ORGANIZATION OF INDEPENDENT STUDY THROUGH WEB QUEST TECHNOLOGY

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Abstract: The following article is devoted to the actual problem of using information and communication technologies in independent educational activities of students studying a foreign language. The article considers the use of the web quest as a form of organizing independent work, which serves to form creative cognitive activity and independence of students, skills of analysis, synthesis and critical evaluation.

Keywords: independent work, web quest, foreign language, information and communication technologies.

Today the government pays great attention to the younger generation and ensuring in all stages of educational process the training of high skilled physically healthy and mentally rich personal that can take worthy place in the society.

In the modern world, the main task of a higher education institution is to form a creative personality of a specialist who is capable of innovation, self-education and self-development. It is impossible to solve this problem only by transferring knowledge in a ready form from the teacher to the student. The student "must become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the best result and prove its correctness" [5]. In this regard, when organizing the educational process, special attention should be paid to the organization of students' independent work. This involves focusing the learning process on active methods of acquiring knowledge, developing students' creative abilities, and moving to individualized learning that takes into account needs and capabilities of each individual.

In accordance with the new state educational standard, any novice specialist, along with fundamental knowledge, professional skills and skills of their profile, must have experience in creative, research and social assessment activities, which are formed in the process of independent work. Independent work of a student can be defined as "planned work... performed according to the task and with the methodical guidance of the teacher, but without his direct participation" [3, p. 124]. It is intended not only for mastering each specific discipline, but also for forming skills of independent work in General, the ability to take responsibility, independently find constructive solutions and a way out of crisis situations. The importance of independent work is great, since it plays an important role in the development of independence as a character trait.

The effectiveness of the organization of independent work of students depends largely on the applied pedagogical training technologies. It can be both traditional technologies and modern ones that open unlimited opportunities for learning – computer technologies.

In the life of a modern person, the computer is an integral part of his professional activity, and recently it has become a strong position in the educational process. Based on a variety of computer products and technical innovations, new learning technologies have appeared –information and communication technologies (ICT) - interactive learning tools that

have a number of didactic advantages and are aimed at activating the cognitive activity of students.

New technologies being introduced into education serve the increasing of the quality of the scholastic process and lead to positive results. The use of the technologies raises students' interest to studying foreign language, forms their individual, creative abilities and corresponding skills. Each student reveals his\her creative potential, skills and gifts for work on his\her own.

The use of ICT contributes to the implementation of the following educational goals:
–development of the student's personality and preparation for independent professional work activities;
- intensification of the educational process in professional schools;
- implementation of a social order based on the needs of modern society [6].

The introduction of ICT in the educational process is taking an increasing place in the teaching of foreign languages. As G. G. Pushkin rightly points out, today various means of multimedia technologies expand the capabilities of the teacher, optimize the study of languages, and make it a fascinating process of discovering the unknown world of a foreign language and culture [4, p. 96-97]. The increase in the share of extracurricular activities in accordance with the new state educational standards creates a prerequisite for the use of new technologies in the organization of independent work of students. The competent use of ICT contributes significantly to increasing the level of motivation of students when learning a foreign language. Search, analysis and transformation of information on the Internet allows you to teach a student to collect, evaluate, synthesize and apply information in practice.

Information and communication technologies are not only a source of disclosure and development of students' creative potential, activation of their cognitive processes, but also a means of improving the General culture of a person through the formation of information skills. It is the active informatization of the education system and the expansion of the use of the global Internet in the educational process that contribute to solving these problems.

Modern students are already actively using new technologies in preparation for classes, writing creative and research papers. The Internet contains a large number of information resources, which provides not only new educational opportunities, but also develops skills and abilities to use information. Working with information obtained from the Internet forms the skills of its systematization, develops the ability to analyze and critically perceive it.

In recent years, students studying foreign languages have become very interested in information and research tasks related to the use of ICT-web quests that give the opportunity not only to use the huge resource base of the Internet, but also to reveal their creative potential [4, p. 96].

A web quest is called "a specially organized type of independent research activity for which students search for information on the Internet at specified addresses" [2]. This type of activity provides a rational use of time for independent work of students, the ability to quickly find the necessary variety of information and its use in the educational process, and the development of critical thinking skills, analysis, synthesis and evaluation of information. This method of training and control of knowledge, skills and abilities meets modern requirements and features of the educational environment. It was developed in 1995 by San Diego state University professors Bernie Dodge and Tom March. The new method quickly gained popularity among teachers.

The technology of developing web quests is a complex process that requires a lot of time, effort and energy of the teacher, who uses extensive information from Internet resources on a certain topic to create tasks. On the other hand, when working on this type of independent work, the student can choose the most convenient pace for completing the task, regardless of whether they work in a team or individually. Moreover, students are given the opportunity to search for additional information on the topic, but within certain limits set by the teacher. This means that the teacher pre-selects sites to exclude the possibility of using unconfirmed, false or biased information. The teacher should evaluate the information from the point of view of its possible use in the educational process and select Internet resources, focusing on different levels of language training of students.

E. I. Bagasina represents the technology of development web quest in the following main stages:

1. The wording of the brief introduction: a description of the main roles of participants, the script of the web quest, the work plan and deadlines.

2. Development of the task.

3. Providing the Bank with information resources necessary for implementation

tasks: links to web pages, thematic chats, books, or other materials available in the library or in the teacher's office.

4. Step-by-step description of the stages of the task, which involves:

a) independent study of the proposed material by students;

b) consultation with the teacher on issues related directly to the content of the web quest or its presentation;

C) completion of the task by students;

d) discussion of the results of each team member's work among students and selection

the most significant material for the final presentation;

e) recommendations of the teacher on the use of electronic resources;

e) teacher's recommendations for the final presentation;

5. Guide to organizing and organizing the material: the time of the web quest and step-by-step distribution of sites.

6. Conclusion summarizing the experience gained by students when performing the web-quest: final presentation, publication of students ' works, organization of round tables [1, p. 264].

The most common forms of web quests are the following:

- Character interviews where questions and answers are developed by students.

- Creating a database, or "virtual world", on a specific topic, where

students are moved using hyperlinks.

Web quests are divided into short-term and long-term tasks according to the terms of completion. The goal of short-term projects is to acquire knowledge and incorporate it into your knowledge system. Working on this type of web quest takes from one to three sessions. Long-term projects are aimed at expanding and clarifying concepts. At the end of the work on such a web quest, the student must be able to analyze the received data and modify it. Work on a long-term web quest can last from one week to a month.

Placing web quests on the web and choosing the role that the student will act in when completing the task allows you to increase the motivation of students to achieve the best educational results.

An important point in planning a web quest is the evaluation of the results of the task by students. There are a number of criteria that allow you to take into account not only the

assessment of language knowledge, but also communication skills, which is a Central task in teaching a foreign language.

Undoubtedly, the main advantage of using web quests in the educational process is to encourage students to independent analytical and creative thinking, attracting them to an objective assessment of their own results and the results of their colleagues. Web quests are not only an innovative method of learning and controlling knowledge, but also a completely new method of getting this knowledge by students. At the same time, the teacher acts as an assistant who directs the independent creative process of searching for answers to the questions posed in the web quest. Of course, creating a web quest requires time and high professionalism of the teacher, but having developed a series of tasks on a certain topic, the teacher will be able to use them in the following years, which not only saves time, but also makes the learning and control process interesting and modern. Moreover, web quests also contribute to the development of skills that are necessary for a person in the XXI century: the ability to work in a team, objectively approach the assessment of their achievements, the ability to analyze, think independently and creatively, and navigate a huge flow of information.

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