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THE ROLE OF WEB-QUEST PROJECT ACTIVITIES IN THE FORMATION OF STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

The article concentrates on identifying the role of web-quest project activities in the formation of foreign language communicative competence, finding out how web-quest and other digital resources contribute to the extending of students' vocabulary, the assimilation of speech skills and abilities in another language, and contribute to the development of students' creative and socio-cultural activities. In this regard, the purpose of the article is to study the role of the web-quest project activities in the formation of students' foreign language communicative competence. To achieve the goal, the experimental work was carried out, during which the level of students' foreign language communicative competence was diagnosed, creative activities to prepare the students to the web quest project were carried out, the results were summarized, problem-based and competency-based methods were used. In the course of the study, the following results were obtained: the effectiveness of the web-quest project activities in increasing the level of foreign language communicative

competence was established; the possibility to enrich students' vocabulary through the use of interactive platforms (Quizlet, Kahoot, etc.) has been proved; the possibilities of using digital resources in the process of developing speech skills (monologue messages, participation in dialogue, listening, etc., with the help of Zunal.com sites, Zunal-web are shown. The scientific novelty of the research lies in the description of the methodology for the use of digital web-quest resources in the process of forming students' foreign language communicative competence.

Keywords: communicative competence, digital resources, web-quest, competency-based methods, project activities

Introduction

The high level of development of modern society requires the introduction of digital educational technologies into the educational process, including web quest. A. S. Budilova, referring it to educational technology, focuses on its advantage as the interactivity: “web quest is an educational technology in which the teacher forms interactive search activities of students motivating them to independently acquire knowledge, sets the parameters of this activity, controls it and determines the time which we understand as a set of different competencies that ensure the interaction of communicants in cross-cultural communication. This concept is interpreted in a narrow and broad sense. Thus, N. I. Gez interprets the concept of communicative competence in a broad sense, including verbal-communicative, linguistic, and metacommunicative competencies. S. V. Kozak understands foreign-language communicative competence in a narrower sense, including in its structure its linguistic, socio-cultural, strategic, and professional competencies [8].

To our opinion foreign language communication competence as a set of knowledge, skills and abilities which are necessary for communication in any socio-cultural situation. To implement free communication in a foreign language, the communicant needs to master the following competencies: 1) lexical and grammatical (knowledge of a certain number of words, their direct and figurative meanings, compatibility properties of words, mastering their grammatical forms); 2) communicative (the ability to compose sentences, understand the meaning of statements, retell the text, implement monological messages); 3) dialogical (the ability to participate in a dialogue, listen, speak, and understand other people); 4) socio-cultural (knowledge of the values of another culture, norms of speech behavior, knowledge of the appropriateness of using speech means according to the situation); 5) cognitive (the ability to carry out cognitive and creative activities, carry out project work).

The most appropriate way to develop this competence is through a web quest. It is an effective method of foreign language communicative competence, because the web quest is a mini-project, since its structure includes types of creative actions that are used to implement students' creative thinking: 1) the search for the new information is carried out on the Internet; 2) it is possible to solve problematic tasks and situations by obtaining new knowledge, collecting materials through interactive channels, through hyperlinks, and comprehending them; 3) it is possible to perform a problematic task by analyzing, processing information from the network; 4) cognitive operations are performed; 5) in the process of drawing up the project creative activity is carried out; 6) presentation of web pages or projects on a given topic; 7) implementation of a group work on the project, when students, thanks to hyperlinks sent to them by the teacher, can be in a single information space; 8) preparation of a ready-made information digital product-project; 9) presentation of the project in the form of a presentation prepared with the use of Powerpoint.

With the help of a web-quest, as you can see, all cognitive operations for the preparation of the project are performed. E. S. Polat and M. Y. Bukharkina define a project as «a joint activity of a teacher and students aimed at finding a solution to a problem that has arisen» [9, 196].

