



ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

KHOREZMSCIENCE.UZ





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USING WEBQUEST TECHNOLOGIES IN PREPARING A FUTURE ENGLISH LANGUAGE TEACHERS

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Annotatsiya. Ushbu maqola maktabgacha ta'lim muassasalarida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini shakllantirishda veb-kvest texnologiyalaridan foydalanish imkoniyatlarini ko'rib chiqqan. Maqolaning maqsadi axborot jamiyatida bo'lajak mutaxassisning ishi uchun muhim bo'lgan veb-kvest sohasini ahamiyatini aniqlashdir.

Kalit so'zlar: Ingliz tili, masofaviy ta'lim, veb-kvest (WebQuest) texnologiyasi, mustaqil ta'lim, axborot-kommunikatsiya texnologiyalari.

Аннотация. В данной статье рассматриваются возможности использования технологий веб-квеста в формировании профессиональной компетентности будущих учителей английского языка в дошкольных образовательных учреждениях. Цель этой статьи – обозначить область веб-квестов и их значение для работы будущего профессионала в так называемом информационном обществе.

Ключевые слова: Английский язык, дистанционное обучение, технология веб-квеста, самостоятельная работа, информационно-коммуникационные технологии.

Abstract. This article shows the possibilities of using WebQuest technologies in the formation of professional competence of future English teachers in preschool educational institutions. The aim of this contribution is to outline the area of WebQuest and their importance for the work of the future professional in the so called information society.

Keywords: English language, distance learning, WebQuest technology, self-study, information and communication technologies.

Introduction. In modern conditions, the quality of education requires innovative transformations in learning technologies. The concept of information technology implies innovations in the pedagogical system that improve the course and results of the educational process. An alternative to the traditional education system is the distance learning method, in which the use of modern information technologies allows you to transfer the learning process to a new level, the center of gravity in it becomes the independent work of students. Distance learning in English with preschool students in the modern education system should be focused on the formation of the necessary knowledge, skills and abilities, as well as professional competencies related to methodological training. In this regard, the structure of classes, their content and methods of organizing educational activities should be correlated, first of all, with the goals of forming competencies necessary for a future teacher, in particular, in the aspect of using modern information technologies.

In recent years, so-called problem tasks with role-playing elements have been widely used in the educational process, for which information resources of the Internet are used, in particular, modern technology of WebQuest, which can be used when teaching any academic subjects at various levels of education.

Literature review. “Quest” translated from English, is a long, purposeful search that can be associated with adventures or a game; it also serves to denote one of the varieties of computer games. In addition, a WebQuest is a problematic task with elements of a role-playing game, for which the Internet's information resources are used. This method of teaching and controlling knowledge, skills, and abilities that meets modern educational requirements and features was developed in 1995 by San Diego State University professors Bernie Dodge and Tom March [6].

WebQuest is “designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation” by using information provided in authentic web resources that are used as givens in the tasks constituting it [2; 7]. Thus, the focus isn't essentially on substance, but on the use of content as a means of developing thinking skills by engaging students in tasks that require them to practice these abilities or skills. We advise using the following criteria for evaluating a WebQuest: the originality of the work, its research nature, the quality of argumentation, the manifestation of the ability to work in a microgroup, the quality of written text, the quality of oral presentation, etc.

According to Tom March’s ideas, “a real WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of an open-ended question, the development of individual expertise, and participation in a group process that transforms newly acquired information into a more sophisticated understanding”. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning, and reflect on their own metacognitive processes [4; 43]. In other words, a WebQuest should have an intriguing introduction, a correctly formulated task that encourages higher-order thinking, a role dispersion that provides different perspectives on the dilemma, and a reasonable introduction of Internet sources. They show a connection with real life. They can be used in various disciplines or fields.

The use of information technology in the educational activities of the English language contributes to the individualization of learning and the development of motivated speech activity of children [5; 226]. We agree with Regina Gutiérrez Pérez who states that “WebQuest is a didactic resource based on constructivist learning and on the cooperative methodology that is very successful at the moment in pre-school, primary and secondary level” [3; 97]. Furthermore, WebQuest is currently very successful at the university for teachers and students. The didactic capabilities of WebQuest technology include the creation of an information and communication space for university students' educational, cognitive, and creative activities. The use of the WebQuest solves the problem of ensuring students' continuous educational communication in the information and communication space, both in the classroom and through extracurricular independent work.

An important component of any educational WebQuest is its informational content, which allows students to engage in active cognitive activity, ensuring the achievement of didactic, educational and developmental learning goals [9]. Any educational WebQuest's information content is complex and diverse, with an extensive structure [12]. The main components of the information content are mainly focused on the development of cognitive interest in learning, self-education skills and improvement of students.

Instructors report that the experience helps them implement and design WebQuests “discover new resources, sharpen technology skills, and gain new teaching ideas by collaborating with colleagues” [8; 10]. It is necessary to focus on the advantages of using WebQuest as a form of organizing the independent work of students in English classes [13; 7]. They increase self-esteem and form new competencies, such as self-learning and self-organization, a versatile approach to solving problems and achieving professional tasks. When developing a professionally oriented English course at a university, the WebQuest provides ample opportunities for teachers and students. The active involvement of Internet technologies and the use of websites with up-to-date information in “live” English allows students not only to complete tasks independently, at a convenient time, but also to monitor all changes in “professional English”, simulating situations of professional communication.

