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THE IMPORTANCE OF THE «QUEST» TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

Abstract: *the article substantiates the possibility of using the pedagogical technology "Quest" in secondary education, gives its detailed characteristics and provides a description of the quest conducted in the secondary school in English classes and after school hours. It is noted that this technology is quite applicable in teaching foreign languages at school, since it is aimed at solving a set of tasks facing local education at the present time.*

Key words: *secondary education, teaching foreign languages, pedagogical technologies, project activity, educational quest.*

Language: *English*

Introduction

The processes of globalization and the active development of technology significantly affect almost all spheres of life, including school education. In response to these challenges of the time, the education system throughout the world, is undergoing significant transformations so that it fully meets the requirements of modern society. On average There are changes in educational purposes, new methods and technologies are being applied, online technologies have a great influence on the essence of the educational process, the design and content of the educational environment are undergoing transformation.

These processes are not least due to the fact that at the moment a new generation of young people is studying at school, which is called "centenials". That is why, according to researchers, changes in the education system should now take place taking into account the social and psychological characteristics of the new generation the amethodic search should be

directed to the area of those learning technologies that would match the changing students. In this regard, technologies that, on the one hand, meet the needs of students, and on the other hand, that can provide training for workers capable in the modern world, come to the fore in pedagogical research design new types of activities, create successful businesses, solve current problems in conditions characterized by a high level of competition.

The school today can no longer simply serve as a transmitter of knowledge: the teacher now becomes an assistant to the student in the independent production of knowledge. To date, direct memorization of previously known material is giving way to critical and creative thinking, group work, communication to obtain information. In the educational process, the most important are the skills of independent acquisition of knowledge based on search and analysis, i.e. research activity. It seems that these tasks can be solved using the educational technology "Quest". When working with the quest,

various disciplines and knowledge are integrated, and the main focus falls on solving a specific task. Such technology is necessary for the adequate formation of the key competencies of a modern young person.

RESULTS AND DISCUSSION

Ideologically, the Quest technology correlates with the project technology, which originates in the 1920s in the USA, when it was proposed to build training not on the principle of "from theory to practice", but from the need to solve a certain problem. The essence of the method is that in order to achieve a given final result, the student is required to apply a number of interdisciplinary competencies, independent work, reflection, planning of possible results and more. Among one of the forms of implementation of project activities is the technology "Quest" (English quest – search, including, objects, places, adventures). This concept existed in English-speaking culture long before pedagogy began to use it as one of the teaching methods.

The quest gained particular popularity at the end of the twentieth century, with the advent of the eponymous genre of computer games, which, as a rule, were based on the story of a character who needed to achieve a certain ultimate goal by overcoming a number of obstacles and solving riddles and puzzles. The essence of the quest remained unchanged when, in 1995, Bernie Dodge first mentioned it as a learning technology. At that time, he created a unique educational project where students, in order to solve the problem, had to use all kinds of resources, including the Internet, and going from stage to stage, achieve the final goal.

Today, the quest used in education is characterized by the presence of history, role-playing game elements, as well as various tasks, the solution of which is necessary to advance along a given plot. Subsequently, Professor Tom March proposed a more detailed description of this technology, highlighting a special kind of quest, namely, web quest (English web - network, web, and quest – search, research). The fundamental difference of the web quest is that all tasks in it are completely based on the selected online platform or website on the Internet, and students can be involved in solving the problem remotely. The presence of the teacher is minimized and limited only by the provision of resources, such as a rule in the form of hyperlinks required during the work. Receiving feedback can also be carried out outside the audience.

According to T. March, the web quest has the following key features:

1. The web quest is based on an interesting and original task that has a direct connection with reality – with the phenomena and processes that people encounter in everyday life.

2. The web quest involves intensive intellectual activity (its analysis, synthesis, critical evaluation, etc.), and not just generalization of information.

3. It is impossible to complete a web quest without active use of the Internet . In Russia, research in the field of quest and webquest technology has been conducted relatively recently, therefore, many interpretations of these concepts can be found. The main researchers of the quest technology in Russian pedagogy are M.V. Andreeva, Ya.S. Bykhovsky, I.N. Sokol, etc. Ya.S. Bykhovsky defines a web quest simply as "a site in the Internet, with which students work, performing a particular educational task" . More precisely formulates this concept M.V. Andreeva, considering that the web quest is a scenario for organizing students' project activities on any topic using Internet resources [1]. It is known that in their educational activities, students today deal with a large number of research papers, the purpose of which is to search and systematize information. The quest, in addition, allows students to use their imagination and skills to solve problematic problems.

The answers are unknown in advance, and therefore the students performing the quest have the opportunity to create something new and unique. Only by applying creative thinking, students can achieve the final solution of the task assigned to them. At the same time, when researching a problem, students not only assimilate information: when faced with conflicting opinions, they determine their position on a specific problem, formulate their point of view, enter into a discussion, defending their opinion.

An analysis of the literature shows that, according to various signs, scientists distinguish the following types of quests:

– according to the form of the event – a computer game, a web quest (when students search and analyze web resources and create a web product - a blog, a note, a website, etc.), a media quest (for example, photo and video quests), outdoor quests (in the park, in the yard, etc.) and combined quests;

– according to the mode of conducting – in real mode, in virtual mode and combined;

– by the time of implementation – short-term and long-term quests;

– according to the form of work – individual and group;

– by dominant activity – research quest, information quest, creative quest, game quest, role-playing quest;

– the structure of the plot is linear and nonlinear.

Describing the "quest" technology, it should be noted that, like any other project activity, the quest is carried out in several stages, which are implemented in the form of independent work at home and classroom work in the classroom. Within the framework of classroom group work, students distribute roles and tasks among themselves, build

execution tactics, share results at all stages of work on the project.

The group is fully involved at the final stage: when discussing the results and evaluation. Independent work is those tasks that each student performs within the framework of his team. The front of work between the students is clearly distributed and everyone is responsible for the result provided to them.

CONCLUSION

As conclusion it should be mentioned that, the final result of the whole group depends on the work of each individual student. Also, it shows that the goals and objectives set by us have been achieved. This is confirmed by the desire of schoolchildren to participate in a common cause, using their foreign language communication skills, the ability to work in a team (and some also have leadership qualities), a sense of responsibility for the final result, which were fully manifested in the process of completing tasks.

The difficulties that were noted during the testing of the "quest" technology were mainly related to the novelty of this type of activity for students. Working in groups, even though it was familiar for students, it turned out to be an unusual format. The development and testing of the quest showed that this technology can be used at school. It meets the needs of modern schoolchildren in online technologies as a means of learning and can provide training for employees who are able to cope with the problems that people face in modern conditions in their activities.

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