

**WEB-QUEST AS MODERN METHODS OF TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITIES**

Курбанова Мухаббат Мамаджановна  
Tashkent State Transport University,  
Foreign languages Department

Мустаева Гулдора Салохиддиновна  
Tashkent State Transport University,  
Foreign languages Department

**ANNOTATION**

This article discusses the educational web-quest as one of the new educational technologies. The article presents its role and use at different levels of learning a foreign language. The article also describes the description and functions of a web quest in teaching a foreign language in a non-linguistic university. The article reveals the methods of teaching a foreign language in a non-linguistic universities and its contribution to improving efficiency.

**Keywords:** innovation, means of communication, technology, cognitive activity, web-quest, internet, global network, linguistic knowledge and skills, non-linguistic university.

**Аннотация**

В данной статье рассматривается образовательный веб-квест как один из новых педагогических технологий. В статье приводятся его роль и использование на разных уровнях обучения иностранного языка. Также в статье описывается описании и функции веб квеста в обучения иностранному языку в неязыковом вузе. В статье описывается использование этого метода при обучении иностранному языку в условиях неязыкового вуза и его способности повышению эффективности.

**Ключевые слова:** инновация, средства коммуникации, технология, познавательная деятельность, веб-квест, интернет, глобальная сеть, лингвистические знания и навыки, нелингвистический университет.

**Annotatsiya**

Ushbu maqola ta'lim bo'yicha veb-qidiruvni yangi ta'lim texnologiyalaridan biri sifatida baholaydi. Maqolada chet tilini o'rganishda uning roli va vazifalari ko'rsatilgan. Maqolada nofilologik universitetlarda chet tilini o'rgatish bo'yicha veb-qidiruvning tavsiflari va vazifalari tasvirlanadi. Hamda maqolada veb-qidiruvning nofilologik bilim yurtlaridada chet tilini o'rgatish samaradorligini oshirishga qo'shgan hissasi misollar orqali yoritilib beriladi.

**Kalit so'zlar:** innovatsiya, kommunikatsiya vositalari, texnologiya, bilim faoliyati, veb-qidiruv, internet, global tarmoq, til bilimi va malakasi, nofilologik oily o'quv yurtlari.

The changing realities of the modern world require the same changes in educational systems. Therefore, the topic of innovation becomes important for the entire system of education and foreign language teaching, in particular.

Modern methods of teaching foreign languages offer us a wide choice of learning concepts, technologies, both traditional and innovative. In recent years, the role of a foreign language as a means of communication has increased significantly. The specificity of a foreign language is that we teach not the fundamentals of science, but the skills and abilities, and this requires sufficient speech practice. The purpose of learning a language is not only to acquaint students with a foreign language system, but to teach how to use language as a means of communication. In other words, the achievements of science, technology, and economics should be used in innovative technologies. Analysis of the existing literature allows us to define the concept of “innovation” as applied to the process of learning a foreign language; the use of traditional science-based techniques of the past in modern conditions; creation of completely new pedagogical learning technologies. In foreign language training, the following innovative technologies are used: binary lesson, project, distance learning, collaborative learning, multilevel learning.

Currently there is a need for further development of the issue of introducing modern Internet technologies into the educational process, especially in the field of higher professional education. There is a need to develop a specially organized work with information. Today there are a large number of Internet resources. They contain material potentially usable for educational purposes. One of the modern technologies, which allow to organize the cognitive activity of students in a special way in the context of a continuously growing amount of information and the emergence of accessible online training resources, is a web-quest technology.

Developed in 1995 by Professor Bernie Dodge, a professor of educational technology at the University of San Diego (USA), the web quest is a learning method by which students at various levels take part in a specific assignment that uses pre-prepared Internet resources [3].

There are several other definitions of a web-quest, for example:

- 1) a web-quest is a tool used to work with specific content and promotes the development of student research skills through the global network [4]
- 2) a web quest is “a web project in which some or all of the information that students work with is located on various websites” [5]
- 3) a web quest is “a type of informational, problem-oriented tasks for individual or group training aimed at shaping and developing the skills of independent research and research activities of students in the process of learning, researching, processing and presenting language learning material” [6].

According to B. Dodge, the structure of the web quest should be as follows:

- introduction - a description of the main roles of participants or a quest scenario, a preliminary work plan, an overview of the whole quest
- task - the formulation of the problem, the form of presentation of the final result;
- resources - a list of information resources;
- work plan - description of the work procedure that each web-quest participant needs to perform when independently performing tasks (stages);
- rating - description of criteria and parameters for evaluating a web-quest

- Conclusion - a section where experience is summed up, which will be obtained by the participants when performing work on the web-quest.

In the interpretation of E.I. Baguzina, a web-quest acts as an “information-virtual didactic platform for the application of various methods and techniques of training, first of all, constructive problem-searching character that can be embedded in a course of study in relation to specific goals” [7]. A web-quest is a specially organized research project based on the ideas of problem-design and research training, integrating a specific set of forms, methods and techniques that contribute to the development of information and analytical skills, and carried out mainly through Internet resources.

The most effective forms of protecting a foreign language quest project are oral presentation with illustrative material based on a Power Point presentation or the creation of a thematic website. The architecture of Web-Quest uses the principle of Universal Design Education (Universal Design for Learning), which aims to organize the learning process in such a way that it fits all students with different levels of language proficiency.

Web-quest technology has great educational and developmental potential due to the following reasons:

- is a model built according to the “pedagogy of the post-method”. This model integrates a variety of approaches, technologies, methods and techniques of learning: problem-project learning, context-sensitive learning, a communicative approach, active learning methods, ICT;
- involves the use of a group form of work, thereby contributing to the development of communication skills and skills of cooperation;
- can be used in an interdisciplinary context, i.e. serve for the implementation of interdisciplinary connections in the educational process;
- contributes to the development of critical thinking;
- increases the motivation of students.

So, web-quest promotes effective communication in the professional field, prepares students for lifelong learning and autonomous learning, helps students become multi-literate and teach them how to process meaning structures so that they can understand and create all the diversity of existing texts including electronic. Also, it meets all the requirements of teaching and learning a foreign language in a non-philological university, as they increase the practical orientation of classes, help overcome the shortage of hours devoted to classroom lessons, and contribute to mastering the language to get professionally relevant information.

## REFERENCES

1. E. Banados, A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. CALICO Journal, No 23 (3), 2006, pp.278-301
2. S. Lee, M.Berry, Effective E-Learning through Collaboration, in Coming of age: Introduction to the new world wide web, 2006. pp.20-24
3. G. Dudeney, N. Hockly, How to Teach English with technology, - Pearson Education limited, 2007
4. M. Gosper, D. Green, M. McNeill, R.A. Phillips, G. Preston, K. Woo (2011). Final Report: The Impact of Web-Based Lecture Technologies on Current and Future Practices in Learning and Teaching. Australian Learning and Teaching Council, Sydney.

5. B. Dodge. Some Thoughts about Webquests. Available: [http://webquests.sdsu.edu/about\\_webquests.html](http://webquests.sdsu.edu/about_webquests.html)
6. Kurbanova, M. M., & Ataeva, G. B. (2020). Problems facing efl teachers in mixed ability classes and strategies used to overcome them. ISJ Theoretical & Applied Science, 01 (81), 721-725.