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USING WEB-QUEST TECHNOLOGY IN DEVELOPING FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

This article outlines the authors' position on the necessity of using web-quest technology in the training of future foreign language teachers which contributes to the improvement of their practical skills and abilities, which leads to the formation of foreign-language professional competence of future teachers allows more effectively organize students' individual work and individualize the learning process, increases interest in lessons and subject; activates students' communicative and cognitive activities. The purpose of this article is to show the possibilities of web-quest technology for the development of foreign language communicative professional competence of bachelor students. Theoretical and empirical methods were used to solve the set tasks: analysis and synthesis of scientific and pedagogical literature, questionnaires, testing, pedagogical experiment, observation and statistical processing of data. Thanks to the use of web-quest technology students master the skills of research activity in the process of studying humanities subjects, which contributes to their rapid involvement in general cultural values. The article proves that using web-quest technology to analyze information on a website stimulates individual and group work among students, which is an essential aspect of future teachers' foreign-language professional competence. A conclusion was made about the feasibility of integration of web-quests into the system of professional and pedagogical language education. Web-quest technology improves the efficiency and quality of education and fosters information culture as the basis of informatisation of society as a whole. The effective

use of Internet resources and their integration into the educational process is crucial for solving practical problems and the work on the web-quest contributes to the development of communicative and cognitive competence.

Keywords: professional competence, information technology, web-quest technology, foreign language teachers, innovation.

Introduction

One of the main tasks of modern education is the integration of information technologies with professional tasks. The integration is aimed at improving the quality and effectiveness of the educational process aimed at the formation and development of foreign language and professional competence of future foreign language teachers. The use of information and digital technologies in education is widely recognised as a valuable tool as they can contribute to the development of practical skills, organisation of independent work, individualisation of learning, increasing students' interest and activity in the learning process.

Information technology (IT) in education refers to a set of methods used to collect, organise, store and process information in the learning process. The use of IT in education is aimed at improving the efficiency and quality of education, as well as the development of information culture, which is the basis of universal informatisation of society [1].

E. I. Mashbits and N. F. Talyzina believe that information technologies in education cover a wide range of training programmes, from elementary knowledge assessment to systems based on artificial intelligence [2].

In V. F. Sholokhovich's concept, information technologies are considered as an integral part of didactics, which is understood as a systematic and conscious process of learning and knowledge assimilation [3]. This process includes the use of methods of organisation and adaptation of information technology content in accordance with subject and language educational programmes. In education, information technologies are used, firstly, to present educational information, and secondly, to control the success of its assimilation [4]. From this point of view, information technologies used in education are divided into two groups: technologies for presenting educational information and technologies for controlling knowledge [5].

Web-quest is one of the relatively new educational technologies. Despite the fact that this technology was proposed in 1995, it has not been widely spread in the domestic educational process. Today webquest is considered as a constructive element in the sphere of educational technologies. In the context of this concept, it should be noted that web quests are an innovative method oriented towards the improvement of educational resources integrated with information technologies.

It is worth emphasising that the term ‘quest’ was not immediately perceived as an educational technology.

Bernie Dodge developed innovative Internet applications for implementation in the learning process at different levels of education. He considers a quest as a website, on which a task is outlined, the solution of which requires an independent search for information [6]. T. March interprets a quest (or web-quest) as an educational platform that includes links to key resources on the Internet, among which authentic tasks are presented, aimed at motivating students to research a problem with several possible solutions. Such an educational structure contributes to the development of students’ ability to work both individually and in a group (at the final stage) in the process of information retrieval, which, in turn, contributes to the formation of foreign-language-professional competence involving the transformation of information into more complex forms of knowledge and understanding [7]. The best quests encourage learners to realise the richness of thematic relationships, engage more easily in the learning process and develop skills to reflect on their cognitive process [8].

Using pedagogical strategies and methods integrating them into the educational process, practical tasks can be solved effectively. Therefore, foreign language and professional competence contains such aspects as:

- Ability to work independently both in a group and independently;
- Ability to solve various problem situations;
- Ability to use information technology for various purposes.

