

## **USE OF WEBQUEST-TECHNOLOGY TO INCREASE MOTIVATION AND QUALITY OF STUDENTS' KNOWLEDGE IN ENGLISH LANGUAGE LESSONS**

Шамшурова К.С.

*ГУО «Гимназия № 1 г. Орша», г. Орша, Республика Беларусь,*

*kristina.chernyak.92@mail.ru*

The article touches upon the issues of using modern technologies in teaching a foreign language, their main characteristics and directions. Some of the important advantages of a web quest are: the development of teamwork skills, responsibility, independence in making certain decisions. Students of the XXI century are digital natives. Educators should embrace all the opportunities the digital era presents while doing their best to cope with its challenges. Teachers have been trying to keep up with the fastchanging world of informational technology while shaping their students' minds. They turn to working online, which suits perfectly the XXI century learner. Digital formats allow interactive and motivating activities.

### **GAME AND DESIGN TECHNOLOGIES, EDUCATIONAL QUEST, WEB QUEST**

New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of teaching and upbringing. The use of computer technologies in teaching foreign languages has significantly changed the approaches to the development of educational materials in this discipline. Today, in Gymnasium No. 1 in Orsha, the majority of students freely use modern information technologies, which, of course, simplifies the process of finding information, processing it and providing it in various forms. In 5 rooms of the gymnasium there are interactive whiteboards, and in one of the rooms the number of laptops corresponds to the number of students, and everyone uses ICT in the lesson, everyone participates in the quest at the same time. Therefore, the use of a computer in the project activities of students as a tool of creative activity contributes to the achievement of several goals:

- increasing motivation for self-study;
- formation of new competencies;
- realization of creative potential;
- increasing personal self-esteem;
- development of personal qualities unclaimed in the educational process.

The development of computer technologies, especially Internet technologies, gives a powerful impetus to the development of all mankind. Realizing this fact, I, as a teacher, strive to actively use new technical advances for educational purposes. One such attempt was the use of a web quest, a special type of search activity that students could carry out using the Internet. A web quest as an educational technology relies on such an approach to learning, in the process of which the construction of a new one takes place. According to this approach, the teacher becomes not a lesson, but a consultant, organizer and coordinator of problem-oriented, research, educational and cognitive activities of students. The teacher creates conditions for independent mental and creative activity of students and supports their initiative. In turn, pupils become equal "partners" in the learning process, sharing with their teacher responsibility for the learning process and results. Sometimes students create their own quests and then the teacher evaluates the creation of the "game".

Teamwork and collaboration should be incorporated into a WebQuest. Making decisions is an important aspect of teamwork. A quality WebQuest should clearly state in the process how the team members will be divided. Each team member has a role to which he is responsible. Team collaboration helps students learn how to share information and ideas and be responsible for their own learning.

A quality WebQuest must have an evaluation rubric for each stage not only for the end product. Students should present their work in a creative and interesting manner. They should be encouraged to use multimedia and other visual aids.

Finally, a good WebQuest should have a feedback questionnaire or a reflection page for students to add their feelings and comments not only at the end but throughout the project. I would add a working file journal to the WebQuest so that information could be documented. Feelings and ideas should be recorded at all times. This would add to the students' learning experience.

The web quest includes the following parts as mandatory:

- introduction (topic and justification of the value of the project). This stage provides basic information, introduces key concepts, and contains a question for students to reflect on;
- task (goal, conditions, problem and ways to solve it). This is the most important part of the Web Quest. The assignment directs students to take a series of concrete actions towards solving the problem;
- process (step-by-step description of the course of work, distribution of roles, responsibilities of each participant, links to Internet resources, the final product). This section provides instructions on how the students will complete the assignment (order of execution and sorting of information);
- assessment (a scale for self-assessment and criteria for assessing the teacher). The section contains the criteria for evaluating the completed assignment in accordance with certain standards;
- conclusion (summarizing the results, summing up the results (what they learned, what skills they acquired; rhetorical questions or questions that motivate further research of the topic are possible). Here, a conclusion is summed up and reflection and further research on the problem is encouraged;
- Teacher Pages (optional): These provide information to help other teachers who will use the web quest.

