USING WEBQUEST TECHNOLOGIES AS A METHOD
OF TEACHING FOREIGN LANGUAGES

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Abstract: The information of domestic and foreign sources on the use of webquest technologies as a method of teaching foreign languages in higher education is generalized. Types, topics and structure of web quests are described. The advantages of quests in the educational process are considered.

The popularity of Internet technologies for the development of students' interest and abilities is determined. Prospects for the use of webquest technologies are outlined and the role of the teacher as a facilitator of the educational process is defined. The use of webquests for individual work and work in small groups is offered.

Keywords: webquest, role play, innovative pedagogical technologies, facilitator, search activity, problem tasks.

In modern society there are changes that require the improvement of the educational process, the interests of the country, social and personal needs should be taken into account. The introduction of innovative pedagogical technologies is an integral condition for the development of higher education in the country. The graduates of higher educational establishments are highly qualified professionals who possess language and communication skills in speaking, reading, writing, and listening. They know the history, traditions and customs, and culture of the country.

The teacher acts as a facilitator who stimulates and improves students' search activities, teaches them to work independently and solve problems. Teachers offer problem solving tasks with elements of a role play, its implementation requires the use of Internet information resources.

The webquest model was first introduced by San Diego University researchers, Bernie Dodge and Tom March in 1995. Today, this technology is one of the most successful ways to use the Internet at the lessons. It was "an effort to integrate the World Wide Web into the classroom" [1, p. 295].

Bernie Dodge and Tom March are considered to be the first developers of problem solving tasks with role-playing elements that require the use of Internet information resources. Bernie Dodge developed innovative Internet applications for integration in the education process.

A webquest (search) is an educational site on a specific topic and one of the most effective models of using the Internet in education process. When using the information resources of the Internet, the students have the opportunity to study, work independently and solve problem tasks.

Webquests are best used in small groups, but there are some quests that can be used for individual work. A webquest can cover one subject or several (the work in this case will be more effective). If webquests are done in the classroom, it should be equipped with computer equipment and Internet connection is required. Webquests can be short-term or long-term. "Short-term webquests are aimed at gaining new knowledge. Long-term webquests are aimed at expanding and clarifying concepts" [2, p. 8]. Long-term webquests are aimed at analyzing the information received by the student, understanding the material, creating and performing the task to work at the topic. Students must change the information, make a report, a presentation, research, or an interview. The term of long-term webquests may last for several weeks but sometimes a semester. "The classification of webquests is usually carried out according to the taxonomy of B. Dodge". [3, p. 85] The webquest consists of an introduction, tasks, process, evaluation, conclusion, credits, and comments for the teacher's page. However, the teacher can change the structure of the webquest on

his/her own initiative. It depends on the level of knowledge and needs of the students. The section "Introduction" defines the tasks and deadlines.

The section "Tasks" identifies the problem that should be solved: what to write, how to write an essay, a report or a presentation. The following types of tasks can be defined in the webquest: 1. translation (students make presentations, stories, i.e. provide material in a new form); 2. planning and design (development of the plan under specified conditions); 3. creative tasks (songs, poems, videos); 4. research work (the students study online sources); 5. compilation (the students write a scientific paper or work, transform the obtained information based on the information but they do not make independent research); 6. analytical tasks (the students search and systematize information); 7. detective and mystery stories (the students should make conclusions based on contradictory facts). In the section "Process" there is a description of the stages of work, a list of questions, examples and recommendations for implementation, links to e-mail addresses, thematic forums, books, manuals of library resources. At this stage the student selects the material, chooses the most important one, searches for the necessary information, makes comparisons and analyzes a form providing a criterion for evaluating the implementation of a webquest.

The section "Conclusion" describes what students can learn after having completed the webquest. At the final stage the results are discussed and the students talk about their experience. The results of the webquest can be put into the database, an online document with the analysis of the situation, video and presentation are created. The teacher evaluates the work of each student and draws conclusions. The section "Teacher Contact Comments" provides guidance to the teachers how to use the webquest, objectives and goals, and useful resources. How are webquests created? First, you need to choose a topic, and secondly, choose an Internet service and design, choose tasks, web resources and planned results, then fill in the content of the webquest. Some authors give the following recommendations for webquests: "identify keywords to search; find the necessary information from the Internet; analyze and discuss the information found; formulate a conclusion and discuss it"[2].

Webquests on various topics have been created on the Internet. For example, the author of the webquest "Internet Security" L.D. Zhelizniak offers the students to act as a lawyer who studies information law and information security. The lawyer must consider the forms of Internet piracy, copyright infringement, posting information on the Internet and then answer the questions: what is plagiarism, Internet piracy and what are the consequences of using someone else intellectual property. The developer of this webquest offers to present a presentation, booklet or web page [4].

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