The formation of foreign language professional competence of future foreign language teachers is aimed at;

a) to increase the range of methods and forms of organisation of learning activities, which allows to significantly expand the cognitive capabilities of students, to choose and implement individual learning projects in an open educational space.

b) to stimulate independent, critical and creative thinking of students, which should become a key principle of education [9].

Let us name the types of educational Internet resources that contribute to the formation of foreign-language professional competence of future teachers.

1. Hotlist and Multimedia Scrapbook provide students with access to a variety of information sources on the Internet.

2. The Treasure/Scavenger Hunt involves searching for information on a particular topic, culminating in a general question to ensure full understanding of the material.

3. The Subject Sampler offers tasks in which students not only familiarise themselves with the material, but also express their own opinions on the topic being studied.

If we talk about web-quest, it represents the integration of all curricula and new pedagogical technologies, it is a complex type of educational resource on the Internet. It is aimed at the development of analytical and creative thinking in students. Creating a Web-quest requires a high level of competence in the subject area, teaching methods and information technologies.

WebQuest Evaluation Criteria

The main element of a web quest is an evaluation scale, which is used by students and teachers to assess the results of the work. Since a web quest is a complex task with the use of innovative technologies of teaching in a foreign language, the evaluation of its fulfilment should consist of several criteria corresponding to the type of task and the form of presentation of the result. We have used a web quest map which contains questionnaire information and step-by-step instructions:

- Element;
- Age category of students;
- Main task;
- Number of roles;
- Name of roles;
- Example of step-by-step instructions;
- List of internet sources;
- Evaluation criteria;
- Expected outcome.

Write down what you think the expected outcome of the activity should be for each group. As the expected results on formation of foreign language-professional competence of future foreign language teachers we assume: readiness to solve practical tasks of increased complexity, non-typical tasks with making professional and managerial decisions; ability to work out methodological support of foreign language lessons with a clear idea of classification of research methods; readiness to use most of the optimal methods and technologies of foreign language teaching in accordance with the levels of language co.

The most important requirement in using the quest is to express a point of view within the content of the discipline being taught, to use the Internet and search for materials to find answers to the quest questions. It is the teacher's task to provide a link to help students find the answers, but groups can use their own resources. It should be noted that it is not an easy task for a teacher to conduct a systematic analysis of problem (subject) situations, to put forward hypotheses, to possess

the thinking operations of analysis, synthesis, comparison, as well as to search for the necessary sites. Links should be copied and explained using comments.

Foreign language teachers must possess not only a linguistic and methodological competence but also digital literacy and ability to design interactive, technology-based educational environments. However, in higher education the using of digital tools is often fragmented and lacks sufficient methodological justification. Web-quest technology appears to be a promising pedagogical tool that facilitates inquiry-based learning, the development of communication and professional competence. However, the potential for using Web-Quest technology in the training of future foreign language teachers remains understudied, which determines the relevance of this study and its relevance to current trends in the modernization of language education.

Materials and methods

The main idea of using web-quest is to form students' vision of the world information space and its potential in education. The classes create an atmosphere of operating lexical means within the framework of speech topics, using grammatical constructions of various structures adequate to the communicative task and situation. This allows students to expand their knowledge in a natural environment and learn to solve tasks in specific situations [10].

Each task requires a specific approach to writing to achieve the desired result. Bernie Dodge identified the following categories of web quest assignments:

Planning and designing – developing a plan or project based on the provided contexts to build skills in the application of subject-oriented learning technologies.

Retelling – understanding of the topic based on the provided: creating a presentation, poster, story, mastering the system of concepts and terms to solve practical (applied) problems in professional communication;

Generalisation – the transformation of information from a variety of sources;

Creative task – creative work in a certain genre, for example, creating a video clip on a certain topic, in certain situations it is necessary to show understanding of the importance of the language in the life of man, society and nature.

Analytical task - tasks require searching for and structuring information with reference to the basic regularities of functioning of objects of professional activity.

Evaluation – the tasks require justification of a certain point of view, whether the innovative character is ensured with the help of web-quest technology.

