

THE ROLE OF MODERN TECHNOLOGY IN PREPARING STUDENTS FOR INTERNATIONAL CERTIFICATION EXAMS: TEACHING STRATEGIES FOR COMPUTER-DELIVERED IELTS

Ruzikulova Nigina

Uzbekistan State World Languages University

English Philology Faculty

Abstract. In recent years, technological advancements have significantly influenced the way students prepare for international language examinations such as IELTS. One of the most important developments is the transition from traditional paper-based testing to Computer-Delivered IELTS (CD IELTS). This change has not only affected how exams are administered but has also reshaped the skills students need to succeed.

This study explores how modern technological tools, including online platforms and artificial intelligence, can support more effective exam preparation. It also discusses how teaching practices need to adapt to these changes and presents practical methods that educators can use in the classroom. The paper highlights both the advantages of digital testing and the challenges students may face when adjusting to it

Keywords: computer-delivered IELTS, digital skills, language learning, educational technology, blended learning, AI in education, exam preparation

Introduction

English language proficiency tests such as IELTS play a crucial role in helping students access education and job opportunities abroad. As education systems continue to evolve in response to digital innovation, testing formats are also changing. One clear example of this is the growing use of computer-based exams

The introduction of CD IELTS has added a new dimension to exam preparation. Students are now expected not only to demonstrate their language abilities but also to feel comfortable using digital tools. This shift requires both teachers and learners to rethink traditional approaches and adopt new strategies that reflect a more technology-driven environment.

From Paper-Based to Computer-Delivered IELTS

The move from paper-based IELTS to its computer-delivered version reflects a broader shift toward digital assessment worldwide. While the content and scoring system remain the same, the experience of taking the test is quite different

For example, typing responses allows students to edit their work more easily, while reading from a screen may require greater concentration for some learners. In addition, navigating through questions on a computer demands a certain level of technical confidence

Because of these differences, preparation methods that worked well for paper-based exams may not be fully effective for CD IELTS. This makes it important to adapt teaching practices accordingly.

Online Learning Platforms

Online learning platforms have become an essential part of exam preparation. They provide structured lessons, practice tests, and instant feedback. More importantly,

they often replicate the real exam environment, which helps students become familiar with the format.

Artificial Intelligence Tool

Artificial intelligence is increasingly used to support personalized learning. For instance, automated writing tools can evaluate student essays and provide detailed feedback. This allows learners to identify their weaknesses and improve more efficiently.

Practice Through Simulation

Practicing in a computer-based format is one of the most effective ways to prepare for CD IELTS. Simulated tests help students manage their time better and reduce anxiety by making the exam experience more predictable

Multimedia Learning Resources

Videos, audio materials, and interactive exercises make learning more engaging and dynamic. These resources are especially useful for developing listening and speaking skills, as they expose students to authentic language use.

Implications for Teaching

The shift to computer-based testing has important implications for teachers. It is no longer enough to focus only on language instruction; digital competence must also be included in the learning process. Teachers need to guide students in using technology effectively, encourage independent learning, and monitor progress using digital tools. At the same time, they should create a supportive environment where students can gradually build confidence in using computers for academic purposes.

Teaching Methods for CD IELTS Preparation

Blended Learning

Blended learning combines traditional classroom instruction with online activities. This approach allows students to benefit from direct teacher support while also practicing independently using digital tools.

Task-Based Learning

Task-based learning focuses on practical activities that reflect real exam tasks. For example, students can practice writing essays under time constraints or participate in speaking discussions similar to the IELTS format

Flipped Classroom

In a flipped classroom, students review theoretical material at home and use class time for practice. This method encourages active participation and allows teachers to provide more personalized feedback.

Digital Skills Training

Students should regularly practice using computers for exam-related tasks. This includes typing, reading from a screen, and navigating digital interfaces. Developing these skills can significantly improve performance.

Data-Informed Teaching

By analyzing student performance on digital platforms, teachers can identify specific areas that need improvement. This makes it possible to tailor lessons to individual needs.

