
CONFERENCE ARTICLE

GUIDING PRINCIPLES FOR USING WEB-QUESTS IN TEACHING PROCESS

Yusupova Mukhabbat Anatolevna

Head of Linguistics and English Teaching Methodology Department Phd, Associate Professor, Faculty of Turism, Chirchik State Pedagogical University, Uzbekistan

ABSTRACT

This article explores what Web-Quests actually do in the classroom, how they work, why they matter pedagogically, and what makes them effective as a teaching tool. As a modern digital learning resource, Web-Quests encourage students to think independently, tackle real problems, and build the digital skills increasingly demanded in today's world. Drawing on constructivist principles, problem-based learning, and interactive methods, the study identifies the conditions under which Web-Quests deliver their strongest educational results.

KEYWORDS

Web-Quest, electronic educational resources, digital pedagogy, constructivism, problem-based learning, interactive methods.

INTRODUCTION

The rapid development of information and communication technologies is leading to fundamental changes in the education system. The use of electronic resources in the modern educational process is one of the important factors in increasing learning efficiency. One of such innovative tools is Web-Quest technology. Web quests are educational activities based on Internet resources, which serve to develop students' research, analysis and conclusion skills. This method is especially effective in teaching foreign languages.

A Web-Quest is a research-based educational activity in which students mainly use Internet resources. This concept was first put forward by B. Dodge in 1995. Web-Quests are based on the theory of constructivism. According to this approach, knowledge is not given ready-made, but is actively acquired by students. At the same time, Web-Quests also include elements of problem-based learning and project-based learning. The modern education system is improving inextricably linked with the rapid development of information and communication technologies. The effective use of electronic educational resources is one of the important factors in improving the quality of education. As one of these innovative tools, Web-Quest technology is of particular importance.

Web-quests are research-oriented educational activities organized on the basis of Internet resources, which develop students' analytical and critical thinking skills. This method was first proposed by Dodge, and today it is widely used at various stages of education [1].

Web-Quests are particularly effective in teaching foreign languages, as they allow students to apply their knowledge in real-life communicative situations. At the same time, this method helps develop students' independent learning competencies.

Methods

The following scientific methods as Theoretical analysis method - studying the pedagogical essence and theoretical foundations

of Web-Quests; Comparative analysis method - comparing the Web-Quest method with traditional teaching methods; Pedagogical observation - determining the effectiveness of using Web-Quests in the lesson process; Systematization method - summarizing the results obtained were used in this study. The study is based on the theory of constructivism, in which knowledge is actively acquired by students [4]. At the same time, elements of problem-based learning and the project approach were also used [3]. During the research, the following structural components of Web-Quests were analyzed: introduction, task, process, resources, evaluation, conclusion.

Results

The results of the study showed that the use of Web-Quests in the classroom is effective based on the following principles:

1. The principle of goal-orientation

Each Web-Quest should have a clear didactic goal. Tasks should serve to develop students' knowledge, skills and competencies.

2. The principle of problem-solving

Web-Quest tasks should be based on problem situations. This will stimulate students' independent thinking.

3. The principle of interactivity

Tasks in which students actively participate and require collaborative work should be prioritized.

4. Reliability of information

The selected Internet sources should be reliable, relevant and scientifically based.

5. The principle of step-by-stepness

The Web-Quest process should be divided into clear stages: introduction, task, process, resources, evaluation and conclusion.

6. Transparency of assessment

The criteria for assessing student performance should be clearly defined in advance. The use of web quests provides the following positive results: develops independent learning skills; forms critical and creative thinking; increases teamwork competence; develops digital literacy; increases motivation for learning.

For the effective use of web quests in the classroom, the following are recommended: develop a scenario appropriate to the topic of the lesson; provide clear and understandable instructions; take into account the age and level of knowledge of students; use multimedia tools; organize a reflection process.

Discussion

The results show that web quests are closely related to constructive pedagogy. This method involves students in the active learning process and encourages them to make independent decisions.

At the same time, the following problems were identified in the implementation of web quests: lack of technical means; limited access to the Internet; insufficient digital competence of teachers. To overcome these problems, it is necessary to improve the skills of teachers and provide technical support to educational institutions.

According to Tom March's ideas, "a real Web-Quest is a scaffolded learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of an open-ended question, the development of individual expertise, and participation in a group process that transforms newly acquired information into a more sophisticated understanding".

The best Web-Quests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning, and reflect on their own metacognitive processes [2]. As Mukhabbat Yusupova highlights that Web-Quest as the Internet-based technology determine several possible accessions of the applying of the Internet in the teaching of foreign languages. The first of them is the language character of communication is appropriate to encourage language learning. The another probable reason for using the Internet in teaching foreign languages is that web resources establish best conditions for learning and solving the tasks. The third reasons can be that again communicative learning grows the motivation of the students. The fourth possible reason probably from Internet consumers is that overpowering computer skills is important for the future successful operating of the student in the process of internet learning. As the visible reason it gives real stimulation to study the languages for the learners' guidance on the Internet area [5].

Conclusion

In other words, a Web-Quest should have an intriguing introduction, a correctly formulated task that encourages higher-order thinking, a role dispersion that provides different perspectives on the dilemma, and a reasonable introduction of Internet sources. They show a connection with real life. They can be used in various disciplines or fields.

Web-Quests are an important component of modern education, they activate the process of student learning and increase its effectiveness. By organizing them correctly in the classroom, high results can be achieved. In the future, it is important to deeply study the effectiveness of using web quests in various disciplines.

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