Persuasion – tasks are aimed at persuading opponents or neutral parties in their point of view within the contextual educational environment;

Research tasks are aimed at investigating various phenomena, discoveries and facts using unique Internet sources within the framework of the content-didactic

model, which includes target, content-gnostic, activity, result, methodological and controlling components.

In order to provide experimental confirmation of the effectiveness of the methodology for implementing pedagogical conditions and developing methodological recommendations, students are requested to complete a task that includes searching for information on the Internet on a given topic and solving a problem based on the data found. It is evident that a proportion of the sources are provided by the teacher, while the students themselves are responsible for locating other sources. Upon completion of the quest, the results are presented in the form of a web page, or in another electronic, printed or oral format [12]. The results describe many different types of assignments such as analytical assignments, evaluative assignments, persuasive assignments and research assignments.

Web-quest has following advantages:

- taking into account the peculiarities of the professional training process and motivating students to learn new material;
- transition to innovative education and training through the organisation of work in the form of purposeful research, not limited in time;
- further mastering of new information technologies and activation of independent or group activity of students, which they supervise.

A web-quest consists of the following parts:

– Introduction introduces the topic, justifies the cost of the project, and provides basic information, including key concepts and a question for students to ponder.

– The assignment includes the purpose, context, problem, and a way to solve it, making this part the most important. An assignment directs learners to perform specific actions to solve the problem.

– Assessment is a self-assessment scale and instructor's assessment criteria. This section defines the criteria for evaluating the assignment against specific standards.

– A conclusion is summarising the results, summarising the outcomes (what was learned, what skills were acquired), possibly including rhetorical questions or questions to encourage further exploration of the topic.

– Teacher pages is containing information useful to other teachers who will be using the web-quest.

We are mindful of the multidimensional nature of this concept and note that the use of web-quest technology gives students the opportunity to make optimal use of visualisation, multimedia and interactivity. Visualisation encompasses demonstrations, presentations and videos. Based on the analysis of existing

approaches, we define the effectiveness of pedagogical education as one of the levels of its implementation, ensuring the achievement of the required results.

The creators of the web-quest B. Dodge and T. March in their research work had identified the following methodological requirements to be observed when developing a web-quest for students. A web-quest consists of the following main parts:

- 1 Introduction
- 2 Task
- 3 Process
- 4 evaluation
- 5 Conclusion
- 6 Evaluation

The first step is to provide the trainees with information about the web-quest, including the main roles of the participants, the scenario and a brief activity plan so that they can switch and mentally prepare themselves. Then the main tasks should be prepared that are clear, interesting and feasible. The aim and objectives of the assignment should be clearly defined, and the hypothesis and expected results should be spelt out in advance. To develop communication skills, assignments can be prepared such as:

- prepare a series of questions;
- define situational tasks;

For example, if the assignment is formulated as follows: ‘What teaching method can we use for learning a foreign language?’, it will not fully fulfil the requirements of a properly designed web-quest. The gnostic component of using a web-quest involves the formation of motivation, cognitive need, value attitude of students to technology. Students can find the answer to this question in various sources and simply copy the information. In this question, it is better to narrow down the teaching methods to a specific question, on the example of which the student can show possible methods. It is necessary to take into account that the essence of the transferred content is not reduced to passive memorisation, but is to master diverse and effective information. Thus, having analysed the general information about the technique, he will be able to apply it in specific conditions. The task can be formulated as follows: ‘Using the information you know about teaching methods, suggest ways in which these methods could be used in the classroom.’ Next, provide students with a list of resources to help them complete the assignment. The resources should be in the form of handouts and print or electronic sources. After completing the assignment, assess students’ work using clear criteria, usually presented in the form of an evaluation sheet. It is also helpful to include rhetorical questions to help students broaden their experience in other areas of knowledge. The webquest should also include information about which

textbook is being used and for which grade level it is intended. This information will be useful to other teachers interested in this topic. The above experiment was conducted according to the structure of web quest creators B. Dodge and T. March.

