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THE IMPACT OF EDUCATIONAL WEBQUESTS ON STUDENTS' COMMUNICATIVE COMPETENCE

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Abstract. In times of rapid technological development and growing digitalization, it is important to include modern tools in the educational process. Web quests are an important way to improve the learning process. The research is important to determine how modern online tools can help develop key communication skills needed in a globalized world. Students participating in the web quest are expected to develop oral and written skills, as well as improve their ability to work in groups. In addition, the study shows that interaction and collaboration through digital platforms contribute to a better understanding and use of language in various contexts. It is also expected that the survey will show the positive impact of web quests on the development of students' communication skills. Students show improvements in speaking and writing, develop critical thinking and improve teamwork skills. It is assumed that web quests will help to increase students' interest in learning and motivation to learn foreign languages. In the course of the study, recommendations were proposed to improve the educational process using web quests. These include greater integration of web quests into curricula, customization of tasks for specific learning goals, increasing student motivation through interactive methods, as well as regular training of teachers to successfully use web quests in the classroom. In conclusion, the study will help to understand how technology, in particular educational tools such as Internet search, can improve students' communication skills. This knowledge can help teachers develop curricula that not only meet academic standards, but also prepare students for successful communication in the digital world.

Key words: web, quests, tasks, communication, skills, digital platforms, education, interactive methods, thinking, students, motivation, integration, technology

Introduction

The Internet and modern media are increasingly influencing our daily lives, changing the perception of the world, motivation and behavior of young people. The new generation, accustomed to images on TV and computer screens, perceives information presented in a traditional form worse. Therefore, it is important to introduce innovative technologies that will stimulate students' creative activity in learning foreign languages, help them in research activities and develop communication skills. One such solution may be to use web quests in oral and written language classes.

The web quest as a learning task was first considered by B. Dodge and T. March. In Russian science, web quests are explored in the works of E.A. Baguzina, O.V. Volkova, G.A. Vorobyov, P.V. Sysoev. In the modern understanding of the term “quest”, there are several different approaches [1].

At the beginning of the computer era, a quest was a game where the hero explores a large cave and solves various tasks. The first such game is Colossal Cave Adventure, created by programmer W. Crowther in the 1970s. In the 1990s, such games were very popular, especially in Russia, and it was then that the concept of “quest” appeared as a type of game where you need to solve riddles [2].

In addition to computer games, a quest is called a story in literature, where the main character must go through various tests and complete tasks in order to achieve the goal. This plot can be seen in ancient myths (for example, about Hercules and Perseus) and modern literature, as in Tolkien's book “The Lord of the Rings” or in works called “Quest” [2].

Today, the Web quest is a new way of learning. It's like a game model where students and teachers plan, organize and conduct lessons together with specific goals. They monitor progress and outcomes, and the lesson process is divided into stages with special characteristics.

Many scientists, both domestic and foreign, study the problems of formation and development of communication skills when learning a foreign language. Among them, M. N. Vyatyutnev, I. A. Zimnaya, N. I. Gez, E. I. Passov, I. L. Bim, V. V. Safonova, J. Savignon, G. Pytho, D. Himes, D. Raven, E. G. Belyakova and other researchers stand out.

The use of new educational technologies, such as web quests, in the field of digitalization of education and individualization of learning, inspires and stimulates modern foreign language teachers by the fact that they can visually see the achievements of students. The combination of monologue/dialogic speech, rich in special vocabulary on a specific topic, including polite phrases, and supported by a video sequence and presentation, is a positive result of the successful completion of the web quest [3].

Communicative competence means the ability to apply linguistic knowledge, appropriate socio-cultural norms of the language being studied, as well as compensation skills and educational and cognitive abilities necessary for successful communication in an intercultural environment and solving various linguistic, educational and research tasks [4].

Research by P. V. Sysoev and M. N. Evstigneev shows that the “web quest” technology contributes to the development of a variety of skills and abilities. According to E. A. Kytmanova, completing a web quest involves the use of cognitive processes such as information analysis, data synthesis and generalization, as well as the ability to anticipate the consequences of decisions. Psychologists evaluate the ability to find several solutions to a problem and predict their consequences as a manifestation of human creative activity [5].