Collaborative Learning

Group activities using digital tools can help students learn from each other. Collaboration also improves communication skills and builds confidence.

Challenges of CD IELTS

Despite its benefits, CD IELTS can be challenging for some students. Common difficulties include:

- limited experience with computers
- slower typing speed
- difficulty concentrating on screen-based texts
- increased mental effort

These challenges should be addressed through regular practice and targeted support.

Recommendations

To improve preparation for CD IELTS, the following steps are recommended:

- include digital skills in IELTS courses:
- provide access to computer-based practice materials
- organize mock exams in digital format
- train teachers in using educational technology
- encourage students to practice independently

Conclusion

The transition to Computer-Delivered IELTS has changed the way students prepare for the exam. While it offers many advantages, it also requires new skills and teaching approaches. By integrating technology into the learning process and using effective teaching methods, educators can better support students in adapting to this new format. Ultimately, a balanced approach that combines language development with digital competence is key to success.

REFERENCES

1. Ashirkulovna, M. F., & Iroda, C. BENEFITS OF DISTANCE LEARNING.
2. Ashirkulovna, M. F., & Erkinovna, U. M. OBSTACLES IN LEARNING THE ENGLISH LANGUAGE. Zbiór artykułów naukowych recenzowanych., 66.
3. Bruce, E., & Clark, T. (2023). IELTS Online: Overview. IELTS Research Reports.
4. Chan, S., Bax, S., & Weir, C. (2017). Researching participants taking IELTS Academic Writing Task 2 in paper and computer modes. IELTS Research Reports.
5. Ramancauskas, T., & Ramancauske, K. (2025). IELTS writing revision platform with automated scoring and adaptive feedback.
6. Weir, C., et al. (2018). Researching comparability of paper-based and computer-based writing tests. *Assessing Writing*, 36, 32–48.
7. Xaydarova, S., & Toshmamatova, O. (2025). Paper-based versus computer-delivered IELTS: Effects on writing quality and cognitive load. *Young Scientists Journal*, 3(59), 50–53.
8. Zakariya, Y. F., et al. (2026). Computer-based testing in higher education: A phenomenological investigation. *Frontiers in Psychology*, 17.
9. SALIMOVA, N. (2025). INGLIZ TILI DARSLARIDA VIDEO DAN FOYDALANISHNING XUSUSIYATLARI. «ACTA NUUZ», 1(1.1), 189-191.
10. SALIMOVA, N. (2025). INGLIZ TILI DARSLARIDA VIDEO DAN FOYDALANISHNING XUSUSIYATLARI. «ACTA NUUZ», 1(1.1), 189-191.
11. SALIMOVA, N. O 'ZBEKISTON MILLIY UNIVERSITETI XABARLARI, 2025,[1/1] ISSN 2181-7324.

12. Маматкулова, Ф. А. (2019). О свойствах кулинаронимов. NovaInfo. Ru, (108), 22-24.
13. Маматкулова, Ф. А. (2020). Учебная программа и преподавание в среднем образовании. NovaInfo. Ru, (119), 30-32.
14. Маматкулова, Ф. А. (2020). Использование современных образовательных технологий в формировании лингвокультурной компетенции студентов. NovaInfo. Ru, (117), 63-65.
15. Маматкулова, Ф. А. (2020). Эффективные педагогические технологии повышения навыков письменного дискурса. NovaInfo. Ru, (119), 32-35.
16. Маматкулова, Ф. А. (2020). Особенности критического мышления в повышении межкультурной компетентности студентов. NovaInfo. Ru, (119), 35-37.
17. Эрданова, З. А. (2021). Замонавий лингвистикада инсон ва унинг фаолияти акс этилиши. *Международный журнал искусство слова*, 4(5).
18. Эрданова, З. (2021). Инсоннинг касбий фаолияти билан боғлиқ тил бирикмаларининг шаклланиши. *Общество и инновации*, 2(9/S), 186-190.
19. Эрданова, З. (2021). Формирование языковых единиц, связанных профессиональной деятельностью человека. *Общество и инновации*, 2(9/S), 186-190.