The use of this project technology (web-quest) is possible to several reasons: 1) the use of an artificial language environment due to the lack of a linguistic natural environment due to «the changes in the methodological paradigm in the process of teaching foreign languages. The need to form an artificial language environment predetermines the use of various digital tools on the educational platform» [10]; 2) development of students' creative ability, realization of their ability to compare, analyze information, classify it, think in another language; 3) implementation of students' communicative skills by providing them with the opportunity to enter into a dialogue, to talk in another language; 4) providing an opportunity to conduct interactive multimedia classes in a foreign language through the use of sound, video and animation effects.

Taking into account the wide possibilities of web quests allowed us to focus on the use of web quests as projects aimed at developing students' creative thinking in the process of teaching English to 1st year university students. In this regard, the purpose of our article is to describe the methodology of using web-quest technology in the study of English by first year students. To achieve this goal, it is necessary to solve the following tasks: 1) development of creative thinking of students in English by involving them in group work on the preparation of the project, by attracting web-quest technologies; 2) presentation of the web-quest project and its evaluation.

Materials and methods

The work uses an integrative approach, as the use of a web quest involves combining knowledge, principles, and methods of various sciences into one integrative methodological paradigm.

Therefore, the integrative paradigm uses knowledge from cognitive psychology, communicative linguistics, computer science, pedagogy, and methods of teaching foreign languages. The integrative methodological paradigm involves the principles of the pedagogical philosophy of constructivism-scaffolding, the principle of motivation and authenticity of psychology. The principle of using scaffolding is that students do not receive knowledge in a ready-made form, but acquire it in the process of cognitive activity, as well as modeling and designing. T. March introduced a new principle into the methodology of teaching interactive technology – construction or scaffolding. In this case, project work on a web quest helps students to establish deeper subject connections [11]. The principle of motivation helps to motivate students to study the problem, solve it through the use of non-standard methods and skills, in particular, the method of web-quest.

Web quest was considered by B. Dodge as an educational technology. In his opinion, a web quest is a site that contains a problem-based task and involves an independent search for information by students on the Internet [12].

The web quest has the following structure:

- 1 Introduction;
- 2 Task;
- 3 Process;
- 4 Evaluation;
- 5 Conclusion;
- 6 Credits (Materials Used);
- 7 Teacher Page [10].

Other methods were also used in the preparation of the article:

theoretical: analysis, synthesis,

Interactive: web-quest technology,

empirical: pedagogical experiment,

Research: design, construction, competency-based problem-based methods.

Results and discussion

On the issue of using a web quest, there are several directions: the first one considers a web quest as an educational technology. In the studies of A. S. Budilova, A. N. Shcherbina, Y. S. Bykovsky, G. N. Moskalevich and others, the web quest is understood in a broad sense. Scientists refer to it as an educational technology. 2) The second direction (E. S. Polat, R. R. Nurmieva, N. O. Pershina, and others) studies the web quest as a problem-solving task with elements of a role-playing

game, for which information resources of the Internet are used [13, 189]. 4) This direction considers the web quest as a method that promotes the implementation of interrelated activities of the teacher and students, aimed at solving the problems of education [14]. Researchers characterize a web quest as a way of organizing the educational and cognitive activities of the student; as a form of teaching (streamlining, establishing, systematizing interaction between teachers and students when working on certain content [15]. 5) The next group of researchers (B. Dodge, Y. G. Takhauova, I. S. Bashtemyanova and others) believe that a web quest is one of the varieties of project activity [12, 40]. 6) Web-quest is researched as a technology for the development of students' foreign language communicative competence. T. V. Sapukh asserts that «the specifics of the web quest convince us of its wide possibilities in teaching a foreign language. This technology represents the two main components of productive language learning: problem-based and authentic. The advantages of using a web quest also include interactivity [16].