In the course of organizing the work of schoolchildren on web quests, the following goals are realized:

- educational - the involvement of each student in an active cognitive process. Organization of individual and group activities of schoolchildren, identification of skills and abilities to work independently on a topic.
- developing - the development of interest in the subject, the creative abilities of the imagination of students; development of skills in research activities, public speaking, skills of independent work with literature and Internet resources; expansion of horizons, erudition.
- educational - fostering tolerance, personal responsibility for the performance of the chosen work.



Picture 1 “Webquest is...”

In addition, while working on a web quest, students go through a full cycle of motivation from attention to satisfaction, get acquainted with authentic material that allows students to explore, discuss and consciously build new concepts and relationships in the context of real world problems, creating projects that have practical significance.

The work of students in the format of a web quest will diversify the educational process, make it lively and interesting. An educational web quest is a site on the Internet that students work with to complete a particular task. Such web quests are being developed to maximize the integration of the Internet into various academic subjects at different levels of learning in the educational process. They cover a separate problem, academic subject, topic, and can be interdisciplinary. A feature of educational web quests is that part or all of the information for students' independent or group work with it is located on various websites. In addition, the result of working with a web quest is the publication of works.

The topic of web quests can be very diverse, problematic tasks can differ in the degree of complexity. 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, etc. In my work, I use the site <http://webquest.org>, in my work it is understandable, and children can also easily navigate in it.

A web quest is a complex task, in this regard, the assessment of its implementation should be based on several criteria focused on the type of problematic task and the form of presentation of the result. Bernie Dodge recommends using 4-8 criteria, which may include assessment of: research and creative work, quality of argumentation, originality of work, skills in working in a micro group, oral presentation, multimedia presentation, written text, etc.

Educators wishing to create their own WebQuests must begin by building a Web page. Many educators use popular Web page authoring software such as Netscape Composer or Microsoft Front Page. Some, however, simply build a page using Microsoft Word and save the file as a Web page. The actual program used to create the page is unimportant; the content of the page is critical.

Quality WebQuests begin with an introduction. The introduction provides the students background information on the topic and sets the stage for the investigation or activity (Dodge, 1997). One critical aspect of WebQuests sometimes included in the introduction is that the students are presented with an open-ended, essential question (March, 1998). When students are presented with an essential question, “we encourage more advanced performances” (March, 2000, p. 56). The introduction should also motivate the students to want to learn more and explore the topic in depth.

The next section of the WebQuest is the task. The task includes an activity that is “doable” and is of interest to the students. March (2000) cautioned that “problems can occur, however, if people expect higher-order thinking outcomes from an assignment inviting copy/paste masterpieces. This type of sloppiness undermines the integration of the best practices we hope to support” (p. 56). Therefore, the task students complete should go beyond read-the-page-answer-the-questions activities. Peterson and Caverly (2003) stated that “to nudge students beyond introductory knowledge acquisition into the messy world of multiple texts and primary resources, the WebQuest should require critical thinking, rather than a scavenger hunt for answers” (p. 39). Likewise, WebQuests should be designed to “use learners’ time well, to focus on using information rather than looking for it” (Chandler, 2003, p. 38). Dodge (1997) suggested that the thinking skills required in a quality WebQuest include comparing, classifying, inducing, deducing, analyzing errors, constructing support, making abstractions, and analyzing perspectives. The task also often identifies roles for cooperative group members. Each student is assigned a role to play as the group completes the assigned activity.

Next, the resource section provides links to high-quality Internet-based resources that students will use to complete the activity. Some WebQuests have a separate section for information sources, where some embed their resources in the WebQuest as anchors pointing to information on the Internet (Dodge, 1997). What is most important for this section is that the resources are high quality and developmentally appropriate for the targeted age group.

The process section provides a step-by-step guide for completion of the activity. The WebQuest should provide a clear description of exactly what students should do to complete the task. Again, the resources may or may not be embedded here as anchors to Internet sites.

Most quality WebQuests include an evaluation tool or assessment instrument as the next to last section. The evaluation may be in the form of a rubric or checklist. Because the task involves some type of inquiry learning, paper-pencil types of assessment will not work. The evaluation tool should illustrate to students exactly what they should do to be successful.

