

# SOME TECHNIQUES TO PREPARING FOR THE EXAM IELTS (MODULE READING)

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## Abstract:

The purpose of this article is to analyze the main methods and techniques to improve the quality of reading in English, as well as the development of recommendations to prepare for the IELTS exam module «Reading».

**Keywords:** IELTS, Reading, 3 passages, skimming, scanning.

## Introduction

Reforming the education system in general and the transformation in higher education are closely related to those modifications that occur in the social life of the country, as they directly reflect trends in society. For the modern Republic of Uzbekistan, which entered the international educational space, characterized by a desire to improve the education system, the adaptation of national peculiarities of high school to the international requirements and standards of education. Modernization of the education system is accompanied by significant changes in pedagogical theory and organization of educational process, aimed at the introduction of innovative approaches to learning that provides the ability to merge the education system of the Republic of Uzbekistan with international educational standards in the full conditions of the relevant partnership and cooperation. Innovativeness of the education system is reflected in the essential components of the learning process: training programs, technology education and the teaching process itself. Analysis of the literature and internet resources on this topic showed the presence of a sufficient amount of language resources for preparing for the exams of international certificates, as well as a large amount of information illuminating format exams at this level. In this regard, it is advisable to become familiar with the format of the international exams in English International English Language Testing System (hereinafter - IELTS), highlight its features, as well as organizing the possible techniques and exercises for its successful completion.

As you know, there is a system of international exams aimed at proving their English language skills necessary to achieve the intended educational purpose. Variability exam formats and provides a distinction goal degree of understanding the English language, as well as its scope. It should be noted that in the Republic of Uzbekistan among international exams most famous are the classic English (Cambridge) exams that focus on British English, as well as international exam IELTS (International English Language Testing System). IELTS - this is a test for those



who intend to study or practice in an English speaking environment, it makes it possible to establish the degree of English proficiency of people who are not native speakers. IELTS is recognized by most British, Australian, Canadian and New Zealand universities. IELTS score is recognized in virtually all countries of the world (including the UK and the US) [6, p.-303]. The second module numbering IELTS - «Reading» consists of 3 sections and 40 questions. Test duration is not more than 60 minutes. The test taker should read the text and answer the 40 questions that contain certain clarifications on the read text. Academic and General modules contain different text formats. Academic module (Academic Reading) comprises three parts. The total amount of text in this format is 2000-2750 words. According to the developers of the test, the texts for academic format is taken from newspapers, books and magazines and meet cultural training subjects, that is, do not contain narrowly-specific professional information. The general module (General Training Reading) consists of three texts on general topics, totaling 2,000-2,500 words that can be taken from newspapers, magazines, advertisements, brochures, official documents. [10, p.166]

Further we analyze the possible techniques and exercises that can ease the process of preparation for the IELTS test Reading module. In preparation for the Reading module it is indispensable to develop the ability to read, taking into account the importance of: a) a full understanding of the content of texts; b) exercise the skills of understanding the substantive content of the complexity on the content and structure of texts of various genres: popular, political and artistic.

Further we consider two basic methodologies of reading skills: 1. Reading with understanding the basic content of the text (scanning reading and skimming reading). Under skimming reading meant reading to determine the main idea, theme, problem or goal of the text. Task scanning reading - finding specific information, such as determining where an event occurs to find names, dates, find synonyms. Therefore, in the process of reading goals such as: define a topic that is covered in the text, the definition of the problems addressed in the text, as well as the definition of specific information about this issue; main idea; selection basic facts, omitting minor; identification of the author's position. Students must understand the content of the text and comprehend the information. Students need to focus on the fact that, as a rule, basic meaning in the text are the first paragraph (introduction), and the initial and final proposals of each paragraph. Text mode introductory reading involves a cursory reading for 3-4 minutes to obtain basic information. O.B. Bessert [1,p.-131, 9.p.76] suggests the following exercise to work in this mode:

What theme / field of science is dealt with in this text?

Which of these titles fits the text best? (There are several headers).

Which of these topics are dealt with in the text? (There are several themes).

Which paragraph / text belongs to this picture? (Proposed one picture and a few short texts).

Which of these texts deals with the problem of environment protection? Etc. (There are several short texts).

All training texts should be carefully chosen, which requires thorough work from the teacher. The importance of proper selection of texts indicates S.K. Folomkina, in her view, the text appears "as the basic communicative unit, which is used by people in the speech activity" [4,



p. 256]. Before working on the new text, the teacher should direct students' attention to the reading and understanding of the text. He calls the problem / field of science are discussed in the text. You can ask the students what they know about this problem and how it relates to. At the preparatory stage of work with the text you must do pre-reading exercises to remove some linguistic and semantic difficulty of the text. R.P. Milrud gives an example of such an exercise[2, p.-253]:

- to perfect pronunciation of place names, names, and some of the words. Here you can add words to the pronunciation of which students are traditionally mistaken, for example: infinite, inventory, consequences, purchasing and others.

- to work with single words related to the potential dictionary: international, derivatives, complex. Students are required to guess the meaning of these words, give their translations.

- complex grammatical structures with the help of their analysis, translation.

- Introduction to text questions / tasks for which students must find the answer by reading the text, which involves the identification of key words in the task or question, followed by finding their paraphrase in the text.

- to work with synonyms, antonyms, definitions of words in their definitions.