In our opinion, it is acceptable to use a web quest as a way to organize students' project activities in a foreign language, since this technology is becoming especially relevant in the context of the transition to a semantic paradigm of education. And this is due to the fact that the web quest project allows, firstly, to focus on both the language form of the message and its content; secondly, the web quest allows you to ensure the interaction of students in the classroom;

Thirdly, this technology contributes to the implementation of students' cognitive and creative activities, assisting in the formation of foreign language communicative competence.

To test the theoretical assumption and hypothesis that web-quest project activities will help in the formation of foreign language communicative competence, we conducted a pedagogical experiment. It was carried out in three phases: (1) ascertaining; 2) formative; 3) control experiment.

At the stage of the ascertaining experiment, we formed a hypothesis, carried out diagnostic work to identify the level of linguocommunicative competence of students.

The purpose of the design experiment is to identify the level of formation of students' linguocommunicative competence.

Hypothesis: a pedagogical experiment aimed at ascertaining the state of foreign language communicative competence of students will be successful if in the process of conducting this experiment.

- A survey of students will be conducted in order to diagnose the state of formation of foreign language communicative competence;
- Selection of interactive methods has been made;
- Criteria for evaluating a web quest project have been developed.

In the course of this experiment, the following organizational work was carried out: groups of respondents (experimental and control) which included 10 people each, were determined, the method of web-quest as a project activity was selected, criteria for diagnosing the level of competence have been developed, and questionnaire questions have been compiled.

Respondents answered the questions of the questionnaire, which consisted of two blocks: demographic and research. The research block contained 18 questions:

Table 1

№	Frequently Asked Questions and Answers	yes	no
1	What is your vocabulary of English words?		
	a) 500		
	b) 700		
	c) 1000		
2	Do you distinguish between the direct and figurative meanings of an English word? What meanings of the English words house, rate, open refer to the direct ones, and which ones to the figurative meanings: house–zilisce; rate–stavka; open–otkryvat; red – krasny house – krepost; rate –tsena; open–secret		
3	Are the combined properties of a word the same in Russian and English? Watch Cambridge Dictionaries Online		
4	Compare the environments of the word red and krasny in different languages and draw conclusions about the similarity or difference in the distribution of these words krasny krasnayadevitsa krasnyugol Krasnaya gorka krasnyyazyk krasnoyeslovo krasnyedny krasnykrest red red red herring (diversion) red meat (Black Meat (beef, lamb) red tape - bureaucracy red cross – Red Cross Quizlet partition Learn		
5	Give 5 idioms on the topics: «house», «wealth», «politeness», «courtesy»		
6	What is the definition of «foreign language communicative competence»?		

7	How do you understand the concept of «intercultural dialogue»?		
8	Do you have an idea about what is the «dialogical competence»?		
9	How do you understand the term «socio-cultural competence»?		
	a) knowledge of the norms, values, the ability to be guided by them in one's behavior		
	b) to use lexical and grammatical means in accordance with the social situation		
	d) the ability to carry out socio-cultural activities (knowledge of the values of another society, the ability to apply linguistic means according to the situation of communication)		
10	Complete lexically oriented exercises in the form of a game on the Quizlet platform, the «Space Race» exercise		
11	Can you compose and deliver a monologue in English? Compose a monologue on the topic of «house»		
12	Can you enter into a dialogue with another person? Make up a dialogue using the Quizlet service, do the game exercise «Space Race»		
13	What is the cognitive activity?		
	a) Acquisition of new knowledge		
	b) the ability to carry out creative activities		

For the interaction of the teacher and students in the process of conducting a conclusive experiment, the first stage of the web quest “Introduction” is used. At this stage, the educational content is designed, the content of the web quest is described at different stages of work (in the process of ascertaining, formative and control experiments). At the stage of the ascertaining experiment, the teacher uses the Kahoot platform to present the questionnaire in the form of a quiz-questionnaire or kahoot – a quiz-questionnaire with multiple-choice answers. To get acquainted with the questionnaire, the teacher sends the questionnaires to the trainees via e-mail, also he registers them on the Kahoot platform, then sends the PIN code of the questionnaire to the trainees, who watch questions of the questionnaire as well as the options of the answers on their smartphones and choose them.

