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Web quest technology as a way to activate learning activities

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Abstract

Traditional teaching often orients students to search for ready answers by accumulating information, but the most pressing issues require them to spend more time thinking about the meaning and importance of information. Using in pedagogical practice such a type of technology as a web quest allows students to make discoveries, and not just absorb information. Training should be developing in terms of forming independent critical and creative thinking. This requires a wide information field of activity, different sources of information, views, opinions on the same problem, encouraging students to think independently, search for their own reasoned position. Web quest is a unique opportunity to use the world wide web for training. Working on a variant of project activity in the form of a web quest diversifies the learning process, makes it lively and interesting. And the experience gained brings the results, because when working on a project, a number of relevant and necessary skills are developed. Educational goals today force teachers to choose educational methods and forms of work organization that contribute to the active process of cognition, develop the ability to learn, namely: to find the necessary information, use various sources of information, memorize, think, make judgments, make decisions, engage in self-organization. For this reason, the use of computer technology in education reveals new opportunities, both in teaching methods and in the development and improvement of knowledge.

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Keywords

Pedagogical technologies, teaching methods, web quest, project activity, competencies, ICT technologies.

Introduction

The rapid growth of the volume of assimilated information requires the development and use of new effective learning tools [Agapova, Aisner, 2019; Aysner, Bershadskaya, Bogdan, 2015].

We can distinguish such teaching models in pedagogy:

1. Passive – the student acts as an “object” of learning (listens and watches);
2. Active – the student acts as a “subject” of learning (independent work, creative tasks);
3. Interactive – the student becomes the subject of interaction, actively participates in the learning process, following his own, individual way of development [Aisner, Trashkova, 2017].

Modern education is faced with the task of finding new types and forms of organization of educational activities [Voronova, 2014]. Training should be developing in terms of forming independent critical and creative thinking [Agapova, Aisner, 2018]. This requires a wide information field of activity, different sources of information, views, opinions on the same problem, encouraging students to think independently, search for their own reasoned position.

Web quest is a unique opportunity to use the world wide web for training [Abirova, 2021]. Now in educational institutions, most of the students freely use modern information technologies, which simplify the process of searching for information, its processing and providing in various forms. Therefore, the use of a computer as a tool of creative activity in the project activities of students contributes to the achievement of several goals:

- increase of motivation for self-study;
- formation of new competencies;
- realization of creative potential;
- increase of personal self-esteem;
- development of personal qualities that are not required in the educational process (for example, poetic, musical, artistic abilities).

Currently, there are not many specialists in a number of fields of activity who are able to solve the problems independently and in a team, to do this using the Internet. Therefore, students' work on a variant of project activity in the form of a web quest can diversify the educational process, make it lively and interesting. And the experience gained brings the results, because when working on this project, a number of relevant and necessary skills are developed:

- using IT to solve professional tasks (including searching for the necessary information, processing the results of work in the form of computer presentations, websites, flash videos, databases, etc.);
- self-learning and self-organization;
- teamwork (planning, distribution of functions, mutual assistance, mutual control);
- the ability to find several ways to solve a problem situation, determine the most rational option, justify the choice;
- the skill of public speaking (it is necessary to conduct pre-defenses and defenses of projects with speeches, questions, discussions).

Web quest in pedagogy

So, what is a web quest? “A web quest in pedagogy is a problematic task with elements of a role-playing game, for the solution of which information resources of the Internet are used” [Arbuzova, 2017]. An educational web-quest is a website on the Internet that students work with while performing

a particular educational task. The web-quest is aimed at developing students' analytical and creative thinking skills [Serebryakova, 2015]. A teacher creating such a project must be competent in subject, methodological and information and communication activities [Didyk, 2018].

In fact, the basis of web quests is a project methodology [Murav'eva, 2013]. Web quests can cover both a separate problem, an academic subject, a topic, and be interdisciplinary [Stepanenko, 2015].

B. Dodge identifies three principles of classification of web quests:

- by duration of execution: short-term and long-term;
- by subject content: monoprojects and intersubject web quests;
- by the type of tasks performed by students: retelling, compilation, riddles, journalistic, design, creative, solving controversial problems, persuasive, self-knowledge, analytical, evaluative, scientific.

The scientist formulated the following types of tasks for web quests:

Retelling is a demonstration of understanding of the topic based on the presentation of materials from different sources in a new format: creating a presentation, poster, story.

Planning and design – development of a plan or project based on certain conditions.

