

THE ROLE OF WEB QUEST TECHNOLOGY IN LEARNING ENGLISH

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Abstract: *This research investigates the role of Web Quest technology in the acquisition and development of English language proficiency. Web Quests, as inquiry-based online learning tools, offer learners an organised yet adaptable framework for engaging with real language content, developing critical thinking, and fostering collaborative abilities. This study investigates how Web Quests affect reading comprehension, writing competency, listening and speaking skills, and overall language acquisition. This article seeks to explicate the usefulness of Web Quests in enhancing English language learning outcomes by analysing educational practices, case studies, and empirical data, as well as to offer best practices for their implementation in educational contexts. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of 24 students distributed into two groups. The lesson was taught to one group traditionally and to another group through web quest technology. The results were compared and analyzed.*

Keywords: *Web Quest technology, online learning, educational practices, language acquisition, inquiry-oriented activity.*

INGLIZ TILINI O'RGANISHDA VEB KVEST TEXNOLOGIYASINING O'RNI

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Annotatsiya: *Ushbu maqola ingliz tilini bilish va rivojlantirishda Web Quest texnologiyasining rolini o'rganadi. Veb-kvestlar so'rovga asoslangan onlayn ta'lim vositalari sifatida o'quvchilarga real til mazmuni bilan shug'ullanish, tanqidiy fikrlashni rivojlantirish va hamkorlik qobiliyatlarini rivojlantirish uchun uyushgan, ammo moslashuvchan asosni taklif qiladi. Ushbu tadqiqot veb-kvestlarning o'qishni tushunish, yozish qobiliyati, tinglash va gapirish qobiliyatlari va umumiy tilni egallashga qanday ta'sir qilishini o'rganadi. Ushbu maqola ta'lim amaliyotlari, amaliy tadqiqotlar va empirik ma'lumotlarni tahlil qilish orqali ingliz tilini o'rganish natijalarini oshirishda Web Kvestlarning foydaliligini tushuntirishga, shuningdek, ularni ta'lim kontekstida amalga oshirish bo'yicha eng yaxshi tajribalarni taklif qilishga intiladi. Tadqiqot savollariga javob berish uchun*

tadqiqotchi eksperimental yondashuvni qo'lladi. Tadqiqotning namunasi ikki guruhga bo'lingan 24 nafar talabadan iborat edi. Dars an'anaviy tarzda bir guruhga, boshqa guruhga esa veb-kvest texnologiyasi orqali o'tildi. Natijalar solishtirildi va tahlil qilindi.

***Kalit so'zlar:** Veb kvest texnologiyasi, onlayn ta'lim, ta'lim amaliyotlari, til o'zlashtirish, so'rouga yo'naltirilgan faoliyat.*

РОЛЬ ТЕХНОЛОГИИ ВЕБ-КВЕСТА В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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***Аннотация:** В данной статье исследуется роль технологии веб-квестов в приобретении и развитии владения английским языком. Веб-квесты, как инструменты онлайн-обучения на основе запросов, предлагают учащимся организованную, но адаптируемую основу для взаимодействия с реальным языковым контентом, развития критического мышления и развития способностей к сотрудничеству. В этом исследовании изучается, как веб-квесты влияют на понимание прочитанного, навыки письма, навыки аудирования и разговорной речи, а также на общее овладение языком. Целью этой статьи является объяснение полезности веб-квестов для улучшения результатов изучения английского языка путем анализа образовательной практики, тематических исследований и эмпирических данных, а также предложение лучших практик по их внедрению в образовательный контекст. Для ответа на вопросы исследования исследователь применил экспериментальный подход. Выборку исследования составили 24 студента, разделенные на две группы. Урок проводился одной группе традиционно, а другой группе посредством технологии веб-квеста. Результаты сравнивались и анализировались.*

***Ключевые слова:** Технология веб-квеста, онлайн-обучение, образовательные практики, овладение языком, исследовательская деятельность.*

Introduction. In the evolving landscape of education, technology continues to play a pivotal role in enhancing learning experiences. One such technological innovation is the Web Quest, an inquiry-oriented online learning activity that promotes critical thinking and problem-solving skills. This article explores how Web Quests contribute to the learning of English, focusing on their benefits,

implementation strategies, and the impact on language acquisition. A Web Quest is an online-based task that requires students to explore information on the internet to solve a specific problem or answer a question. Typically, Web Quests are structured with clearly defined roles and goals, guiding learners through a series of web resources. The activities encourage students to engage with authentic materials, collaborate with peers, and apply their findings in a meaningful context. The effectiveness of Web Quests in learning English can be assessed through various means, including observing student engagement, evaluating the quality of their output, and soliciting feedback on their experiences. Additionally, assessing improvements in language skills and critical thinking abilities can provide valuable insights into the impact of Web Quests.