Communicative skills include the ability to communicate: conduct a conversation, listen carefully to another person, defend your point of view with

the support of arguments, seek compromises and express your thoughts briefly and clearly. A. A. Karachev notes that project work is important for learning, taking into account the interests of each student. The use of web quests in learning a foreign language helps to develop communication more successfully, as shown by the research of M. V. Andreeva, O. V. Volkova and G. A. Vorobyov [6].

The experience of S. V. Napalkov is interesting, who identifies several components of information content in the study of thematic web quests in mathematics: theory (basic concepts), applications (exercises and typical tasks), problems (complex tasks), archives (historical and biographical tasks) and errors (tasks with provocations, paradoxes and search tasks errors). These components correspond to different roles of students, depending on their interests and learning preferences: “Historian”, “Theorist”, “Practitioner”, “Researcher” and “Error specialist” [7].

I.I. Kholodtsova defines “search and research competence” as the ability to independently solve problems, use skills in non-standard situations, develop oneself physically and spiritually, as well as possess information and communication technologies. In his opinion, the problem lies in the fact that there is a contradiction between the need for active and creative work of students in learning a foreign language and their insufficient motivation to develop search, research and communication skills [8].

Thus, the web Quest technology allows students to develop intellectual, creative, and communicative skills.

The purpose of the study is to study how educational research web quests affect students’ communication skills, as well as to evaluate their effectiveness in improving cooperation and understanding

Materials and methods

The following methods were used in the course of the study: literature review, statistical analysis and questionnaires. Statistical methods were used for qualitative analysis of the collected data, which made it possible to identify patterns and trends among the responses received. The literature review included the study of works on teaching methods and the development of communication skills, which served as the basis for the formation of the theoretical part of the study. Conducting case studies allowed us to consider specific examples of the use of Internet search in the educational environment, which helped to determine how effectively this method contributes to the development of communication skills among students.

The main research method was a questionnaire survey, which was attended by representatives of various demographic groups (270 people). The participants were selected to reflect the diversity of students by age, gender, educational level and geographical location, in order to obtain a wide range of opinions. The survey was conducted both online and in the form of face-to-face interviews, which ensured accessibility and a high level of participation.

Results

The influence of educational web quests on the communicative competence of students is an important and relevant topic in the modern educational process. Web quests, as an innovative learning tool, are online tasks that students complete in groups or individually, solving educational tasks focused on the development of certain skills. One of the key goals of using web quests is to improve students' communicative competence, which is especially important in the context of learning in a foreign language or in courses aimed at developing social skills [9].

In Kazakhstan, educational web quests are beginning to be actively used in various educational institutions, including universities and schools. Web quests help students develop information retrieval and analysis skills, critical thinking, as well as team interaction and communication skills, which is especially important in the context of the transition to a competency-based approach in education. Due to the fact that the tasks of the web quests include real problem situations, students learn to interact in a team, assign roles, discuss different points of view and make joint decisions. An important aspect is also the use of the state and foreign languages, which contributes to the development of multilingualism [10].

Web quests in Kazakhstan are being introduced into educational programs in order to meet the needs of students in interactive and practice-oriented learning. Web quests are used especially effectively in foreign language classes, where students have the opportunity to improve their speaking and listening skills through completing tasks in an interactive form. This allows you to make the process of learning a language more interesting and closer to real communication [11].

In addition, web quests are used in educational institutions to form intercultural competence, which is important in the multinational and multicultural society of Kazakhstan. Students have the opportunity to explore various aspects of culture, language and traditions, which contributes to their preparation for work in a globalized world.

One of the key advantages of web quests is their ability to motivate students to actively learn and improve communication skills. Web quests involve the use of the Internet and multimedia resources, which makes the learning process more interactive and interesting for students. Also, tasks in the web quest format often require teamwork, which contributes to the development of skills of cooperation, task allocation and responsibility.

