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The Importance of Web Quest Tool in The Organization of Independent Study

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Abstract: This article focuses on how to use web search technologies in foreign language teaching. Here are ways to demonstrate the effectiveness of web-quest technology in organizational and pedagogical processes. In the context of information, the importance and significance of the web quest in the pedagogical education system is revealed and the effectiveness of web-quest technology activities in the process of independent work of future English teachers is mentioned.

Keywords: Globalization, information technology, web-quest, lesson, internet, creative thinking, learning, process, assignment, motivation, resource, language, project.

Introduction: Today, computers and the Internet are playing an increasingly important role in the teaching process around the world. The internet is a very important tool for reading and teaching because it provides the opportunity to teach a true language. In the context of rapid globalization and the process of informatization, the training of competitive specialists in the global labor market using effective methods to ensure the quality of education in our country has been identified as an important task.

The main task of the teacher in organizing independent learning with future English teachers is to work scientifically, theoretically, methodologically on the strengths and weaknesses of each student, individual abilities, interests, skills and aspirations in the subject taught. In the process of sharing knowledge, the future English teacher pedagogically demonstrates his / her qualifications, potential, and how well he / she adapts to modern trends. Awareness of modern technologies, effective use of technological conditions opens the door to a wide range of opportunities for future English teachers, as well as facilitates teaching in job activities. In this regard.

Currently, there is a shortage of specialists in various fields of activity who can solve problems independently and in a team, using the Internet. Therefore, the option of project activities such as students' web quest diversifies the learning process, making it lively and fun. Web-quest is a query-oriented activity in which users get all the information from the Internet. Teachers provide their students with documents that include links to websites for access to relevant information. Web-quest supports critical thinking through analysis, creation and evaluation. It also introduces technology to learning and supports cooperative learning. And the experience gained will pay off in the future, as a number of competencies will be developed in the process of working on this project:

- use of IT to solve professional problems (including searching for the necessary information, formatting work results in the form of computer presentations, websites, flash videos, databases, etc.);
- self-study and self-organization;
- teamwork (planning, division of functions, mutual assistance, mutual control);
- the ability to find several ways to solve a problematic situation, to determine the most reasonable option, to justify the choice;
- oratory skills (it is mandatory to pre-defend and defend projects with authors 'speeches, questions, discussions).

Web-quest provides teachers with educational framework to create a meaningful online learning. Well-designed Web-quest contains six steps:

1. Introduction — The introductory section provides basic information and motivational scenarios

such as giving students role-playing roles: “You speak English fluently” or “You are a tourist planning to travel around the world”. Students will also be given an overview of learning objectives.

The purpose of the introduction is to make the lesson necessary and fun for the students. Projects are naturally more enjoyable when they are related to students’ interests, ideas, past experiences, or future goals. The achievement of the motivational component is to engage and excite students at the beginning of each Web-quest.

2. Task — The task is an official description of what students will accomplish at the end of Web-quest. First, the teacher finds a resource for a specific topic on the Internet. The teacher then provides a session for the student that includes information from various sites. This task should be worthwhile and fun.

Developing this task - or key research questions - is the most challenging and creative aspect of creating a Web-quest. Students may be required to publish on a website, collaborate with another site or institution on an online research initiative, or create a multimedia presentation on a specific area of their research. The task should be aesthetically appealing, fun for essential students.

3. Process — in this section, the teacher guides the student through the assignment. The teacher provides advice on time management, data collection, and the presentation of strategies for working in a group setting. Teachers sometimes include the following in this section: learning objectives or tips. In some cases, the section is replaced by a full time line for the project.

4. Resources — This section of Web-quest contains a list of resources that your students will need to complete the assignment. In the old Web-quests, you will find the resources listed in your section. Recent web requests have resources included in the “Process” section to access the relevant section. Keep in mind that sources other than the Internet are also available. While diversity is a key aspect of this life, Web-quests demonstrate newer aspects with materials that complement Internet resources. These can include things like video clips, audiocassettes, books, posters, maps, models and etc.

5. Evaluation — the result of web surveys is usually generated in the form of a written / oral presentation or a multimedia presentation. An effective evaluation tool for evaluating a web-quest product is this rubric. The headings help the teacher make it clear to the students. Ideally, rubrics can be structured with students’ feedback.

6. Conclusion — the last step allows students to reflect and draw conclusions from the teacher. Taking the time to discuss possible extensions and syllabi of the course respects the constructivist principle: "We learn by learning - but by talking about what we have done, we learn even better." In the final part of the web question, teachers can suggest ways for students to work in other ways to improve the lesson.

Web-quest as an effective training tool is characterized by deep assimilation of new knowledge through of critical thinking. Studies show that Web-quest is supported by four main structures: critical thinking, application of knowledge, social skills and scaffold learning.

The benefits of using a web-quest for future teachers include: start the unit as a waiting package; conclude a unit as a summation; as a collaborative activity in which students create products (development of cooperative education); teach students to be independent thinkers because most of the problems that arise in a web question are life problems; increasing competitiveness in the use of technology; and as motivational methods to keep students on task.

The Web-quest approach allows teachers to integrate critical thinking, collaborative learning and authentic texts in one problem solving task. Adequate scaffolding is provided, but encouraged to think independently. Web Quests can provide open-ended questions that require students go beyond simple facts, analyze and evaluate texts, and synthesize reading and transforming and demonstrating this knowledge and deeper understanding topics into a product that is presented to their colleagues.