The goal of the experimental part of the study is to determine the effectiveness of using web-quest technology in developing of foreign language professional competence of future foreign language teachers. The study was conducted within qualitative research methods in order to obtain a comprehensive understanding of the effectiveness of Web-Quest technology in developing foreign language professional competence. The research was carried out at K.A. Yassawi International Kazakh-Turkish University, Philology faculty and involved 64 students of 3 year students of “Foreign language: two foreign languages” specialty:

A complex of research methods such as theoretical, diagnostic and empirical were used to solve the set tasks. Theoretical methods (analysis, synthesis, classification, and generalization) allowed us to define the theoretical basis for the study and identify methodological approaches to using web-quests in foreign language teaching. Empirical methods included questionnaires, testing, a pedagogical experiment, and observation. The questionnaire allowed us to determine students’ attitudes toward digital learning, testing provided an objective assessment of their competency development, and the pedagogical experiment allowed us to test the effectiveness of the implemented technology in a real-world educational setting. Mathematical and statistical methods were used to enhance the reliability of the results, to ensure quantitative interpretation and verification of the significance of differences between the results of the control and experimental groups. The study aimed to experimentally verify the effectiveness of using web-quest technology in developing the foreign language professional competence of future foreign language teachers. The study included three main stages: ascertaining, formative, and control. Each stage had its own goals, objectives, methods, and implementation procedures.

The first stage of the study assessed the students’ baseline level of foreign language professional competence. The following methods were used to achieve goal: questionnaires, diagnostic testing, and observation of their learning activities. The questionnaire allowed us to determine their initial motivation, interest in the subject, and attitudes toward the use of digital learning tools. Testing included tasks aimed at assessing their linguistic, sociocultural, and methodological competencies. Observation was conducted during classroom sessions and allowed us to record the students’ level of activity and the nature of their interactions with the instructor. All participants were divided into two groups: an experimental group (32 students) and a control group (32 students). A comparative analysis of the diagnostic results showed that the level of development of foreign language professional competence

of both groups was approximately the same, which provided equal initial conditions for further conducting the experiment.

The second stage is the formative stage, it conducted an experimental test of the effectiveness of web-quest technology in professionally oriented foreign language teaching. The experimental group was taught using specially developed web-quests tasks that corresponded to the content of professionally oriented courses (“Foreign Language Teaching Methods,” “Foreign Language in Professional Activities,” and “Information Technology in Language Teaching”).

The control stage of the study aimed to identify the dynamics of students’ foreign language professional competence development under the influence of the experimental factor. At this stage, there were conducted final testing, questionnaires, and expert assessment of students’ academic achievements.

The testing allowed us to assess changes in three key competence components:

- Cognitive (knowledge of professional vocabulary, methodological terminology, and mastery of the theoretical aspects of teaching);
- Activity-based (ability to apply knowledge in practice, develop and present educational materials);
- Communicative (ability to effectively interact in a foreign language in a professional context).

The questionnaire showed interest in using digital tools and a positive attitude among students toward the use of web-quests in teaching. The data obtained were statistically processed using mathematical statistics to determine the significance of differences between the control and experimental groups.

The results of the control phase confirmed the effectiveness of the developed method: students in the experimental group demonstrated a higher level of development of all components of foreign language professional competence compared to the control group.

Results and discussion

In the context of the rapid development of information technology and increasing requirements for the professional training of teachers, the formation of the ability of future specialists to independently master and integrate knowledge is of particular importance. The task of a modern teacher is not only to perceive the information transmitted by teachers, but also to be able to independently extract, systematize and incorporate new knowledge into an already formed cognitive structure. To empirically test this hypothesis, a web quest was developed and conducted, aimed at activating the independent cognitive activity of students. As part of the study, participants were asked the question: “Have you ever participated in web quests?” The results showed that 50% of respondents did not have such experience, which confirms the relevance of the study and the need to introduce

such formats into the educational process of training teaching staff. This finding is further substantiated by the results of an introductory survey, in which 70% of students expressed a preference for group work, 20% opted for individual work, and 10% selected pair work. It should be noted that introductory questions on the topic were posed prior to the commencement of the class. In my practice, each stage took place in the following order:

1. Prepare a definition of goals and objectives;
 - preparing assignments;
 - study of materials;
2. Research;
 - gathering all information;
 - problem solving on the topic with students;
3. Analysing;
 - analysing the collected information;
 - highlighting the main aspects of the topic;
 - formulating conclusions and recommendations;
4. Evaluation;
5. Conclusion.