Literature Review: In 1995, Bernie Dodge, a professor of educational technology at San Diego State University, developed a model for integrating the use of web, to teach any subject at any grade level. He called his work a WebQuest and posted summary of his idea on the web. Since then educators around the world have incorporated WebQuest into their Curricula (Schwartz & Willing, 2001:p.104). A WebQuest is composed of six stages which introduce the activity to students and familiarize them with the steps of the process. These six building blocks are common to all WebQuests and serve specific purposes to ensure that transformative learning occurs. Dodge (1995; 1997:p.2) describes the six basic parts of WebQuest :

- 1- An introduction provides some background information to prepare the student to lead the WebQuest program.
- 2- A task that is a doable and an interesting activity that allows students to learn and enhance their current knowledge by gathering information through the WebQuest.

Students are exposed to an inquiry-oriented activity.

- 3- A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or real time conferencing searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through web space completely adrift.

4- A description of the process: the learners should go through a detailed description of the steps of the process which leads them to accomplish the task. The process should be broken out into clearly described steps.

5- Some guidance [resources] on how to organize the information acquired. This can take the form of guiding questions or direction such as timelines, concept maps or cause and effect diagrams...

6- A conclusion It is the closure of the quest that reminds the learners of what they've learned, and perhaps encourages them to extend the experience into other domains.

Dodge, (2001:P.7-9); Schwartz & Willing (2001:P.104); Chatel & Nodell (2002:p.4-10); Macgregor & Lou (2005:p.162); Sanders (2006:p. 97-98); Hassenien (2006: p.42) All agreed that the components of WebQuest are the following:

- Introduction.
- Tasks.
- Process or procedure
- Resources.
- Conclusion
- Teacher page.

Methodology: The rapid growth of information and communication technologies, as well as the high demand for foreign language proficiency, require the use of educational methods and work structures that promote active learning. This study aims to develop a web quest for students of the university to improve their foreign-language competence formation. While web quests are widely available on the internet, not all of them are suitable for specific student groups. Thus, we chose some approaches and methods that are based on WebQuest technology to identify the effectiveness of this technology in the process of foreign-language competence formation of future specialists. Namely, Role-Playing Historical Events. Web Quests can incorporate role-playing activities where students are assigned roles based on historical figures or cultural representatives from different periods or regions. By immersing themselves in the mindset of these individuals, students can better appreciate the socio-cultural contexts that shaped their actions and decisions. This method is useful and convenient for assessing students. Also it is not boring and can motivate students to take part in lessons. If we give simple sample, "The Silk Road Journey" activity. In this Web Quest, students take on the roles of merchants,

diplomats, or travelers along the Silk Road during different historical periods. They explore how the exchange of goods, ideas, and culture along this ancient trade route influenced the development of societies across Europe and Asia. Another method is that they are given a task based on WebQuest, creating a detailed, simple report and presentation addressing how climate change affects a specific region, its ecosystems, and human communities, along with potential solutions. In this process, they choose a region affected by climate change and research the region's climate, key environmental issues, and socio-economic impacts using provided resources. Finally, they collaborate with groupmates to compile findings into a comprehensive report and create a visual presentation. In this approach, they can also work together collaboratively.

Results and Discussion: As it was already mentioned above, for answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of 24 students distributed into two groups. The lesson was taught to one group traditionally and to another group through web quest technology. The results were compared and analyzed. With the help of collaborative learning, such as team work, pair work, mainly role playing via WebQuest technology, students of first group learnt to work together, shared knowledge and appreciated views of one another.

Student projects demonstrated:

- 1) Perfect comprehension of a task: Their projects indicated a thorough understanding of the assignment.
- 2) Task completion: all materials are directly relevant to the topic, and resources are accurately cited; students consulted credible sources.
- 3) Work outcome: the work was clearly and logically presented with information that was directly related to the subject, the students critically examined the material, and their opinions were clearly shown.
- 4) Creative approach: Students' usage of demonstrative computing skills represented their creative approach.

Both traditional and innovative ways are useful. However, in this technological era, using WebQuest technology in classrooms is more convenient and interesting for students as well as educators.

Conclusion: In conclusion, Web Quest technology offers a dynamic and interactive approach to learning English. By incorporating authentic materials and collaborative activities, Web Quests not only enhance language skills but also foster critical thinking and effective communication. As technology continues to advance, integrating such innovative approaches into language education will likely offer even more opportunities for learners to engage with and master the English language. Despite some challenges, the benefits of Web Quest technology make it a valuable tool in modern education.

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