Research Methodology. A WebQuest is a special organized type of research activity for which students search for information on the web at the specified addresses. They are created in order to make better use of students' time, to use the information received for practical purposes, and to develop the skills of critical thinking, analysis, synthesis and evaluation of information. In order for this independent work to be as effective as possible, the WebQuest should contain the following: an introduction, which describes the timing and sets the initial situation; the task to be completed; a set of links to the network resources needed to complete the task; a description of the work process; explanations for processing the information received; and a conclusion. Bernie Dodge considers two levels of WebQuest: short-term and longer-term prospects (from 1 week to a month). The purpose of short-term projects is to acquire knowledge and integrate it into your knowledge system. Working on a short-term WebQuest can take one to three sessions. Long-term WebQuests are aimed at expanding and clarifying various concepts. After completing the work on a long-term WebQuest, the student should be able to analyze the acquired knowledge and be able to transform it. Working on a long-term WebQuest can last from one week to a month. WebQuests are best suited for independent work in mini-groups, but they are also designed for individual students. A WebQuest can relate to a single subject or be intersubject.

We note that in the second case, independent work becomes more effective. Based on the materials of the above-mentioned work, we distinguished the following structural elements of the WebQuest:

1. An introduction that sets the stage and provides some background information;
2. A task that is both feasible and appealing;
3. A set of information sources is required to complete the task. Sources of information may include web-based documents: expert opinions; electronic conferences, books and other documents available by e-mail or in real time;

4. A description of the students' activity process, which they must carry out to solve the task. The activity process should be broken down into clearly described steps;
5. Some recommendations on how to organize information obtained on the Internet;
6. The conclusion that students make at the end of the search is a generalization by students of what they have learned working on the information of a particular academic discipline and, possibly, a call for expanding experience in other academic disciplines.

Some other additional attributes specific to the WebQuest:

✓ WebQuest, most often, involves the performance of group activities, although individual quests are also possible, which can be applied both in full-time and distance education;

✓ WebQuests can help to increase the motivation of learning by giving trainees the opportunity to play different roles; simulation of interaction using e-mail, Skype, social networks, and other means of communication;

✓ WebQuests can be developed within the same discipline or they can be interdisciplinary. It should be borne in mind that developing an effective interdisciplinary instruction is a more difficult task than designing content for one area.

The pedagogical conditions for the use of WebQuest technology for the development of professional and general cultural competencies of university students are:

- allowing students to be creative in order to increase their learning motivation;
- the saturation of the WebQuest with relevant, professionally significant material for the relevant field of training;

- reliance on search and research games, collective methods of work to create opportunities for interpersonal communication using various means of information and communication;

- WebQuests can be developed within the same discipline or they can be interdisciplinary. It should be borne in mind that developing an effective interdisciplinary instruction is a more difficult task than designing content for one area.

The pedagogical conditions for the use of WebQuest technology for the development of professional and general cultural competencies of university students are:

- providing students with creative freedom to increase learning motivation;
- saturation of the WebQuest with relevant, professionally significant material for the relevant field of training;

- reliance on search and research game, collective methods of work to create opportunities for interpersonal communication using various means of information and communication technologies (e-mail, Skype, blog, social networks, etc.) [1].

Analysis and results. The WebQuest technology described by us is not only a method of learning, but also a method of controlling knowledge, skills, and abilities. Evaluation of the results of a WebQuest has a number of criteria that allow you to include an assessment of not only language knowledge but also communication skills, which is the main task in teaching a foreign language (the ability to clearly express your thoughts, conduct a discussion, work in a team, etc.). The advantages of WebQuests are the following: the formation of general skills for mastering the strategy of mastering educational material; learning in an atmosphere of cooperation and

responsibility of each student for the success of the entire project as a whole (cooperative learning); the formation of a positive emotional attitude towards the process of cognition; the creation of students' sustained interest in learning a foreign language and improving speech skills; improving the quality of knowledge acquisition on the subject being studied; familiarization with reading literature in a foreign language; improving the intellectual abilities of the individual, obtaining aesthetic and cognitive interest, realizing creative potential. The WebQuest allows you to remotely manage the learning process, equipping students with the necessary educational material (both text and video), additional information and communications, ensuring their high personal involvement in self-learning activities [10, 11, 7].

It should be noted that the experiments took place among 3-4 year students of the experimental group in the direction 5112200-Foreign language (English) in preschool and primary education. According to the results, the degree gained after the experiments shows an increase among students of 12%. So, it should be taken into consideration that the WebQuest can be an effective instructional tool to motivate children to learn English and explore ideas, concepts, and questions in all areas of the program.

Conclusion. Each web-quest consists of three stages. Below are recommendations on the activities of a teacher on quest technology.

1. Initial stage:

- the teacher makes an introduction, which clearly describes the main roles of the participants in the WebQuest, a preliminary work plan, and an overview of the entire web quest;

- the teacher provides a list of information resources (in electronic form: on CDs, video and audio media, in paper form, links to Internet resources, website addresses on the topic) necessary to complete the task. Then the teacher prescribes a work plan and tasks for each role;

- teacher gives a guide to action, which describes how to organize and present the collected information.

2. The main (role) stage. The teacher helps students' complete assignments, answers their questions, and advises them.

3. The final stage. The teacher recalls the criteria and parameters for evaluating the web-quest that were announced at the beginning of the lesson.

Thus, having studied the possibilities of using WebQuest technologies, we can draw the following conclusions. Using WebQuest technologies, future English teachers of preschool educational institutions learn to: identify the necessary, relevant information on a specific academic humanitarian discipline from a large volume of relevant information on the Internet, apply it to solve the tasks set by the teacher; receive a specific product of independent creative activity; to defend one's position during a speech at a seminar, to prove its importance for life in the information society and future professional activity.

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