Their answers are shown on a computer screen or sent by students as individual questionnaires with answers to the teacher, who processes them according to the diagnostic criterion.

Criteria for diagnosing the state of students' foreign language communicative competence:

- 1) the level of trainees' vocabulary, and their performance problem-solving tasks;
- 2) distinguishing between direct and figurative meanings of the words;
- 3) level of knowledge about word distribution in different languages;
- 4) knowledge of phraseological units;
- 5) knowledge of the term «foreign language communication competence»;
- 6) knowledge of the specifics of cross-cultural dialogue;
- 7) knowledge of the «dialogic competence» components;
- 8) knowledge of the term «socio-cultural competence»;
- 9) the level of independence in performing lexical exercises, vocabulary proficiency;
- 10) assessment of the ability to compose and pronounce a statement in English;
- 11) ability to alternately use lexical and grammatical means appropriate to the situation;
- 12) knowledge of communication components (speaking, reading, listening, writing).

The analysis of the questionnaire results, carried out using the static method, showed low level of competence in the experimental group, amounting to 47 %, therefore, in the process of conducting the second stage of the pedagogical experiment - the formative one, attention was focused on the formation of students' foreign language communicative competence.

The purpose of the formative experiment is to form the students' foreign language communicative competence and increase its level.

Hypothesis: Respondents will develop a foreign language communicative competence if

- In the process of the formative experiment, the project method will be applied - a web quest
- Pedagogical conditions have been created that contribute to the formation of this type of competence
- web-quest design aimed at the formation of foreign language communicative competence was carried out
- Interactive tools were used to prepare problematic tasks and organize a dialogue (Quizlet, Kahoot, etc.).

At the formative stage of the pedagogical experiment, we carried out a web-quest model of project activity by B. Dodge, aimed at forming a model of foreign language communicative competence developed by us. The implementation of the model at the university took place by immersing students in creative activities to draw up a project, during the development of which Internet technologies of

web 2.0 were used. At the first stage of the Introduction project activity, a project group was formed, and the problem was identified. Formation of foreign language communicative competence.

To solve the problem, the members of the project team were divided into four subgroups, each of which was engaged in project activities for the preparation of a part of the project, such as «vocabulary enrichment», «English idioms», «speech activity in English», «intercultural dialogue».

The second section of the web quest project is Task – the formulation of the problem task and the description of the form of presentation of the final result. During the implementation of this section, the teacher gives the groups problematic tasks that they should solve. In the course of solving challenging targets, students gain personal experience.

Problem task №1

Many people believe that it is possible to expand their vocabulary in a week by applying certain techniques. These include phonemic, associative, and semantic methods. Is it really possible to enrich your vocabulary in a week by applying these methods?

Table 2

Phonemic block Make only one sound change arm – ruка/oruzhie barm – pivnyedrozhzhy balm – balzam calm – spokoiny farm – pherma charm – ocharovanie	Associative series beehive – honey loline – wound comfort – calm tea – sugar moon – star neck – tie beard – moustache ice – skates snack – bite melon – watermelon
Speak speak whisper be silent Address address inform ask demand	Semantic blocks work do work do make Take take keep throw pull

Problem task №2

In modern Russian language, a large number of phraseological units from different languages are used. Can you determine their origin? To do this, fill in the columns, distributing idioms depending on their origin, write down 10 phraseological units in each column.

Table 2

Russian phraseological units	English phraseological units	German phraseological units	Kazakh phraseological units
perelivatzipustogovporozhneye; luchshe sinitsa v rukakh, chem zhuravl v nebe	tooth and nail; it's raining cats and dogs	Dahei mist man Konig; Duheimist der Himmel blauer	oz uyim - ohlentosegim; kokzharylkasyn

Do you use idioms according to the sphere of use? Find 30 bookish, colloquial, professional and business idioms, distribute them in columns

Table 2

bookish	colloquial	business	professional
white gold the iron age	in broad day light big wig	time is money to install in an office	white heat abundant harvest

Make up monologue messages and presentations.

