



The both sides of using WebQuest-technology in increasing of Speaking Skill at school

Ashirbaeva Madina Nuralievna
Yusupova M.A.

Master's degree student of CSPI.
Scientific supervisor: Head of foreign languages department at CSPI,
(PhD).

ABSTRACT

The work touched the new strategies in teaching foreign languages, exactly the WebQuest technology. In our time apart from receiving knowledge of foreign languages than first language, has become highly profitable. In the contemporary educational process teachers can use new technologies and forms of interaction with students and they are based on the intensification of independent activities and the straight participation of students in the educational process. WebQuest-technology is a new type of an educational organization, but it has some negatives along with the positives in growth of the learners' active participation during the clue of the given problems in the search tasks.

Keywords:

WebQuest technology, Internet-resources, a computer, a foreign language, elements of WebQuest, speaking skill, motivation, problem-solving and thinking skills.

Introduction

The Internet has already become one of the significant tools of English language learning process, teachers gain from Internet, because it helps them overpower the ways and techniques of training the language. And students also gain from Internet, because they encourage and widen their learning process focusing more on their knowledge.

It is an important part of the teachers' job through which they can use it to encourage students' training. Pedagogical technologies become an component part of the learning experience and a essential question for teachers, from the start of training learning experiences to teaching and learning process. According to the most scientists, Internet supports teachers in regulating their own professional growth and they can get access to a lot of useful information that they need.

The world is changing very quickly and this influences students' training and learning ways. The teachers are trying to use new technologies on their lessons, such as studying language using computers. Here the interests of many teachers and researchers coincide to contribute the study of foreign languages. There are many techniques in the class, one of them is called WebQuest.

Methods

According to the needs and students' styles of learning there must be designed the WebQuest tasks using its structure. This structure of WebQuest is also named

as the Elements of WebQuest and these basic elements are recommended by the founder of this Pedagogical technology Bernie Dodge in 1995. These elements of the structure can be used differently by the needs of the creator of WebQuest and can be included some additional elements to the WebQuest. Therefore there are 5 basic elements of the WebQuest, as:

1. Introduction. There is needed to generate the topic of the task, to write the script and to give the description of the roles that must be taken by the participants. The main goal of this stage is to motivate and to draw the interests of the students, so there are important educational and motivational values.

2. Task. There is explained the tasks of the work what the learners will have to do through doing the WebQuest. This stage must have obvious and exciting description of the issue of the task for the learners and has the explanation of the final product's result. The product can be:

- the solution of a problem or a riddle;
- formulation and defending of a position;
- created products;
- created abstract;
- journalistic report;
- creative work and many others;

So this stage should be problematical and clearly formed which has cognitive value.

3. Process. It is a certain description of the main stages of the WebQuest work, includes a guide to actions and useful tips for gathering information. There also can

be found a list of questions for analyzing information and a variety of tips for completing a specific task. The materials should differ in importance, in the diversity and authenticity of resources from a methodological point of view. Their goal is based on the developing high-level thinking skills.

4. Evaluation. It has a description of the criteria and parameters of the evaluation of WebQuest work, which is introduced in in the evaluation form. These criteria rely on the type of task that is solved. Possible determination for evaluating of the work's results from the methodology is supported from the given criteria for the type of task, a clear explanation of the criteria and parameters of the WebQuest.

5. Conclusion. Has a concise and reliable description of what students can learn to carry out the WebQuest tasks. There should be a relationship with the Introduction stage.

As it is mentioned above there can be add some other elements according to the teacher's goal and wish. Today teachers are trying to use new and modern methods and techniques on the organization of their lessons, such as WebQuest technology which is implemented by using a computer and Internet-resources. When doing the tasks of this technology uses links to worldwide web and other important resources.

Result

Today many had been taking works and studies show the effectiveness of the applying of WebQuest in the development of much skills and competences. Precisely increasing of problem-solving skills, a high-level of thinking and analyzing, critical thinking, motivation to study and communicate in real life situations. How it can increase the communicational competence? If we answer for this question, students can interact with each other using computers as an essential resource. And WebQuest needs teamwork between groups of students to gather information by the accessing the Internet.

There are many convincing reasons for using WebQuest in the study room, including:

- It is not difficult way for teachers to start to combine the Internet into the classroom language, on both a short-term and long-term tasks—is not required any specialist without technical knowledge to create or use this technology.
- It can be used easily as a language device, but can also be complicated including other subjects, offering for crossing with other faculties and discipline spheres.
- It is a group work event and as an outcome looks to provide themselves to communication and the sharing of information—two basic objectives of language training.

- It promotes important thinking skills, consisting: checking, grading, causing, concluding, analyzing errors, making support, abstraction, analyzing point of views, etc. Learners are not able to simply throw up information they find, but are guided towards a transformation of that information in order to achieve a given task.

- It can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something real and valuable. This inevitably conducts to more force, greater concentration and a real interest in task accomplishment.