A survey was conducted during the study. The purpose of the survey is to identify the impact of educational web quests on the development of communication skills among students of various educational institutions. Total number of respondents: 270 people. Representatives of various demographic groups. 55% of women and 45% of men took part in the survey.

Figure 1 shows the level of education of the respondents.

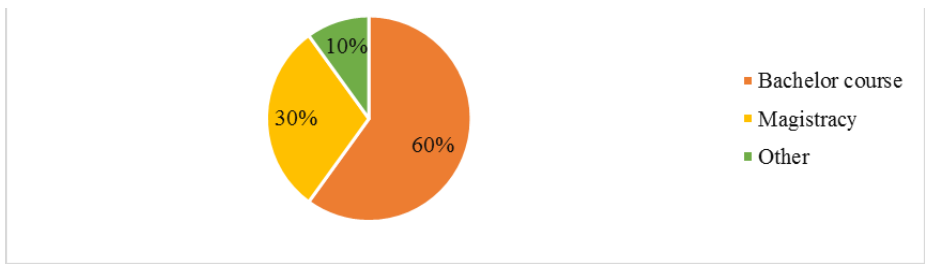


Figure 1 – Level of education

According to Figure 1, the structure of the educational level is as follows: the largest share falls on the bachelor's degree, accounting for 60% of the total, while 30% is occupied by holders of master's degrees. The remaining 10% are at other educational levels, including vocational training and other forms of qualification.

Table 1 shows the responses of the respondents.

Table 1 – Student responses

№	Question	Answer options	Respondents (%)
1	Are you familiar with the concept of “Web quest”?	Yes	80
		No	20
2	Have web quests been used in your learning process?	Yes, often	45
		Sometimes	30
		Never	25
3	How do you assess the impact of web quests on your communication skills?	Significantly improved	40
		Have improved to some extent	35
		I didn't notice any changes	20
		Negative impact	5
4	What aspects of your communication competence have improved due to web quests? (you can select several options)	Confidence in communication	65
		Ability to work in a team	55
		The ability to listen and understand others	45
		Foreign language proficiency	30
5	Do you consider web quests to be an effective tool for learning in groups?	Yes, they are very effective	50
		Effective	30
		Not very effective	15
		Ineffective	5
6	What difficulties do you have when using web quests?	Lack of technical skills	20
		The complexity of the tasks	15
		Lack of Internet access	10
		No difficulties	55
7	Would you like to use web quests more often in the learning process?	Yes	70
		No	15
		I'm not sure	15

According to table 1, it can be said that the level of awareness and participation: The majority of students (80%) are familiar with web quests, and 45% use them frequently, which indicates the high popularity of this method among students.

Impact on communication competence: 40% of respondents noted a significant improvement in communication skills due to web quests, and 35% noted a partial improvement. This highlights the importance of web quests as a tool for developing communication skills, especially in the areas of confidence in communication and teamwork.

80% of students consider web quests to be effective for learning in groups, which indicates the high potential of this tool for developing cooperation and team skills.

The main problems faced by students are related to the lack of technical skills and the complexity of the tasks. However, 55% of respondents noted the absence of difficulties, which indicates that the majority of students have successfully adapted to the use of web quests.

70% of respondents expressed a desire to use web quests more often, which confirms their interest in further using this method in the educational process.

Thus, educational web quests have a positive impact on the development of students' communicative competence, contributing to the improvement of communication skills, teamwork and confidence in communication. Despite some difficulties related to technical aspects, most students are ready and willing to continue using this teaching method.

Next, we will analyze the answers of the teachers (Table 2).