The key element of the web quest is the explanation of the rule: it includes a description of the sequence of actions during the task, they receive instructions on how to complete the learning task, roles are distributed and the assessment criteria and teacher's guidance are explained. The main goal of the developed web quest is to develop communicative competence in future foreign language teachers. We consider the practical stage as the most important component of this approach. Using the educational technology of the web quest, students learned to formulate their own opinion on the issues under discussion, argue and defend their opinion, and plan oral and written statements. Ensuring the efficacy of students' education should be an inherent aspect of both students and teachers. In this regard, the implementation of web-quest technology is associated with a range of mechanisms designed to enhance and sustain learning effectiveness. These mechanisms encompass the provision of examples that illustrate the subject under study, the analysis and comparison of facts, and the processing of the obtained information. The integration of web quests within the framework of teacher education has been demonstrated to foster learning effectiveness, thereby facilitating the utilisation of the acquired vocabulary in discourse, the promotion of productive teamwork in problem-solving, and the identification of pertinent information resources.

The study implemented web-quest technology as an innovative method of teaching a foreign language. The experimental group included 32 participants. The educational process was aimed at ensuring a high degree of innovation and

contextual significance of learning. A favorable atmosphere was observed during the tasks. Each student participated at all stages of the work. In the first part of the web-quest, students began to compete, which stimulated interaction between students, strengthening teamwork and the desire to quickly achieve goals. In addition, the development of self-organization skills was recorded, and students who previously showed a low level of involvement in the educational process became more active. The analysis of teaching aids (basic and supplementary), on which students work, showed the following results: the prepared materials contain a large number of communicative tasks. For example, watching videos, listening to audio recordings (listening) and tasks to it, discussion on different topics, etc.

In the practical part of the study, a task was aimed at developing listening skills, particularly, the perception and understanding of foreign language speech. Teacher gave to students video material, after watching the video they had to answer control questions aimed at checking their understanding of the content.

They should watch the video two times. At the first stage, students familiarized themselves with the material in order to form a general idea of the content. At the second stage, they watched it purposefully with the intention of completing the task, which contributed to a more conscious perception of the information.

After completing listening, students moved on to completing tasks related to the written text. This stage included two exercises. The first was of a search nature: students were asked to highlight all the mentioned landmarks and geographic objects in the text. The second task was aimed at assessing the level of understanding of the material read and contributed to the formation of skills for the semantic interpretation of the text.

This structure of the task ensured the gradual development of skills in perceiving and processing foreign language information, and also contributed to the integration of various types of speech activity - listening, reading and text analysis. The task for the text was to indicate whether the statements were correct or incorrect. A certain amount of time was given to complete each task. All students completed all the tasks and if there were any questions on the task, the instructor explained again. In the course of the whole experimental training the students of the control and experimental groups were trained with the tasks developed by authors. The results of the experimental training were coded for statistical processing. (Table 1).

Table 1 – Indicator of the final level of competence formation of students of the control and experimental groups at the end of training

№	Competencies	Control group	Experimental group	t- criterion	$p \leq 0.05$	$p \leq 0.01$
1	Linguistic	0,530	0,694	4	2,07	2,82
2	Speech	0,487	0,726	4,8	2,06	2,78
3	Sociocultural	0,539	0,827	7,3	2,18	3,05
	Total	0,519	0,749			

Table 2 – Indicator of the difference in the level of foreign language-professional competence formation of the control and experimental groups during the training period.

