

THE IMPORTANCE OF WEB-QUEST IN TEACHING A FOREIGN LANGUAGE TO STUDENTS

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Annotation: Web-quests are not considered a virtual educational system, they can simply be part of courses. They are a web page that we can simply join.

Keywords: integration, internet navigation, project, Bernie Dodge, Tom March, Carmen Barba, gadgets.

Today, in the process of integration of education in higher educational institutions of the world, the development of students' creativity in teaching a foreign language, the formation of professional and design-technological competence on the basis of innovative technologies of education, the widespread use of advanced technologies and software educational tools in higher education, the integration of traditional and modern methods of teaching are recognized as one of the urgent tasks.

In many cases, it is a common and dangerous practice to offer students to conduct a search on the Internet in teaching a foreign language. Because there are many sources on the Internet, and the teacher cannot control the reliability of the information used by students. Modern higher education is aimed at finding new types and forms of organizing the educational process, which should be effective in developing independent critical and creative thinking. To fulfill this task, many teachers are actively implementing project technology using Internet resources. However, the availability of information on the Internet complicates the process of working on a quality project. The only possible solution to this problem is web-quest technology. The word "quest" is translated from English as "research activity by completing tasks" (Andreeva, 2004). "One of the most popular educational strategies among students to integrate courses provided by the Internet into their curriculum is the web-quest. "Integration" means using the courses and information offered in the classroom to achieve the goals of the curriculum and provide opportunities for graduates to learn. You do not have to learn to use "Internet navigation" or "new technologies", but you will learn this type of skill. It deals with the study of history, nature, mathematics or language using the languages that information technologies offer us.

The formal model was first developed in 1995 at San Diego State University by Bernie Dodge and Tom March under the name web quest. Organizing education for students based on modern, innovative approaches, mainly quest, web quest technology, creates the following opportunities: the student independently searches in the adventure, seeks to find a specific solution to the problem, maintains constant concentration during the lesson, allows for the effective use of gadgets and computers in the educational process.

Webquests are used by teachers in higher education institutions as a teaching resource, based on resources provided on the Internet, which stimulate students through research to

develop critical thinking, creativity, decision-making, as well as support the development of management skills such as receiving, transforming and producing information and the development of competencies related to the information society.

Webquests have theoretical support in constructivist theories of education and collaborative learning (an educational philosophy that considers experience as the best way to acquire knowledge), so their use in the educational process is beneficial for students and teachers. They also provide several benefits for students. Development of research skills, critical thinking, creativity and decision-making; metacognitive skills (in Nepali translation, the ability to understand the process of thinking and understanding and to monitor our own internal thoughts), research-based activities with Internet resources; teamwork, interaction and exchange of ideas; contextual learning (the main unit of which is a problem situation, which involves the effective thinking of the student), self-study and constant motivation. Web-quests also create many advantages for teachers. Innovation in teaching and the use of ICT in education; playing the role of a facilitator and mediator of student learning; free access to educational databases; encouraging action research;

Webquest founder Bernie Dodge defined it as follows: “A research or inquiry activity that aims to help students obtain all or most of the information they need using resources available on the Internet.” (“Five rules of writing a great webquests”)

Carmen Barba, on the other hand, said, “A research activity that is guided by Internet resources that takes into account the time of students. It is a cooperative work in which each person is responsible for a part. It requires the use of high-level cognitive abilities and places great importance on the transformation of information” (“Internet research with webquest”).

Skills and opportunities that webquests develop in students

Webquests aim to develop the following skills:

- reading and understanding texts;
- good information management;
- writing and communicating through texts;
- creativity;
- learning in groups;

In the cognitive development of students, a web quest provides the following opportunities:

- develop your own knowledge;
- transform and manage information;
- acquire and systematize knowledge through observation, analysis and synthesis;
- think about your own conclusions;

- develop creative abilities;
- encourage critical thinking;

Taking into account the relational aspects, a web quest offers the following opportunities:

- encourages research;
- encourages teamwork;
- increases students' interest in the activity;
- reduces wasted time that distracts and bores students;

Taking into account the procedural aspects, a web quest provides the following opportunities:

- browse the Internet with purpose;
- use time effectively;
- produce a product;
- evaluate your own work;

It is about organizing an activity in which students can actively construct their knowledge using an Internet web service, but the teacher makes it easy to search for pages.

This is a task that the teacher undertakes, which increases the motivation of students and develops in them an attitude of cooperation.

Like any project that a teacher plans and prepares, it takes time and effort.

The idea of web quests includes another basis: teachers, after familiarizing themselves with their methodology, create their own web quests that meet the requirements of their student group. In addition, the work of different teachers is reviewed together, so many upload their work to different Internet sites.

In conclusion, web quests are a powerful tool that helps our students to actively learn and develop their skills.

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