Problem task №3

- 1 Identify the components of cross-cultural communication.
- 2 What maxims of politeness and relevance are used in English communication?
- 3 Make up 4 communicative situations in English, observing the principles of politeness and relevance. Make up monologue messages and presentations.

Problem task № 4

- 1 What are the components of «dialogical competence»?
- 2.Does this competence include knowledge of dialogue, skills (communicative, dialogical);
- 3 the ability to operate with dialogical thinking?
- 4 the ability to listen to the Other and understand what he is saying. Make up monologue messages and presentations.

Problem task №5

Do you have speech skills? Do you understand the content of authentic texts (on various topics), do you perceive them by ear; Can you read English? Do you know how to build a monologue speech, do you know how to fill out business document forms in English?

Task:

1 Find the authentic texts on the Internet (Quizlet platform) (1,2), write down the content of the text and send it to the teacher.

2 Read aloud the content of the authentic text, record it on a dictaphone and send a message about the results of the reading.

3 Create a monologue (description, narration).

4 Fill in the application form, questionnaire, power of attorney in English

Problem task № 6

Can you carry out socio-cultural activities? Do you conform to social norms? What value-knowledge, value quality do you know?

Describe a situation where communicators demonstrate normative behavior. Share your ideas of a good or bad person. Create monologue messages and presentations.

Problem task № 7

Can you carry out cognitive and linguo-creative activities? How do you search for new knowledge about another culture? Create monologue messages and presentations.

To send assignments to students, the teacher registers on the site <http://voicethread.com>, indicating his first name, last name and email address. After that, the printed text containing the problematic tasks is uploaded to this site.

The next section of the web quest is the Process. Teacher: provides links to Internet resources: a thematic list of references (Hotiest), a site of collections, examples of vocabulary and communication (subject sampler). The teacher also recommends using the Quizlet app to help to create modules for learning English vocabulary. To do this, the flashcard mode, which helps to view, translate, and listen to the pronunciation of words is used. Next, the «learning mode» is activated, providing information about how many words have been learned and which words still need to be studied. Attention should be paid to the reminders sent by the Application. They talk about the need to go to the App and review the words.

The teacher can involve students in a game on the Quizlet Live platform, where students are involved in the game, learn vocabulary and phraseology. To do this, students send a code to participate in the game.

In order to find out which groups of students have prepared the task, the teacher connects the Kahoot platform and enters the game code. Students in teams play and as well as prepare answers by finding materials in game situations using

group mode. The instructor may recommend the Word Wall platform for the assignment, where students can organize word searches to practice the repetition of the words they have learned. Within this framework, the Find the Match exercise can be used. They are used to consolidate and control lexical material.

The web quest also contributes to the improvement of speech skills and abilities. Based on similar tasks available on websites, students can create a monologue statement on the problem under study. This is a monologue of the informative type, which involves the transmission of objective information. It contains the transmission of facts, information related to the execution of the task.

For example, the group engaged in the performance of problem tasks No. 3, No. 5 makes a report on the topic «Scientific description of foreign language communicative competence», «Scientific storytelling», «Intercultural communication and its features», performs tasks to fill out business documents sent by the teacher, to convey the content of authentic texts.

The group working on task No. 4 prepares a communicative monologue on the topics «Dialogical Competence», «Intercultural Dialogue», compiles samples of intercultural dialogue between representatives of different nationalities, focusing on the observance of the principles of politeness, relevance, empathy to other people. At the same time, they play the role of communicators participating in the intercultural dialogue.

To find similar tasks, students can refer to the Zunal.com website, where there are quests for teaching dialogue and speech skills.

The group performing task No. 6 can create a monologue of the reporting type «Social Norms», «Ethical Norms», «Ethnic Norms», prepare presentations-slides demonstrating the implementation of various social norms, focusing on the behavior of a person as a moral subject (good or bad behavior), on the behavior of a representative of an ethnic community.