Self-knowledge is the key aspects of personality research.

Compilation is the transformation of the format of information received from different sources.

Creative task – creative work in a certain genre, the creation of a new product.

The analytical task is the search and systematization of information.

Detective, puzzle, mysterious story – conclusions based on contradictory facts.

Consensus building is the development and adoption of a decision on an acute problem.

Evaluation is the justification of a certain point of view.

Journalistic investigation is an objective presentation of information (separation of opinions and facts).

Persuasion is the persuasion of opponents or neutral-minded persons to one's side.

Scientific research is the study of various phenomena, discoveries, facts based on unique online sources.

Such web-quests are being developed to maximize the integration of the Internet into various academic subjects at different levels of study in the educational process. They cover a separate problem, an academic subject, a topic, and may be interdisciplinary.

The structure of the web quest, the requirements for its individual elements

Web quests have been used for a long time and have acquired a clear structure. However, it is not constant and is used only as a basis, which, if necessary, can be adjusted. We can design the quest according to the level and needs of the students. Usually the quest is divided into such main sections: Introduction, Central Task, Task Formulation, Assessment, Conclusion, Comments for the teacher.

The introduction is a part that clearly describes the main roles of the participants or the scenario of the quest, a preliminary work plan, an overview of the whole quest.

The central task, which is presented in an understandable, perceptible form, is of interest to students and is available for execution.

The task formulation. This stage should clearly formulate the final result of independent work (for example, there are some questions that need to be answered, a problem that needs to be solved, a position that needs to be protected, etc.)

Evaluation is the stage of describing the criteria and parameters for evaluating a web quest. The evaluation criteria depend on the type of learning tasks that are solved in the web quest.

Conclusion, which summarizes the experience that will be gained by the participants when

performing independent work on the web quest. Sometimes it is useful to include in the conclusion rhetorical questions that stimulate the activity of students to continue their experiments in the future.

The work on the web quest includes the following stages:

- the initial stage (team) (it is necessary to distribute the roles in the team);
- the role stage (participants simultaneously, in accordance with their chosen roles, perform tasks);
- the final stage (according to the results, a competition of completed works is held, where the understanding of the task, the reliability of the information used, its relation to a given topic, consistency, the structuring of the information, approaches to solving the problem, individuality, professionalism are evaluated).

Advantages and disadvantages

Carrying out project work with the help of network resources has a number of certain advantages:

- web quests give the teacher a clear example of how to carry out project work;
- the model of working with web quests is used by a huge number of teachers in various countries, so there are many interesting developments on the Web;
- there are templates on the Internet that can be useful for teachers who want to create their own web quests;
- students are happy to work with this technology to expand their knowledge of the subject, which increase the motivation of students to achieve the best educational results [Skarlygina, 2020].

The use of web quest technology also has a number of difficulties:

- to complete the project, students must have access to the Network;
- the technology of web-quests requires students and adults to have certain computer knowledge;
- slow Internet [Aisner, Naumov, 2020].

Conclusions

Educational goals today force teachers to choose educational methods and forms of work organization that contribute to the active process of cognition, develop the ability to learn, namely: to find the necessary information, use various sources of information, memorize, think, make judgments, make decisions, engage in self-organization. For this reason, the use of computer technology in education reveals new opportunities, both in teaching methods and in the development and improvement of knowledge.

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Технология веб-квеста как способ активизации учебной деятельности

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Аннотация

Традиционное преподавание часто ориентирует обучающихся на поиск готовых ответов путем накопления информации, но самые насущные вопросы требуют, чтобы они больше времени уделяли размышлениям о значении и важности информации. Использование в педагогической практике такого вида технологии, как веб-квест, позволяет обучающимся совершать открытия, а не просто впитывать информацию. Обучение должно быть развивающим в плане формирования самостоятельного критического и творческого

мышления. Для этого необходимо широкое информационное поле деятельности, различные источники информации, различные взгляды, точки зрения на одну и ту же проблему, побуждающие обучающихся к самостоятельному мышлению, поиску собственной аргументированной позиции. Веб-квест – это уникальная возможность использовать всемирную сеть для обучения. Работа над вариантом проектной деятельности в виде веб-квеста разнообразит учебный процесс, делает его живым и интересным. А полученный опыт приносит свои плоды, ведь при работе над проектом вырабатывается ряд актуальных и необходимых навыков.

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Ключевые слова

Педагогические технологии, методы обучения, веб-квест, проектная деятельность, компетенции, ИКТ-технологии.

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