№	Group	Initial level of foreign language-professional competence	Final level of foreign language-professional competence	t- criterion	$p \leq 0.05$	$p \leq 0.01$
1	Control group	0,316	0,519	10,7	4,30	9,92
2	Experimental group	0,325	0,749	14,7	4,30	9,92

The obtained empirical values of t-criterion (10.7; 14.7) at the significance level of 5 % for coherent samples confirm the hypothesis about the increase of indicators of the final level of students' competence formation both in the control and experimental groups at the end of the experience (Table 2). In this case, the experimental group shows a more significant growth (mean score of 0.749 compared to 0.519 for the control group). This confirms the feasibility of using web-quest technology in educational process, revealing its significant didactic potential, which contributes to the development of students' foreign language-professional competence.

After passing the quest the evaluation was carried out, the experience of independent and group work was analyzed. According to the data obtained, 70 % of respondents rated the work in the proposed format positively. At the same time, 30 % noted the presence of certain difficulties. During the subsequent oral survey, it was found that the main difficulty for students was the low level of foreign language proficiency, which determined the perception of the tasks as difficult. Nevertheless, students also noted an increase in their active vocabulary, which indicates positive dynamics in mastering the lexical material. The final stage was the final questionnaire aimed at summing up the results and obtaining feedback from the participants. Based on the analysis of the collected data, we can conclude that it is appropriate to use a web-quest as a form of project-based

research activities in foreign language classes. This study allows us to highlight the following positive aspects from this technique:

- increasing motivation to study a foreign language;
- enriching active vocabulary;
- developing communication skills
- team building through working in teams;

The findings demonstrate the efficacy of this active cognitive learning strategy in fostering communicative competence, both at the advanced and introductory stages of language acquisition. The results of the research indicate the high efficiency of using Internet resources in the process of linguistic and socio-cultural training of students studying in a non-linguistic environment. In this regard, it seems reasonable to include web-quests in the structure of educational programs as a mandatory element, regardless of the level of language training of students. This direction acquires special significance in the context of distance learning implemented using multimedia technologies.

Conclusion

Formation and improvement of professional competencies of future teachers of the language of instruction is a long and complex process that begins with the accumulation of cognitive components and knowledge analysis. The results of the research show that modern higher education institutions are able to successfully form students' professional competencies. Web-quest technology contributes to the development of critical thinking, analytical abilities, motivation for learning and its effectiveness by presenting the learning task as «real» and «useful».

It also helps students to develop computer skills.

The main criteria of web quest quality are the safety of participants, originality, systematicity, integrity and subordination to a certain plot that creates the atmosphere of the game. Students, performing the tasks of the web-quest learned to discuss problems and find common solutions. The concept of this technology is based on the organization of independent activity of students on their personal development in a team while solving the central task of the quest, performing additional tasks and moving along the plot with the help of navigators, hints and information resources of the Internet. When introducing this technology, it is necessary to create a friendly atmosphere and encourage students to search and create independently both in lessons and in extracurricular activities.

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БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНДЕ ШЕТ ТІЛІ КӘСІБІ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДА WEB-QUEST ТЕХНОЛОГИЯСЫН ПАЙДАЛАНУ

Бұл мақалада болашақ мұғалімдердің шет тілі кәсібі құзыреттілігін қалыптастыруда практикалық дағдыларын жетілдіруге, сабаққа және пәнаралық жұмыстарға да қызығушылықтарын арттыруға, білім алушылардың коммуникативтік және танымдық әрекеттерін белсендіруге, студенттердің өзіндік жұмысын тиімді ұйымдастыруға және оқу үдерісін дараландыруға мүмкіндік беретін болашақ шет