The last section of the WebQuest is the conclusion. The conclusion brings closure to the activity and summarizes what the teacher hopes the students have learned as a result of completing the activity. The conclusion may also encourage students to extend their recently gained knowledge to other domains.

Taken together, these sections should form a WebQuest that is reflective, fluid, and dynamic. Students are motivated to engage in inquiry learning and are provided all the resources and guidance to do so. Students are aware of what they need to do to be successful. In addition, they are encouraged to use their newly acquired knowledge in different contexts. “Through these explorations, students can aim to answer questions and solve real-world problems that are relevant to both the social studies and to students’ interests” [4, p. 158).

Tom March, who is credited as being a major contributor to the development and refinement of WebQuests in the early stages, suggested that WebQuests promote student motivation and authenticity, develop thinking skills, and encourage cooperative learning. According to March, WebQuests increase student motivation by providing an essential question, real-life resources with which to work, and opportunities to work in cooperative groups. WebQuests, by their very nature, encourage the development of thinking skills. The assigned task requires students to “transform information into something else: a cluster that maps out the major issues, a comparison, a hypothesis, a solution, etc.”. In addition, WebQuests encourage cooperative learning among students. Because WebQuest tasks are often complex or involve controversial topics, students work in groups to complete tasks.

A handful of individuals have conducted research studies on the use of WebQuests. Dodge implemented WebQuests in his middle school social studies class. After receiving an orientation to WebQuests, which included a discussion of the key elements, resources available, and strategies for using time effectively, the class completed a WebQuest on the Civil War. The students were engaged in the learning process throughout the activity. The students completed journal entries which showed a “tremendous amount of creativity, in both appearance and content” [4, p. 154]. As a result of his experiences, Lipscomb made the following suggestions for implementing WebQuests:

1. Choose your WebQuest wisely.
2. Gauge student technology proficiency.
3. Determine prior knowledge/content understanding.
4. Assess the availability of computers.
5. Have a backup plan.
6. Maximize class time on the computer.
7. Clarify student roles.
8. Continue working even after computer time is over.
9. Make assessment clear to students.
10. Be excited about the possibilities.

Milson examined students’ involvement in the WebQuest activity. His findings suggested that students had difficulty appreciating the value of online sources, as they preferred to use print resources to gather information. The student initially organized their data in simple schemes, but the teacher was able to lead the students to more meaningful organization. Milson’s (2002) study indicated that the students of differing abilities were able to complete the inquiry-oriented activities but that they approached the tasks differently.

Weinstein suggested that in order to foster critical thinking skills in students teachers must embed critical thinking in school subjects. Teaching critical thinking skills should not be viewed by teachers as an additional subject. Rather, it should be incorporated into the existing curriculum. Vidoni and Maddux compared the WebQuest format with the framework for critical thinking established by Weinstein and the Institute for Critical Thinking. They found that the WebQuest format meets the six key elements in critical thinking suggested in the framework.

The specificity of the web quest once again convinces of its wide possibilities in relation to teaching a foreign language. According to many teachers who successfully implement web quests in the educational process, this technology provides three main components of productive language learning: problemat�city, authenticity and interactivity, which is a leading factor in teaching a foreign language. Web quests allow students to receive information orally and in writing (reading web pages or participating in a discussion in the target language). In interactivity, knowledge of the language is immediately tested, enriching at the same time with new content. All this contributes to the development of fluency, accuracy in using the language and at the same time enriching vocabulary.

#### **List of sources:**

1. Derevyashkina N.M. Information technology in science and education [Text]: textbook. manual (Part 1) / N.M. Derevyashkina, T.Yu. Novgorodtseva. - Irkutsk: BSUEP, 2007. - 51p.
2. Winter I. A. Pedagogical psychology / I. A. Winter. - Rostov-on-Don: Education, 1997. – 100 s.
3. Shelekhova O.V. Formation of projective skills of students using computer technology [Text]: dissertation for the degree of candidate of pedagogical sciences: 2004 / O. V. Shelekhov. - Irkutsk, 2004. –178p.
4. Dodge B. A Rubric for Evaluating WebQuests. 2001.<http://webquest.sdsu.edu/webquestrubric.html> - accessed September 2018