Table 2 – Teacher responses

№	Question	Answer options	Опрошенные (%)
1	Do you use educational web quests in your teaching practice?	Yes	56
		No	44
2	How often do you use web quests in the learning process?	Never	44
		Less than once a semester	18
		Once a semester	12
		Several times a semester	26
3	In your opinion, what role do web quests play in the development of students' communicative competence?	A significant role	34
		The average role	48
		A minor role	12
		They don't play any role	6
4	How do you assess the level of student engagement when using web quests?	A very high level of engagement	29
		High level of engagement	36
		Average level of engagement	25
		Low level of engagement	10

5	What aspects of communication competence do you think improve when using web quests? (Select all suitable ones)	The ability to lead a discussion	60
		Teamwork skills	72
		The ability to listen and perceive information	65
		The ability to formulate reasoned statements	54
6	What difficulties have you encountered when implementing web quests? (Select all suitable ones)	Lack of technical resources	45
		Lack of methodological support	32
		Low motivation of students	18
		Personal lack of experience with web quests	22
7	Do you think that educational web quests should be integrated into curricula as a mandatory component?	Yes	48
		No	18
		I find it difficult to answer	34

Based on the survey conducted, the following conclusions can be drawn. The use of educational web quests is widely supported among teachers, with 56% of respondents already using them in their teaching practice. At the same time, the frequency of application varies, and 44% of teachers indicate that they never use web quests, which indicates that there are barriers to their implementation.

The majority of respondents (48%) believe that web quests play an average role in the development of students' communicative competence, but 34% note their significant impact. It is important to note that a high and very high level of student engagement when using web quests was noted in 65% of cases, which indicates that this method contributes to the activation of the educational process.

Web quests have the greatest effect on teamwork skills (72%) and the ability to listen and perceive information (65%). However, the main barriers to their use remain the lack of technical resources (45%) and the lack of methodological support (32%). Also, 22% of teachers point to a lack of personal experience with web quests, which requires additional training and trainings.

Almost half of the respondents (48%) believe that web quests should be integrated into curricula, which indicates recognition of their potential as an effective tool for developing communication skills.

The survey results show that educational web quests have significant potential for developing students' communicative competence, especially in the field of teamwork and the ability to lead discussions. For a wider introduction of web quests into the educational process, it is necessary to solve the problem of lack of technical resources and methodological support, as well as to provide advanced training for teachers to work with these tools. Given the high level of student engagement, it is advisable to consider the possibility of integrating web quests into curricula as a mandatory component, which will contribute to the development of communication and collaboration skills among students

Discussion

The study highlights the importance of using web quests in the educational process, especially in the era of digitalization and globalization. Web quests are an innovative method that, thanks to the interactivity and the possibility of independent work of students, contributes to the development of communication skills necessary for successful adaptation in a modern social and professional environment.

The main focus of the study is on the impact of web quests on the development of students' communicative competence. Communicative competence refers to the ability to apply knowledge in the field of language, take into account socio-cultural norms, as well as use compensatory skills and educational abilities for successful communication in an intercultural environment. Web quests, with their emphasis on independent research and group work, help develop important skills such as the ability to lead a discussion, argue your point of view, find compromises and express thoughts concisely and clearly. This is especially important for foreign language learners, where active communication and group work play a key role.

One of the key advantages of web quests is their ability to integrate multimedia elements such as video, audio and interactive tasks, which makes the learning process more attractive and effective. Students not only get the opportunity to apply their knowledge in practice, but also develop their research abilities. It also allows you to make the learning process more interesting and closer to real-life situations, which helps motivate students to study and helps them better assimilate the material.

The analysis of the survey conducted during the study showed that web quests have significant potential for the development of such aspects of communicative competence as confidence in communication, the ability to work in a team, the ability to listen and understand others. For example, 65% of students noted an improvement in confidence in communication, and 55% indicated an improvement in teamwork skills. This indicates that web quest-based tasks contribute not only to individual, but also to group learning, developing important social and cognitive skills.

However, it was not without difficulties. Among the main problems faced by teachers and students when using web quests, one can highlight the lack of technical resources, lack of methodological support, as well as the complexity of the tasks themselves. For example, 45% of teachers noted the lack of technical resources as one of the main problems preventing the introduction of web quests into the educational process. This highlights the need to improve the material and technical base of educational institutions and conduct regular training for teachers so that they can effectively use new educational technologies.