Students can also use the ZunalWebQuestMaker resources, which contain tasks completed by other users in the category “English You can also go to the m.zunal.com sites, <http://www.jumdo.com>, which have a mobile application.

To complete the problem task No. 7, students make monologue messages on the topics «Cognitive activity», «Creative activity», «Knowledge and its type», presentations.

At this stage, all creative groups (6) combine the results of their research within the framework of a common project on the problem of “Foreign Language Communicative Competence” and form a final frame model that presents information about the project: the terminal presents the problem, and the slots contain information about the components of foreign language communicative competence.

The development of the project is carried out on the basis of the implementation of certain pedagogical conditions. These include the following:

- orientation of the educational process of the university to the formation of communicative and socio-cultural subjective experience of students;
- creation of pedagogical conditions to ensure the creative activity of students;
- Interaction of the process of formation of foreign language communicative competence of students.

At the stage of Evaluation (assessment) - the control stage of the pedagogical experiment, a repeated diagnostic examination of students of the control and experimental groups was carried out by using the praxemetric method, studying the products of students' activities to perform problem tasks, the method of introspective analysis (observation) of the students' creative activity, the assessment of the results of project activities according to the criteria for assessing the students' creative activity.

Based on the evaluation criteria presented by B. Dodge, as

- 1 The research and creative work;
- 2 The quality of the argumentation, the originality of the work;
- 3 Skills of working in micro-groups;
- 4 Oral presentation;
- 5 Multimedia presentation;
- 6 Written text [12].

As a result of taking into account B. Dodge's evaluation criteria, as well as taking into account the criteria for assessing foreign language communicative competence, we have compiled a table of criteria for evaluating the results of project web-quest activities. The table of evaluation criteria takes into account both the skills of using cognitive activity (i.e. the acquisition of skills for acquiring new knowledge and skills to carry out project activities, the ability to cooperate with each other) and the level of mastery of foreign language communicative competence, see Table 1.

Table 5 – Criteria for assessing students' web-quest project activities and the level of their foreign language communicative competence:

№	EvaluationCriteria	Points		
		30 points	20 points	10 points
1	Cognitive criterion: assessment of knowledge in the field of foreign language communicative competence; knowledge of the word, its meanings and components of foreign language communicative competence	25		
2	Activity criterion (assessment of skills and abilities in the field of various types of student's activities): a) Speech skills: the ability to make monologue messages (speaking)		20	
	listening		15	
	writing		15	
	b) ability to carry out socio-cultural activities		20	
	c) ability to carry out project activities			
	The quality of the speech argumentation	14		
	Colorfulness of the presentation and its consistency	20		
	Ability to work collaboratively with others	25		
		Total: 90	50	

Total: 140 points, which is 80 % of the total possible points.

A comparative analysis of the results of the ascertaining and control experiments shows an increase in the level of foreign language communicative competence, see diagram No. 1:

Conclusions

It is possible to increase the level of students' foreign language communicative competence by involving students in web-quest project activities. The implementation of such creative activity takes place at the second stage of the formative experiment, where the respondents are engaged in project activities throughout all stages of the web-quest activity.

Web-quest cognitive activity at the Task stage contributes to the enrichment of students' vocabulary (problem tasks No. 1, 2, 3), mastering speech skills (problem tasks No. 4, 5), involvement in socio-cultural activities (problem task No. 6), contributes to the activation of creative activity (problem task No. 7), get involved in interactive activities in the course of completing tasks and preparing a project (Process).

The preparation of a web quest project contributes to increasing the level of components of foreign language communicative competence: linguistic, communicative, socio-cultural, dialogue and helps to involve students in interactive activities in the process of working with both web quest and other sites and platforms (Quizlet, Kahoot, etc.), which increases their digital literacy.