Web-quest are designed to maximize the integration of the Internet into various educational subjects at different levels of learning and control in the educational process, including when teaching a foreign language. They cover a separate problem, academic subject, topic, can be interdisciplinary. Quest projects can be used for short-term and long-term work.

The short-term quest project has simple educational goals - expansion, deepening knowledge and integrating them, they are usually designed for one to three sessions. In long-term quest projects, the educational goal of a different level: students expand and transform their knowledge obtained from information sources, internet and real life. They are designed for a long term - maybe a semester or even an academic year.

A web quest can become an effective intermediate or final form of control. It is also a modern form of individual, group and pair control.

The advantage of quest projects is the use of active teaching methods. So thus, the quest project can be designed for both group and individual control. The controlling quest project involves two types checks: checking knowledge (actually "passing the quest") and checking skills, information activity (after completing the quest, the student must also present some conclusion, or complete a task corresponding to the plot quest), the ability to adequately present information

Effective teachers can use technology as a tool to engage students and promote inquiry, it is more an artifact of the way the teacher uses the technology than an outcome of the technology`s instructional design. Thus, the teacher`s role in supporting learning in line with constructivist and social constructivist theories is crucial. For instance, to support scaffolding process, the educator carries out the followings in an arranged way: encourages discussions and keeps it in progress. The teacher involves groups and individual learners into interaction and promotes the advance of conception. The extent of teachers` awareness of technology`s potential regarding certain learning outcomes and implemented environment could indicate its usefulness in the class. Thus, inadequately difficult assignments or uninteresting topic within a web-quest prepared by the teacher could lead to a loss of interest of the learners. According to some study findings, there were cases when a web-quest could not facilitate to keep students motivation for a long time. The students were uninspired to utilize it in several weeks . Further, - students are expected to follow the directions on the Web-quest and visit the reliable links selected by the teachers to get new information. Therefore, students may not return to the web-quest portals to complete their work if they are distracted by other Web sites that they find more appealing. Finally, being one of the ICT tools, a web-quest inherent some of its restrictions. Thus, lack of equipped computers, finance and low level of internet connection might be barriers in using a web-quest adequately in teaching and learning.

Inclusion in the educational process in foreign language computer quest-projects will allow:

- develop skills in human information activities;
- to form a positive emotional attitude to the learning process,

To increase the motivation of learning, the quality of assimilation of knowledge in the studied subject;

- develop the creative potential of students;
- to form general skills of mastering the strategy of mastering educational material.

The topic of web quests can be very diverse, problematic tasks can differ in the degree of difficulty.

The results of the web quest, depending on the material being studied, can be presented in the form of an oral presentation, computer presentation, essay, web page and etc. Even an unsuccessfully completed quest project also has a big positive pedagogical value. Understanding mistakes creates motivation for repeated activities, forms a personal interest in new knowledge. Such reflection allows you to form adequate assessment (self-esteem) of the world around and yourself. This contributes to the development of students of the skills of a long search for the necessary information, its analysis, structuring.

Using web quests and other tasks based on Internet resources in training language requires students to have an appropriate level of language proficiency to work with authentic Internet resources. In this regard, the effective integration of web quests into the process of learning foreign languages is possible in cases where the web quest:

- is a creative task that completes the study of a topic, thereby being an intermediate or final form of control;
- Accompanied by training vocabulary and grammar exercises based on language material used in the web quest of authentic resources.

During the web quest, students can work at an individual pace, going back to the material that has been learned the worst. Implementation of this approach to learning enriches the capabilities of the teacher, allowing him to individualize studying process. Individualization here is primarily associated with taking into account the preliminary training of trainees (level of their knowledge and skills), with differentiation by psychological characteristics (temperament, the nature of the flow of mental processes, learn ability, speed of work with educational elements). To get it right organize the educational process, the teacher should always have a supply (reserve) of educational elements that can be offered to students. These learning elements will develop, deepen, make more solid and conscious knowledge of students.

Using web quests makes the learner independent, adapted to life, able to navigate in various situations, contributes to the development of cognitive, creative skills of students, skills independently construct their knowledge, skills to navigate in information space; development of critical thinking, information skills. With using web-quest technologies, the teacher gets an effective way of forming motivation for learning, creative comprehension of the material, careful

consolidation of knowledge and their effective control. Thus, increasing the didactic efficiency of the educational system and quality of higher professional education lies in scientifically based integration of modern information and pedagogical and traditional technologies training and supervision, as well as in creating conditions for the realization of creative potential trainees.

The web-quest is an effective approach to learning that allows pre-service teachers the opportunity to connect curriculum, technology, and pedagogy in ways that help their students become more independent learners through a learning-to-learn approach versus the transmission model of instruction. This Web-based approach assists students in making cognitive connections and construct more complex mental schema in a real world task that can lead to confidence, higher motivation, and ultimately higher achievement. By creating a carefully scaffold infrastructure for learning and using technology during the pre-service teacher education program and working with cooperating teachers in applying this technology during the field experiences, the chances for integration of technology in the classroom are greatly increased. This can result in the creation of a critical mass of teachers who can use technology to motivate learners and ultimately increase their language and cultural proficiency in ways that enrich the teaching and learning of languages inside and outside the classroom

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