METHODOLOGY OF USING WEB-QUEST TECHNOLOGY IN THE EDUCATIONAL SYSTEM

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Annotation
The article describes Web-quests, their use in educational processes, specific features of Web-quests, requirements for students in the process of completing Web-quests, and advantages of Web-quest technology.

Keywords: Web-quest, educational process, student activity, multimedia, internet resources.

МЕТОДОЛОГИЯ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ВЕБ-КВЕСТА В СИСТЕМЕ ОБРАЗОВАНИЯ

Аннотация
В статье описаны веб-квесты, их использование в образовательном процессе, особенности веб-квестов, требования к студентам при выполнении веб-квестов, преимущества технологии веб-квестов.

Ключевые слова: Веб-квест, учебный процесс, студенческая деятельность, мультимедиа, интернет-ресурсы.

TA'LIM TIZIMIDA WEB-QUEST TEXNOLOGIYASIDAN FOYDALANISH METODIKASI

Annotatsiya
Maqolada Web-questlar, ulardan ta'lim jarayonlarida foydalanish, Web-questlarning o'ziga xos xususiyatlari, Web-questlarni bajarish jarayonida talabalarga qo'yiladigan talablar hamda Web-quest texnologiyasining ustunlik tomonlari yoritilgan.

Tayanch so'zlar: Web-quest, ta'lim jarayoni, talabalar faoliyati, multimedia, internet-manbalar.

Human civilization's step into the information society is teaching people to carry out professional activities in the modern automated information environment and to protect themselves in this environment. It should be noted that informatization, as well as information and communication technologies, are considered as one of the main directions of modernization of the education system today. This situation is not limited to the rapid

development of techniques and technologies, but is characterized by the need to achieve a serious increase in the potential of working with information and information, which is becoming the main value due to fundamental changes related to the development of the information society.

The development of students' information competence depends not only on the tasks of the educational content, but also on the use of teaching technologies. One of them is web-quest technology. Learning, mastering and using this technology in the educational process is a very urgent issue.

In pedagogy, the concept of web-quest is today explained by educational sites on the Internet, where students can work on the basis of partial or complete information located on various websites.

The Web-quest concept was developed in the mid-1990s, and the term was first introduced in 1995 by George Burn (Bernie Dodge), a professor of educational technology at the University of San Diego (USA). The scientist has developed an innovative Internet presentation based on the integration of the educational process in the teaching of various academic subjects for various stages of education.

The web-quests portal contains a large number of examples and ready-made sample materials and methodical guides that help teachers to create web-quests independently. The new technology has been rapidly gaining popularity, first among American and European pedagogues, and by the end of the 1990s, it began to be widely used in Russia. As an example, it can be noted that in Irkutsk, Angarsk, Perm and a number of other cities of Russia, web-quests on chemistry, ecology, physics and other subjects were developed and posted on the site.

However, there are no web-quests in Uzbek intended for students of higher education institutions. Web-quests can cover specific issues, academic subjects, academic topics, and even cross-disciplinary areas.

Web-quest consists of an educational site devoted to independent research work of students, with hypertext links to various web pages on certain topics. The web-quest structure consists of the following necessary sections (Ya. Bykhovsky, N.V. Nikolaeva).

Features of web-quests include:

First, when learning a topic, the teacher uses a wide range of information from the Internet.

Secondly, when completing the web-quest, the student should choose a working pace that is convenient for him (regardless of whether he is working alone or in a team).

Thirdly, the web-quest can work on a specific topic given by the teacher in search of additional information. Does not allow working with sites selected by the teacher. The information given in the multimedia style differs from the information given in the textbook by other features. The teacher has to choose from the Internet resources taking into account the readiness of the students.

Web-quest technology has the following stages:

A short introduction, where the roles of the participants and the scenario are clearly indicated, the initial work plan, the essence of the entire quest.

Tabular assignments consist of table assignments, grading scale, question and answer options, and answers for help. The assignment schedule can be for an individual student or the whole team.

A bank of information resources to complete assignments. This list should be hidden.

When completing tasks step by step:

the student's independent study of the materials given by the teacher;

teacher's advice on the content or presentation of the web-quest;

completion of the assignment schedule by students;

discussion among students of the results of individual work;

selection of material for the final presentation by team members;

the teacher's proposal to use electronic resources;

the teacher's proposal, ideas using pictures, sound and lights to equip it for the final presentation (if students have technical difficulties in opening their site-pages, "instructions" for them to create a web-quest) .

At the end, the acquired experiences are summarized among the students around a "round table".

In order to use web-quests, students are required to know the language at a certain level, and they are required to use Internet resources and authentic information.

In the process of completing web-quests, students can individually refer back to poorly mastered material. The use of web-quest teaches students to be independent, to solve any life problems, to work creatively, to act correctly in the information space, to think critically.

Students used 6 sections to complete the web-quest.

The web-quest structure consists of the following necessary sections:

Introduction (in which the topic of the project is formed, the cost of the project is justified);

Task (goal, conditions, problem and possible solutions);

Process (step-by-step description of the work process, distribution of roles, responsibility of each participant, list of information resources (in electronic form - on CDs, video, audio resources, in paper form, access to Internet resources dental plaques, site addresses by topic);

Facilitating actions (organizing and presenting collected information), this can be in the form of guiding questions, organizational learning tasks (for example, in connection with a certain time frame , general concepts, instructions for using electronic resources, provision of "ready-made" web pages for the purposes of easing technical difficulties in creating pages independently as a result of the studied materials, etc.);

Evaluation (a scale for self-evaluation and evaluation of the work done by teammates can be included, as well as evaluation criteria implemented by teachers are taken into account);

Final conclusions (summarizing the obtained results, coming to the final conclusions (what was learned, what skills were mastered; questions that determine the motives of future research on the topic or self-asking rhetorical questions) is likely to be implemented).

During the process of creative work, students do not receive "ready-to-use" knowledge in the form of simplified and polished formulas, because they themselves are involved in research activities. Naturally, any educational quest should not be separated from the educational process in general. It is required to have direct connections with students' previous and subsequent cognitive activities.

According to the assessment criteria developed by T. March, educational quests are required to have a pedagogically well-designed integrative introduction. In this case, the clear formation of tasks that provide high-level thinking, the distribution of roles ensures that the issue is considered from all sides, including the use of Internet resource sources based on this case.

The most important advantages of Web-quest technology: each student can assess his strengths and weaknesses, form business skills, that is, by learning to conduct presentations, negotiations, create special professional skills in the work process. , working with sites in foreign languages creates opportunities for students to increase their vocabulary, acquire new knowledge, expand their worldview, and use up-to-date, new information.

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