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QUEST AS A MODERN TECHNOLOGY IN EDUCATION.

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ABSTRACT. This article focuses on the use of web quest technology in the modern educational environment. Web quests can foster learning motivation during both classroom and extracurricular activities. They also help develop critical thinking skills.

АННОТАЦИЯ. В данной статье рассматривается применение технологии веб-квеста в современной образовательной среде. Веб-квесты способствуют повышению мотивации к обучению как в классе, так и во внеучебной деятельности. Они также способствуют развитию критического мышления.

Today, students freely use information and communication technologies (hereinafter referred to as ICT) in their daily lives and educational activities.

Unlimited internet access, smartphones, and tablets make obtaining information easier and more accessible. On the other hand, the internet not only provides enormous opportunities for student self-development, but also creates certain challenges. Students often face challenges in selecting, analyzing, and comparing reliable sources of information, as the modern information environment sometimes represents a "global dumping ground" where they can encounter resources containing contradictory and not always reliable informations.

Teachers must adapt to changing circumstances and skillfully utilize the advantages of modern ICT for the benefit of the educational process.

It is no coincidence that one of the conditions for implementing general education is the creation of a modern information and educational environment, which includes, among other things, a system of modern pedagogical technologies that ensure successful learning.

In particular, webquest technology allows for the successful integration of the Internet into educational activities, diverting students from a consumerist attitude toward information and the Internet, and contributes to the achievement of both personal, subject-specific, and meta-subject outcomes. This technology enables the achievement of important educational outcomes:

• personal—developing motivation for learning new things and self-improvement, understanding the possibilities of self-realization, and unlocking creative potential;

• Meta-subject — developing communicative competence, information processing skills (searching, extracting, and summarizing information, creating a project that solves a given problem), self-organization, the ability to assume various social roles, and computer skills;

• Subject — acquiring new knowledge and applying it in educational and subject-related situations, developing a scientific mindset.

The developers of the webquest are Bernie Dodge and Tom March, professors at the University of California, San Diego. The technology is relatively old. The first webquests appeared in 1995 and are now one of the main tools for developing students' communicative and ICT competencies. A webquest involves creating a problem-solving task with role-playing elements, using internet resources.

The webquest educational technology offers great opportunities for implementing project-based activities both in the classroom and as part of extracurricular activities. It can be used both as part of subject immersion and as part of binary lessons.компетенций учащихся.

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Webquest educational technology offers great opportunities for implementing project-based activities both in the classroom and outside of class. It can be used both as part of subject immersion and as part of binary lessons.

Webquests encourage students to search for online information based on teacher instructions, develop computer skills, and enhance their vocabulary, while encouraging independent learning. Students perceive the task as "real" and "useful," which leads to increased learning effectiveness. Organizational Forms of Classroom Activities

1. Information Search and Processing

⬥ Writing a review essay

⬥ Reviewing a website on the topic

⬥ Analyzing and evaluating existing online essays on the topic

⬥ Writing a lecture outline or lecture fragment

⬥ Compiling a bibliography

⬥ Preparing a practical lesson fragment

⬥ Preparing a report on the topic

⬥ Preparing a discussion on the topic

⬥ Working with a web quest prepared by the instructor or found online

A web quest is a specially organized type of research activity in which students search for information online at specified addresses. They are designed to maximize students' time, to use the information obtained for practical purposes, and to develop skills in critical thinking, analysis, synthesis, and evaluation of information.

To ensure maximum effectiveness, a webquest (a specially organized web page) should contain the following parts:

1. An introduction, which describes the timeframe and sets the initial situation.
2. An engaging, realistically achievable task.

3. A set of links to online resources necessary for completing the task. Some (but not all) resources can be copied to the webquest website to make it easier for students to download materials. These resources should include links to web pages, expert email addresses, or topic-specific chat rooms, books, or other materials available from the library or the instructor. Providing precise addresses will help students avoid wasting time while completing the tasks.

4. A description of the process. It should be broken down into stages with specific deadlines.

5. Some explanations for processing the information obtained: guiding questions, concept trees, cause-and-effect diagrams.

6. A conclusion, reminding students what they learned by completing the task. Perhaps ways for further independent work on the topic or a description of how the acquired experience can be transferred to another area. Webquests can be short-term or long-term. The goal of short-term projects is to acquire knowledge and integrate it into one's own knowledge system. Working on a short-term webquest can take from one to three sessions. Long-term webquests are aimed at expanding and clarifying concepts. Upon completion of a long-term webquest, the student should be able to conduct an in-depth analysis of the acquired knowledge, be able to transform it, and have sufficient mastery of the material to create assignments for work on the topic. Work on a long-term webquest can last from one week to a month (maximum two).

Web quests are best suited for small group work, but there are also web quests designed for individual students. Additional motivation for web quests can be created by asking students to choose roles (e.g., scientist, journalist, detective, architect, etc.) and act accordingly. For example, if the instructor has assigned the role of the Secretary of the United Nations, this character might send a letter to another participant (playing the role of the President of Russia, for example) about the need for a peaceful resolution to the conflict.

A web quest can be focused on a single subject or be cross-curricular. Researchers note that the latter approach is more effective.

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