



ORGANIZATION OF THE INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATION USING THE WEB-QUEST METHOD

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ABSTRACT

This article is devoted to the actual problem of using information and communication technologies in the organization of independent educational activities of university students. The article considers the issues of using a 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 assessment. The development technology and the most common forms of a web quest are given.

Keywords: independent work of students, web quest, Internet resource, Internet technologies, information and communication technologies.

INTRODUCTION

In the modern world, the main task of a higher educational institution is the formation of a creative personality of a specialist capable of innovation, self-education and self-development. It is impossible to solve this problem only by transferring knowledge in a ready-made form from the teacher to the student. The student should become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of independent work of students. This involves the orientation of the educational process to active methods of mastering knowledge, the development of creative abilities of students and the transition to individualized learning, taking into account the needs and capabilities of each individual.

In accordance with the new educational paradigm, any novice specialist, along with fundamental knowledge, professional skills and skills of his / her 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 assignment and with the methodological guidance of the teacher, but without his direct participation» [4]. It is intended not only for mastering each specific discipline, but also for developing 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, as it plays an important role in the development of independence as a character trait. The effectiveness of the organization of independent work of students largely depends on the applied pedagogical technologies of training. This can be both traditional technologies and modern ones that open up 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 he began to take a strong position in the educational process. Today, students actively use computer technologies in their daily lives [9]. Therefore, the problem of preserving and developing educational motivation is most relevant. Nowadays, it is difficult for teachers to find the right approach to students, because they are "not surprised by anything", it is difficult to interest and motivate them. The task of teachers today is to find the right methods and approaches to teaching modern students [10]. The formation of a creative personality of a specialist capable of innovation, self-education and self-development is impossible by transferring knowledge in a ready-made form from the teacher to the student. The student should become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of independent work of students.

Independent work of students using information and communication technologies, Internet technologies is an active method of teaching, in the process of which students, on the instructions of the teacher and under his guidance, solve not only the educational task, but also get the necessary skills to work with a computer, with various information.

The activity of this method is determined primarily by the purpose, which independent activity is realized by the student, becomes

it is relevant and important, there are motives of activity: the need to expand their knowledge, learn new things; possess the ability to work with a computer; a desire to show independence, to perform the task without assistance; the need to test your knowledge; opportunity to publicly present the results of its activities.

THE MAIN FINDINGS AND RESULTS

The use of information and communication technology in the organization of independent activities allows you to automate the organization of independent activities, develop a creative approach to solving problems, form information and communication competencies of students, use them for distance learning and control, as well as expand, consolidate and contribute to the deepening of knowledge gained in the audience. The most important means of forming students of all kinds of cognitive activity is the performance of various types and types of independent work.

Web quests play an important role in organizing students' independent work. This method of teaching and controlling 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 American and European teachers, and since the late 90s of the twentieth century began to spread in Russia [2].

Based on the fact that a modern student spends most of his time on the Internet, we believe that the use of Internet resources, electronic resources will provide access to tasks for extracurricular independent work and their implementation, regardless of where the student is located: in the library, in the classroom, at home or on the street [6].

These technologies improve students' ability to work with information located on different media, plan their activities, and increase their interest in studying disciplines and interdisciplinary courses. It is the web quest that combines elements of problem-based learning, project methods, and games and involves the active use of information and communication technologies.

Even D. Dewey and his followers turned to problem methods, believing that "setting a problem and finding ways to solve it and thinking about the results obtained are the best ways to achieve the main goal – the intellectual development of the individual, the formation of skills to work with information» [5].

According to E. S. Polat, the project method allows you to search for a solution to the problem in practice, makes it possible to comprehend theoretical knowledge and forms the ability to find ways to solve problem situations [5].

Analysis of Internet resources, scientific articles and methodological literature showed that the web quest is considered as a technology, problem task, method, form and means. Web quest as a technology is a set of methods and tools to achieve the desired result.

Ya. S. Bykhovsky notes that an educational web quest is a site on the Internet that students work with, performing a particular educational task [3].

According to M. V. Andreeva, a web quest is a problematic task with elements of a role-playing game, for which information resources of the Internet are used [1].

Ya. S. Bykhovsky considers a web quest both as a method and as a form. Web quest as a method is a method of interrelated activity of the teacher and students, aimed at solving educational problems, ways of organizing educational and cognitive activity of the student. Web quest as a form-ordering, establishing, bringing into the system of interaction between teachers and students when working on certain content [3].

Under distance learning specialists of the American Association (USDLA) understand the learning process in which the teacher and student are geographically separated and therefore rely on electronic means

and printed manuals for the organization of the educational process [8].

E. S. Polat understands distance education technologies as educational technologies implemented mainly with the use of informatization and telecommunications tools, with indirect interaction between the student and the teacher [5]. Thus, distance learning is considered as a form of independent learning using electronic learning tools, and distance technologies involve the use of information and telecommunications tools to organize the learning process. Based on this, the web quest can be used in working with students as a form of organizing distance learning.

