 Discussion.

- Online: The IELTS Speaking Assistant app for recording answers.

2. Listening:

- Recordings from IELTS Cambridge Books were used.

- A strategy for predicting the response.

- Online IELTS Listening Practice Tests.

- Homework: BBC Learning English podcasts.

3. Reading:

- Reading academic texts using skimming and scanning techniques.

- Competitions for the speed of information search.

- Online Tests for IELTS Online Tests.

- Reading National Geographic Kids articles at home.

4. Writing:

- Task 1: description of graphs and diagrams.

- Task 2: Essay on structure (introduction – arguments – conclusion).

- Peer review (exchange of works).

- Online: Write & Improve (Cambridge) for automatic verification.

Results:

Skill	Up to (average score)	After (average score)
Speaking	5.0	6.0
Listening	5.5	6.5
Reading	5.0	6.0
Writing	4.5	5.5

Conclusion

The use of blended learning in my point of view has shown that the combination of face-to-face classes and online resources makes IELTS preparation more effective. Students not only do better on exam assignments, but also become more independent: they learn to plan their time, work with digital tools, and use English-language resources. This approach increases motivation and allows to adapt the process to individual needs. Blended learning can be successfully applied both in elective courses and in the English language curriculum.

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