тілі мұғалімдерді даярлауда веб-квест технологиясын қолдану қажеттілігі туралы авторлардың пікірлері берілген. Мақаланың басты мақсаты бакалаврларда оқитын білім алушылардың шет тілі кәсіби құзыреттілігін дамытуда «web-quest» технологиясының мүмкіндіктерін көрсету. Қойылған міндеттерді шешу үшін теориялық және эмпирикалық әдістері қолданылды: ғылыми және педагогикалық әдебиеттерді талдау және синтездеу, сауалнамалар, тестілеу, педагогикалық эксперимент, бақылау және деректерді статистикалық өңдеу. Веб-квест технологиясын қолдану арқылы студенттер гуманитарлық пәндерді оқу процесінде зерттеушілік дағдыларды меңгереді, бұл олардың жалпы мәдени құндылықтарға тез араласуына ықпал етеді. Мақалада болашақ мұғалімдердің шет тілі кәсіби құзыреттілігін дамытуға ықпал ететін сабақтарды құру үшін ақпараттық-коммуникациялық технологияларды қолдану әдісі ретінде веб-квест технологиясы қарастырылған. Болашақ мұғалімдердің шет тілі кәсіби құзыреттілігінің аспектілері сайтта ұсынылған студенттердің жеке немесе топтық жұмыстарына ынталандыра отырып ақпараттарды талдау арқылы веб-квест технологиясын енгізу көрсетілген. Қазіргі білім беру жүйесі оқу процесін ұйымдастырудың әртүрлі формалары мен әдістеріне бағытталған. Қорытынды жасай отырып, веб-квесттерді кәсіби және педагогикалық тілдік білім беру жүйесіне біріктіру орынды деп айта аламыз. Білім беру үдерісіндегі веб-квест технологиясының негізгі мақсаты – білім берудің тиімділігі мен сапасын арттыру және жалпы қоғамды ақпараттандырудың негізі ретінде ақпараттық мәдениетті қалыптастыру. Интернет-ресурстарды пайдалану және оларды оқу үдерісіне біріктіру практикалық міндеттерді тиімді шешуге ықпал етеді, өйткені веб-квест бойынша жұмыс шет тілі кәсіби құзыреттілікті қалыптастыруға ықпал етеді.

Кілтті сөздер: кәсіби құзыреттілік, ақпараттық технологиялар, веб-квест технологиясы, шет тілі мұғалімдері, инновация.

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ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ ВЕБ-КВЕСТ В ФОРМИРОВАНИИ ИНОЯЗЫЧНО-ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

В данной статье изложена позиция авторов о необходимости применения технологии веб-квест в подготовке будущих учителей иностранного языка, которая способствует совершенствованию их практических умений и навыков, что ведет формированию иноязычно-профессиональной компетенции будущих учителей позволяет эффективнее организовать самостоятельную работу обучающихся и индивидуализировать процесс обучения; повышает интерес, как к урокам, так и к надпредметным занятиям; активизируют коммуникативную и когнитивную деятельность обучающихся. Цель данной статьи – показать возможности технологии «веб-квест» для развития иноязычной коммуникативной профессиональной компетенции бакалавров. Для решения поставленных задач использовалось сочетание теоретических и эмпирических методов: анализ и синтез научно-педагогической литературы, анкетирование, тестирование, педагогический эксперимент, наблюдение и статистическая обработка данных. Благодаря использованию технологии веб-квест студенты овладевают навыками исследовательской деятельности в процессе изучения гуманитарных предметов, что способствует их быстрому вовлечению к общекультурным ценностям. В статье веб-квесты рассматриваются как метод использования информационно-коммуникативных технологий для создания уроков, которые способствуют формированию когнитивно-коммуникативной

компетенции будущих учителей. В статье показано, что реализация технологии веб-квестов с анализом представленной на сайте информации стимулирует самостоятельную или групповую работу учащихся, которая и представляет аспекты иноязычно-профессиональной компетенции будущих учителей. Сделав вывод можно сказать о целесообразности интеграции веб-квестов в систему профессионально-педагогического языкового образования. Расширение образовательных возможностей позволяет учащимся выбирать и заниматься индивидуальной деятельностью в открытой и инклюзивной образовательной среде. Основной целью технологии веб-квест в образовательном процессе это повышение эффективности и качества образования, формирование информационной культуры как основы информатизации общества в целом. Использование интернет-ресурсов и их интеграция в образовательный процесс способствует эффективному решению практических задач, так как работа над веб-квестом способствует формированию коммуникативно-когнитивной компетенции.

Ключевые слова: профессиональная компетенция, информационные технологии, технология веб-квест, преподаватели иностранных языков, инновация.

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