A Speaking is determined as the productive and effective skill like a writing one among other four skills. It is an interactive process of creating and producing of information, delivering of thoughts that happen in the mind and the emotions in the sole of the human. For the formation and producing of speech there is mechanically combined with the sounds. So this is described in another words, it is a process of including transmission of opinions or emotions. As in the results there are some problems in growth of this skill in teaching foreign languages at school. The reasons of these problems can be explained, for example, English is not our first or the second language, is a foreign language for our country. That is why we have some problems or issues in the educational process, exactly in teaching and learning. By the way, formation and development of this skill gives the learners many possibilities in their real life situation or in their future studies or workplaces.

Mistakes are normal phase of purchasing knowledge of a language. Students will acquire a natural capability to correct themselves as advancers. Teachers need to allow their students speak and describe themselves. The grammatical structure of language becomes secondary. So teachers should know when and how to correct the mistakes of students so that they are not fear to be wrong.

In this language technique grammar is still taught, but less regularly, in usual attitude simultaneously with extra subversive methods. Think about the way teenagers analyze and learn language: they learn to speak and understand before purchasing knowledge of reading and writing and exception getting the knowledge of rules of conjugations and grammar structure.

From the very existing date of this technology many teachers of schools and Universities from the different corners of the world are trying to use Webquests in teaching many subjects. And also for the solutions of the problems in increasing of speaking skill.

Analysis and Discussion

If we analyze the applying of WebQuest technology in educational process without a doubt it gives many advantages, like using time efficiently, students are

represented by the teacher using references for informational search and spending their time for solving some given problems by the using of different colorful sources.

Seeing the other advantages of WebQuest for the learners:

- WebQuest tasks can be done at home or any free time;
- Ease of using because of the similar structure;
- Helping to interact in the large source of information;
- Stimulates participants' motivation in study. And it's usefulness for teachers:
- Easiness in creation with the similar structure;
- Can be guide for the learners during the task solving;
- Can draw the students attention and interests to the study of the subject;
- Encourage using the different sources of Internet. And the negative sides of using WebQuest both for the learners and teachers:
- Most of the tasks are not coincided to the educational curriculum;
- Problems with the connection of Internet and less number of techniques at school;
- Taking lots of time on the working and creating with the tasks;
- Requires the specific level of language knowledge both of the students and teachers.

But the last point of the negative sides can be considered as the positive one, because to create WebQuest tasks at first there is required need to update the language knowledge for everyone who has to work with WebQuest.

The main purpose of teaching and learning English is to use this language in communication correctly and effectively. However, firstly without having sufficient knowledge in English learners cannot speak fluently and correctly. In order to increase speaking skill at school students need to practice a lot to speak and try to communicate in English language.

To solve existing problems in teaching should be used WebQuest and to give the learners the ability to speak and easily communicate with other representatives of the different countries. And this technology's improving to the speaking skill. At first, it allows learners to play an active role in their process of receiving knowledge, secondly, by working with the team can rise communicative competence and lastly, increase the motivation towards the study. The method of this technology includes functions like conducting complex open resources and guiding the students with opportunities in real, significant contexts to create their own hypotheses. And the understanding of methods of these technology helps to create WebQuest.

Based on the studied research literature, teachers need to recognize the students' age and interests, to strengthen their participation and choose the best methods of learning to keep them in speaking activities. Also they need to create friendly atmosphere and relations with the students that they can easily say their opinions and thoughts, to help to overcome difficulties in learning. Teachers should demand their students trying to speak and keeping English in making and presenting results of some speaking tasks and in discussions to participate in a conversation.

Conclusion

From this article it is clear and relying on the research works that the use of this technology not only develops speaking skill, but also increases the motivation in learning, development of critical thinking and allows differentiated training. Then it gives some points for the negative and positive sides of using WebQuest in the learners and teachers position. It also considers the main elements of WebQuest structure. These elements play an important role in the creating and designing the speaking skills tasks. There is also paid the attention to the importance of increasing the speaking skill at school environment and how it can increase this skill in the classroom environment. As there is said some problems that may happen during the implementation of this technology, like the connection with the net and the technical support with computers. There showed the possible decision for the existing problems in the teaching process.

References:

1. Ashirbaeva, M.N. (2021). The role of using WebQuests in teaching speaking skills. *Academic Research in Educational Science (ARES)*, 2(12), 788-793.
2. Dodge B. Some Thoughts About WebQuests. 1995-1997. http://webquest.sdsu.edu/about_webquests.html
3. Dodge, B. (2004). What are the essential parts of a Web Quest?. Viewed on August 30, 2015 at http://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html
4. March, T. (1998). Web Quests for learning: why Web Quests? Viewed on August, 26, 2015 at <http://tommmarch.com/writings/ascdwebquests/>
5. Юсупова М.А. Бўлажак инглиз тили ўқитувчиларини ўқув жараёнида лойиҳа технологиясидан фойдаланишга ўргатиш тизими. Пед. фан. буй. фал. д-ри (PhD) дисс. автореферат. - Т.: 2021