Cynthia B. Leung and Zafer Unal conducted a study aimed at identifying the advantages and disadvantages of using web quests in the learning process. The advantages of using web quests were identified as personality-oriented nature, attractiveness for students with different sensory channels of information perception (visual, auditory, kinesthetic), the effectiveness of time use during the training session, as well as the development of competencies, computer literacy and critical thinking. The disadvantages were the obsolescence of Internet resources that are becoming unavailable, as well as the possession of certain skills by students to perform web quest tasks [7].

Web quest - a problem task with elements of a role-playing game, for which information resources of the Internet are used. Students independently search for information on the Internet or on recommended electronic media, performing a teacher's task or under the influence of personal motivation.

When organizing independent work of students using information and communication systems, a significant role is played by the teacher, in particular, in web quests, first you need to determine the problem, then think through the expected result, then decide on an approximate list of information sources, think through the process of activity, and already at the final stage – presentation of the results of search activity. In all this, the teacher helps, monitors, directs.

The subject 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, a computer presentation, a web page, etc. The web quest refers to project activities and problem-based learning. To make the project interesting, it is advisable to use various network services. Web quests have a number of advantages, including: motivation of students to learn new material; organization of work in the form of purposeful research, unlimited in time; activation of independent individual or group activities of students, which they themselves manage.

Bernie Dodge defined the following types of tasks for web quests: retelling-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 – developing a plan or project based on given conditions; self-knowledge – any aspects of personality research; compilation-transformation of the format of information obtained from different sources: creating a book of recipes, a virtual exhibition, a time capsule, a culture capsule; creative task – creative work in a certain genre-creation of a play, poem, song, video; analytical task-search and systematization of information; detective, puzzle, mysterious story-conclusions based on contradictory facts; consensus - development of a solution to an acute problem; assessment-justification of a certain point of view; journalistic investigation-objective presentation of information (separation of opinions and facts); persuasion – persuasion of opponents or neutral-minded persons; scientific research-the study of various phenomena, discoveries, facts based on unique online sources.

Information and communication technologies serve not only as a source of disclosure and development of students' creative potential, activation of their cognitive processes, but also as 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 opportunities for using the global Internet in the educational process that contribute to solving these problems.

Modern students are already actively using new technologies in preparing 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.

Web quest is called “a specially organized type of independent research activity, for which students search for information on the Internet at the specified addresses” [3]. This type of activity provides a rational use of time for independent work of students, the ability to quickly search for the necessary diverse information and its use in the educational process and the development of critical thinking skills, analysis, synthesis and evaluation of information. This method of teaching and controlling knowledge, skills and abilities meets modern requirements and features of the educational environment.

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 specific 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 he works 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 involves pre-selection of sites by the teacher to exclude the possibility of using unconfirmed, false or biased information. The teacher should evaluate the information from the point of view of the possibility of its use in the educational process and select Internet resources.

E. I. Barguzin represents the technology of development web quest in the following main stages: 1) formulation of a brief introduction: description of the main roles of the participants, the scenario of the web quest, the work plan and deadlines; 2) development of the task; 3) presentation of the bank of information resources necessary for the task: links to web pages, thematic chats, books or other materials available in the library or the teacher; 4) step-by-step description of the stages of the task, which involves: a) independent study for students of the proposed materials; b) teacher consultation on issues concerning directly the content of a web-quest or its presentation; C) students do the job; d) discussion of results of work of each team member among students and selection of the most relevant material for the final presentation; d) recommendations for teacher use of electronic resources; e) the recommendation of the teacher in the execution of final presentation; 5) guide to the organization and systematization of the material: the time of the web quest and step-by-step distribution of sites; 6) conclusion summarizing the experience gained by students during the web quest: final presentation, publication of students ' works, organization of round tables [2].

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 move through hyperlinks. According to the timing of tasks, web quests are divided into short-term and long-term ones.

The goal of short-term projects is to acquire knowledge and integrate 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 should be able to analyze the data obtained and modify them. Work on a long-term web quest can last from one week to a month. Placing web quests on the web and being able to choose the role that the student will act on 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 us 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 stimulate students to independent analytical and creative thinking, to involve them in an objective assessment of their own results and the results of their colleagues.

CONCLUSION

Web quests are not only an innovative method of teaching and controlling knowledge, but also a completely new method of obtaining this knowledge by students. At the same time, the teacher acts as an assistant who directs the independent creative process of finding answers to the questions posed in the web

quest. Of course, drawing up a web quest requires time and high professionalism of the teacher, but by developing a series of tasks on a specific topic, the teacher will be able to use them in subsequent 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 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.

Thus, this study showed that the use of web quests in the educational process contributes to the development of students' interest, provides interactivity in the learning process, the ability to work at a convenient pace, and also allows them to develop the ability to search for information and critically relate to it. There are quite a large number of web quests on the Internet, but they are mainly addressed to school students. We believe that the use of web quests will change the process of organizing independent work of university students, and will also help to increase motivation for educational activities, mastering the information and communication system with the competencies indicated in the state educational standard.

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