



CURRENT ISSUES USING WEB QUESTS IN RUSSIAN LESSONS AT NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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ANNOTATION

The purpose of the scientific study is to identify the effectiveness of using the web quest technology as a tool to increase the motivation of foreign students of the advanced stage of education to learn the Russian language.

KEY WORDS: *Russian as a foreign language, methodology, Internet resources, project activities.*

АКТУАЛЬНЫЕ ВОПРОСЫ ИСПОЛЬЗОВАНИЕ ВЕБ-КВЕСТОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В НЕЯЗЫКОВЫХ ВУЗАХ

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Аннотация

Цель научного исследования - выявление эффективности использования технологии веб-квеста как инструмента повышения мотивации иностранных слушателей продвинутого этапа обучения к изучению русского языка.

Ключевые слова: *русский язык как иностранный, методика, интернет-ресурсы, проектная деятельность.*

The use of web quests has become more relevant than ever, not only in regular classes, but also in a remote format. Project activities posted on the Internet provide opportunities for the use of authentic materials, various forms of work, and ensure the autonomy of students. How to involve students in project activities? What tasks can the web quest format offer? We'll talk about this in the article.

Methods that introduce new technologies into the educational process are widely used. Among modern innovative methods in teaching the Russian language, one of the most productive, based on the individualization and autonomy of students, is a web quest.[1,27]

The word "quest" is better known as a kind of game, but in education it implies the performance of certain tasks by students. Like any educational method of Russian as a foreign language, it is aimed not only at acquiring knowledge, but also at their practical use. Web quest (WebQuest) in pedagogy is a problematic task with elements of a role-playing game, for which information resources of the Internet are used.

A web quest is the most complex of the existing formats of educational Internet resources; in terms of its structure, it belongs to electronic projects. There are two types of web quests: for short-term and long-term work. A



feature of educational web quests is that some or all of the information for independent or group work of students is located on various sites.

The developer of the web quest as an educational task is B. Dodge, professor of educational technologies at the University of San Diego (USA).[2,58]

Each webquest includes the following elements:

An introduction that clearly describes the main roles of the participants or the scenario of the quest, a preliminary work plan, an overview of the entire quest.

A central task that is understandable, interesting and doable. The final result of independent work is clearly defined (for example, a series of questions are asked that need to be answered, a problem is written that needs to be solved, a position is defined that must be defended, and other activities are indicated that are aimed at processing and presenting results based on the collected information).

List of information resources needed to complete the task. This list must be annotated.

Description of the work procedure that each participant in the quest must do when completing the task independently (stages).

Description of the criteria and parameters for evaluating a web quest. Evaluation criteria depend on the type of educational tasks that are solved in the quest. It is important to give rubrics for assessment so that students can independently evaluate their results, as well as understand how the teacher did it.

The Action Guide shows how to organize and present the collected information. These can be guiding questions that organize educational work. In this part of the web quest, the teacher determines the time frame, recommendations for the use of electronic sources, and presents drafts of web pages.

Conclusion, which summarizes the experience that participants will gain when doing independent work on a web quest.

The scenario of the project activity is compiled by the teacher. The number of participants may vary depending on the task and goals of the quest. The web quest technology is applicable to various topics, provides for multi-level problem tasks, as a result of which the development of oral and written speech occurs, since the presentation of the results can be presented in various forms, for example, oral presentation, computer presentation, essay, web page. The use of web quests leads to the development of systematized communicative and speech skills.[3,11]

- Reading: students learn to highlight the necessary facts; to separate the main information from the secondary; determine the temporal and causal relationship; predict developments or results; summarize the events described; evaluate the importance/novelty/reliability of information.

- Speaking: students participate in conversation; learn to request information and exchange information; express their point of view; learn to take the initiative in a conversation; briefly or in detail state what is read or heard; give a reasonable description of the facts and events; learn to present a socio-cultural portrait of their country and the country of the language being studied.

- Writing: students learn to describe facts and phenomena; communicate or request information; express one's own opinion; Briefly or extensively convey the content; to record the necessary information - to compose abstracts / essays / abstracts; generalize and systematize information obtained from various sources.

- Listening: students must determine the topic of what they hear; highlight facts and arguments in accordance with the questions or problems raised; summarize the information contained in the text; determine your attitude to what you hear.

B. Dodge offers the following types of tasks for web quests: retelling, project, compilation, puzzle, investigative journalism, creative task, consensus, persuasion, self-knowledge, analytical task, assessment and scientific work.[2,45]

Consider how we can adapt these assignments to the context of teaching Russian as a foreign language.



1. Retelling is the most simple and well-known exercise from which you can start your first acquaintance with the web quest technology. A classic example of a task for students is to familiarize themselves with the materials and demonstrate the understood material in the form of an oral or written presentation. The difference between a web quest and a simple retelling is that the material presented to students does not contain direct answers to the problematic question posed, for which critical and analytical skills must be applied. Students must prepare a retelling by analyzing information about the author, about the book, analyze various reviews of the work and put forward their point of view.

2. Compilation. The main task for students is to study information from various sources and transform them into one common format. The results of the work can be both in digital and non-digital format. For example, a cookbook of traditional Russian recipes can serve as such a task.

3. Puzzle. Everyone loves secrets. If the task that the students face is presented in the form of a puzzle or a mystical story, then this will certainly draw the students' attention to the issue under study. Of course, this task will be especially popular at the initial stage of training, but at later stages it can be transformed into puzzles related to solving more practical issues. So, an example is the solution of the Stonehenge riddle or the authorship of Shakespeare, i.e. students study theories about which scientists do not have a common opinion. Thus, students must learn to draw reasoned conclusions based on the conflicting data they have found on the Internet.

4. Journalistic investigation. This form is applicable provided that there is an event (preferably in real time) that students need to study. They are tasked with covering this event. Students act as reporters: they collect, organize facts and present them in the news genre. The criterion for evaluating the work is accuracy, not creativity. An example of a web quest in the form of a journalistic investigation can be the report "Prince William's Wedding", "Opening of the new theater season", etc.

5. Design. The task of a web quest in the form of design is to create a product or action plan that is defined by goals and works in specific conditions. Within the framework of this form, it is possible to complete the following web quests: "Vacation in Moscow" - students develop a route that meets the set conditions and interests of students; "Dream House" - they create the design of an ideal home by studying vocabulary on the topic and drawing up their own project, etc.

6. Creative task. The creative task is similar to the design format described above, it also involves the creation of a product in the format of a plan, presentation, poster, collage or even a song, however, unlike the design, the creative task has a looser structure and an unpredictable final presentation of the material. The main criteria for evaluating these tasks will be creativity and self-expression in the presentation and choice of genre. This form can be used when compiling web quests dedicated to the events of Maslenitsa, the Christmas market, and require writing not only scripts for events, but also the selection of musical accompaniment, handouts. As with the design format, constraints are key and will differ depending on the scope for creativity in completing assignments.

7. Consensus. Students are asked to consider a controversial issue. Due to the fact that value systems differ, the essence of the task is to achieve consensus. This form allows you to form and develop skills and abilities to solve problematic issues both in the learning process and in future professional and personal activities. Different points of view will be encountered by students in all areas of activity, and therefore it is necessary to teach them how to argue their point of view, highlight weaknesses and strengths, and also teach them to listen to opponents and, as a result, find common ground.

8. Persuasion. The situation of disagreement arises in our life all the time, and often we try to convince the interlocutors that we are right. It is for the formation and development of skills and abilities of persuasion that this web quest exists. The purpose of this exercise goes beyond



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