

Polina Bezpalaya

WEBQUEST TECHNOLOGY IS A MODERN METHOD OF TEACHING FOREIGN

Modern education is not represented without the computer and Internet technologies in the working process. Every day the modern student uses laptops and smartphones with access to the Internet, as he/she is involved in the process of searching and processing information to accumulate and structure the acquired knowledge necessary for professional communication, including in a foreign language.

WebQuest technology is a modern method of teaching that allows you to effectively solve professional problems. According to educators using this technology, web-Quest is a web-project and is carried out using the resources of the World Wide Web. Web-Quest has a clear structure and is compiled with the help of links aimed at research and comprehensive study of a problematic issue directly related to the future professional activity of the student [1, p. 125].

According to Bernie Dodge, professor of educational technology at the University of San Diego (USA), the structure of a web quest should have the following components:

- introduction - description of the main roles of the participants or a scenario of the quest, a preliminary work plan, an overview of the whole quest;
- task - the formulation of the challenge, the form of presentation of the final result;
- resources - a list of information resources;
- work plan - a description of the work procedure to be performed by each participant of the WebQuest in the independent performance of the task (stages);
- evaluation - a description of the criteria and parameters for evaluating the web quest;
- conclusion - a section where the experience is summarized, results are summarized and a presentation of the final product (project defense) is presented [2, p. 115].

Working on a web quest creates favorable conditions for activating students' creativity, and creativity is embodied both in terms of content and in terms of lexical and grammatical aspects of language. In addition, the research activity builds and improves students' independent work skills, especially the independent search and selection of information according to the task at hand. The fact that in the process of discussing the final product (presentation) students learn to express their thoughts and opinions, to defend their point of view, plays an important role not only in the development of communicative competence of students in a foreign language, but also allows them to learn to overcome their own inertia in expressing and formulating their opinions in principle. On the other hand, discussing a project inevitably entails the ability to listen and respect the opinion of the other person, as well as to accept the opinion of the majority. In other words, such work allows teaching language as a social phenomenon, so it has not only a pragmatic effect (achieving a certain level of language proficiency by students), but also a great general educational significance, namely it forms students' social competence (ability to act independently in social situations), develops a sense of responsibility for the final result, the ability to speak publicly to prove and argue for the presentation of the final result.

Integration of the Internet in the educational process is the best option for the development of students' sustainable motivation to learn a foreign language for professional purposes. Web-quest technology allows future engineers to learn more in-depth relevant information about the future profession from primary sources, which is not

unimportant, rather than in translation or retelling in Ukrainian. Moreover, if the final product is a role-playing game or simulation, students will be able to try out quite specific professional duties of an engineer. All this promotes interest in mastering a foreign language of their professional sphere through understanding the relevance of the "Foreign Language" subject, its practical importance in the formation of professional competencies.

References:

1. Sisoiev, P.V., V.V. Sisoiev, M.N. Evstigneu, M.N. - 2008. - No. 2. - S. 100-110.

2. Galustyan, O. V. The practice of enrolling a web quest in English language teachers / O. V. Galustyan // Bulletin of VDU. Series: linguistics and intercultural communication. - 2015. - No. 2. - S. 115.

Research Supervisor – Alina Podorozhna, Senior lecturer