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БІЛІМ АЛУШЫЛАРДЫҢ ШЕТ ТІЛІНДЕГІ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДАҒЫ WEB-QUEST ЖОБАЛЫҚ ІС-ӘРЕКЕТІНІҢ РӨЛІ

Мақала шет тілінің коммуникативтік құзыреттілігін қалыптастырудағы веб-квест жобасы қызметінің рөлін анықтауға, веб-квест және басқа да сандық ресурстардың оқушылардың лексикасын кеңейтуге, сөйлеу дағдылары мен қабілеттерін басқа тілде меңгеруге қалай ықпал ететінін анықтауға, сондай-ақ оқушылардың шығармашылық және әлеуметтік-мәдени қызметін дамытуға ықпал етуге шоғырланған. Осыған байланысты мақаланың мақсаты студенттердің шет тіліндегі коммуникативтік құзыреттілігін қалыптастырудағы веб-квест жобасы қызметінің рөлін зерттеу болып табылады. Қойылған мақсатқа жету үшін эксперименттік жұмыс жүргізілді, оның барысында студенттердің шет тіліндегі коммуникативтік құзыреттілік деңгейі анықталды, оқушыларды веб-квест жобасына дайындау бойынша шығармашылық іс-шаралар жүргізілді, нәтижелер қорытылды, проблемалық және құзыреттілікке негізделген әдістер

қолданылды. Зерттеу барысында мынадай нәтижелер алынды: шет тілінің коммуникативтік құзыреттілік деңгейін арттыруда Web-quest жобалық іс-шараларының тиімділігі белгіленді; интерактивті платформаларды (Quizlet, Kahoot, т.б.) пайдалану арқылы оқушылардың лексикасын байыту мүмкіндігі дәлелденді; сөйлеу дағдыларын дамыту процесінде сандық ресурстарды пайдалану мүмкіндіктері (монологтық хабарлар, диалогқа қатысу, тыңдау және т.б., Zunal.com сайттардың көмегімен Зунал-веб көрсетілген. Зерттеулердің ғылыми жаңалығы білім алушылардың шет тіліндегі коммуникативтік құзыреттілігін қалыптастыру процесінде сандық веб-квест ресурстарын пайдалану әдіснамасын сипаттауда жатыр.

Кілтті сөздер: коммуникативтік құзыреттілік, цифрлық ресурстар, веб-квест, құзыреттілікке негізделген әдістер, жобалық іс-әрекет.

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РОЛЬ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ WEB-QUEST В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

Статья посвящена выявлению роли веб-квестовой проектной деятельности в формировании иноязычной коммуникативной компетенции, выяснению того, каким образом веб-квест и другие цифровые ресурсы способствуют расширению словарного запаса учащихся, усвоению речевых навыков и умений на другом языке, способствуют развитию творческой и социокультурной деятельности обучающихся. В связи с этим целью статьи является

исследование роли веб-квестовой проектной деятельности в формировании иноязычной коммуникативной компетенции обучающихся. Для достижения поставленной цели была проведена экспериментальная работа, в ходе которой был диагностирован уровень иноязычной коммуникативной компетенции студентов, проведены творческие мероприятия по подготовке учащихся к проекту веб-квеста, обобщены результаты, использованы проблемно-ориентированные и компетентностные методы. В ходе исследования были получены следующие результаты: установлена эффективность деятельности проекта web-quest в повышении уровня иноязычной коммуникативной компетенции; доказана возможность обогащения словарного запаса учащихся за счет использования интерактивных платформ (Quizlet, Kahoot и др.); показаны возможности использования цифровых ресурсов в процессе развития речевых навыков (монолог сообщений, участие в диалоге, аудирование и т.д., с помощью сайтов Zunal.com, Zunal-web. Научная новизна исследования заключается в описании методики использования цифровых веб-квестовых ресурсов в процессе формирования иноязычной коммуникативной компетенции обучающихся.

Ключевые слова: коммуникативная компетентность, цифровые ресурсы, веб-квест, компетентностные методы, проектная деятельность.

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