One of the important types of work pre-reading step is to predict how the contents of the text and word forms. On the prediction of the content students should do the following tasks:

- to define the main theme / idea of the text for the title and subtitle (if available);

- to define the main idea of the text and the author's attitude to the problem raised by the first and last paragraphs of the text;

- to select the main theme of the text of a series of proposed topics after reading the header text. O.V. Chichkova5 [5, p.18] gives examples of typical forms of exercise for guessing the meaning of the new words:

- reading words with missing letters: cr \_ \_ te (expected answer -create)

- drawing up the words of the individual parts (on cards): base +

- prefix or suffix - use (-less; un-; - ful; - er; - ness; -able) (expected answers - useless, unusable, useful, reuse, user, usefulness, usable);

- reading filling in the gaps (or instead of pictures) corresponding words.

These exercises are very important to perform these types of workouts examination tasks as filling gaps in the tables, diagrams, a brief retelling and tasks to complete sentences. Reading the text in order to understand the main content is regulated depending on the size and complexity of the text. Reading comprehension control is performed by doing post reading exercises: -selection headings to the paragraphs of the text; replied to questions on the basic information of the text in the form of short answers, in the form of choosing the correct answer from a range of responses; -defining the reliability of the proposed adoption of information presented in the text; -finding specific information. At this stage, it is checked the ability to focus on the text, finding a unit of semantic information, for example, to find quickly and read the sentence in which the main characters are called (the place of action, the time characteristics of the characters, causes and consequences actions, etc.). Quickly finding the necessary information in the text helps, for example, reading, namely searching, which is used for the reverse lookup technique where the text is not visible as a conventional reading from left to



right and top to bottom and bottom to top and right to left. This prevents inadvertent reading of words and helps to isolate the desired information. As a rule, in all textbooks on exam preparation IELTS offers recommendations on how to carry out an assignment on the exam. The teacher should make a bank of such recommendations on each task. The students who know this method make their own algorithm of each type of task. At the same time it is important to encourage students to increase reading speed through such exercises as: -reading text / piece of text for a certain period of time. For this type of exercise is necessary to select the text or excerpts of the same length and difficulty, and gradually reduce the time reading; - reading proposals to gradually build up the elements for the same time interval; -reading text and quick to find an answer to the question of the teacher.

The second methodology of reading skill is reading with full comprehension of the text (intensive reading). It should be noted that in the IELTS exam this kind of reading is not used, but work on this kind of reading is required in preparation, as it is this type of reading is the basis of replenishment of active and passive vocabulary reading and mastering grammatical structures, modes of transmission of information in the text. This type of reading requires a lot of time and effort on the part of students to master them in full. Before reading the text the students should do a variety of tasks in order to introduce them gradually to the specifics of intensive reading and develop their abilities and skills needed to pass the exam IELTS: the allocation of the main ideas; generalization of reading; finding answers to these questions; reading or image read circuit or a schematic drawing. According to E.N. Solovova post reading exercise at this stage are mainly to test the understanding of the text read as a whole and its individual sections. Their goal is to assess the level of understanding of the content and the key information read the text [3, p. 84]. Such exercises are creative in nature and aimed not so much on the development of memory as thought, intelligence, logic. These exercises may contain tasks that, for example, composite define logical-links in the text, cause and-effect relationship between phenomena described in the text: the plan of a text; division of the text into logical parts and headlining them; drafting questions to the text and their location in a logical sequence. Exercises that promote the ability to express their own judgement and assessment of their attitude and reading can be, for example, tasks such as: express your opinion in a particular thought, phenomenon, the statement in the text; prepare a presentation on the text with additional information, etc. IELTS Preparation for Reading module must be considered as the basis for a comprehensive training modules such as Speaking, Writing, and, primarily, as a source of replenishment of the vocabulary and, in particular, Academic Vocabulary. Practice shows that many of the words included in the list of words Academic Word List, are found in a variety of texts for exam preparation, as well as directly in the exam texts themselves. Therefore, the teacher must not only provide students with a list of Academic Word List, but also work out these words in every form of the text. For these purposes, we can recommend the following: 1. Students find the words of Academic Word List themselves in the text, give their definitions, synonyms and build derivational series and prepare examples with these words. 2. The instructor prepares exercises to practice these and other words chosen by him to replenish the active vocabulary of students. This exercise can be the selection of synonyms, for example: Our revenue is more than \$ 1 mln. (the expected response - a word from the active



vocabulary -income); Lack of vitamin B can produce a variety of symptoms (the expected response - shortage). And in the next lesson, you can prepare Back Exercises: Our income is more than \$ 1 mln. (expected answer revenue); Shortage of vitamin B can produce a variety of symptoms (the expected response -lack). This exercise is very useful for writing an essay, which require the use of synonyms and synonymous expressions. You can also ask students to insert within the meaning of the word (as in the active vocabulary), starting with a certain letter, for example: They suffer from present s- - - - - of labour (expected answer - shortage). In addition, you can make exercises on the use of prepositions and reverse translation. 3. The teacher gives the following tasks for the development of language skills:

- give the main idea of each paragraph of the text using the words from the active vocabulary.
- prepare brief / detailed retelling of the text using the new words / phrases. It should be noted that there are texts that are difficult to retell. In such cases such, for example, the text "Unhealthy, unhappy, with no self-esteem: British teenagers lag behind world's young" [7, p.-208], and is replete with examples of digital information, we can offer instead of retelling list issues raised in the text, describe examples of ways the solutions offered by the author, as well as to express their attitude to the problems and propose their own ways to overcome them: - prepare your story or describe any situation using a minimum of 15 new words / phrases (as a rule, homework).

In this article we covered the basic types of exercises and activities in English, the purpose of which - the development of skills and reading skills. In our study, we sought to analyze the features of preparation for the IELTS Reading module exam, and proposed a set of exercises will help improve not only the skills of reading, but also language skills in preparation for this exam modules as Speaking and Writing. These types of exercises, of course, do not exhaust the whole variety of forms and methods of work of the students in preparation for this type of exam. Many of the issues of development of reading skills are still waiting for their development, both in theory and in practice.

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