An interesting fact is that web quests are especially actively used in foreign language classes, where students get the opportunity to practice listening and speaking skills through interactive tasks. This makes the process of learning a language more interesting and closer to real communication, which, in turn, contributes to better assimilation of the material and the development of

communication skills. In a multilingual society, as in Kazakhstan, the development of communicative competence in several languages is an important task, and web quests are an effective tool for solving it.

The results of the study show that educational web quests should become an integral part of educational programs, especially in disciplines aimed at developing communication and research skills. Almost half of the teachers surveyed (48%) believe that web quests should be integrated into curricula as a mandatory component, which underlines their importance as an effective learning tool.

To increase the effectiveness of using web quests in the educational process, it is necessary to conduct additional trainings for teachers to ensure their readiness to work with new educational technologies. This will help reduce the barriers associated with a lack of methodological support and a personal lack of experience working with web quests. It is also important to provide technical support and access to the necessary resources so that all students can actively participate in such assignments.

In the course of the study, the following recommendations were developed to improve the use of educational web quests:

1 For maximum effect, web quests should be integrated into mandatory curricula in disciplines requiring the development of communication skills. The inclusion of web quests in foreign language and social science education programs will allow students to apply the knowledge they have learned in practice, improving communication and teamwork skills.

2 Web quests should be adapted to specific learning objectives. For example, for learning foreign languages, tasks should include the use of new words and phrases in context, and for disciplines that develop critical thinking, tasks that require information analysis and argumentation.

3 To increase student engagement, various interactive elements such as multimedia resources, video tasks and online surveys should be used. This will make the learning process more interesting and allow students to participate more actively in the educational process.

4 It is necessary to conduct regular trainings for teachers on the effective use of web quests in the educational process. This will help overcome the barriers associated with the lack of methodological support and lack of experience working with new educational technologies.

5 For the successful use of web quests, it is necessary to provide educational institutions with the necessary technical resources, including computers, Internet access and multimedia equipment. This will help to eliminate the barriers associated with a lack of technical capabilities.

6 Web quests should be focused on group tasks, which contributes to the development of cooperation and communication skills. Teachers should create conditions for assigning roles within the group and discussing different points of view, which helps students learn to make joint decisions.

Thus, it can be said that educational web quests are a powerful tool that can significantly improve students' communicative competence. Thanks to their

application, students not only develop communication and teamwork skills, but also get the opportunity to apply knowledge in practice in conditions close to real life situations. This helps to increase their interest in learning, motivation and, ultimately, improve educational outcomes.

Conclusion

As a result of the conducted research, it was found that the use of educational web quests has a positive impact on the development of students' communicative competence. Web quests contribute to the development of important skills such as the ability to lead a discussion, work in a team, communicate confidently and listen to others. Their use is especially effective in foreign language classes, where they help students improve their speaking and listening skills.

The analysis of the survey results showed that the majority of students and teachers positively assess the impact of web quests on the educational process. At the same time, certain barriers have been identified, such as a lack of technical resources and methodological support, which hinder the wider implementation of this method. To solve these problems, support from educational institutions is needed in the form of providing a technical base and conducting training for teachers.

Thus, the integration of web quests into curricula as a mandatory component seems to be an appropriate measure that will improve the quality of education and prepare students for successful communication in a globalized world. Web quests are an effective tool that not only promotes the development of communicative competence, but also increases the motivation of students, making the learning process more interesting and interactive.

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БІЛІМ БЕРУ ВЕБ-КВЕСТТЕРІНІҢ СТУДЕНТТЕРДІҢ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІГІНЕ ӘСЕРІ

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Аңдатпа. Уақытында қарқынды технологияларды дамыту және өсіп келе жатқан цифрландыру маңызды қамтиды қазіргі заманғы құралдар білім беру процесі. Веб-қонақтары болып табылады маңызды тәсілімен оқыту процесін жақсарту. Зерттеу заманауи онлайн құралдардың жаһанданған әлемде қажетті негізгі қарым-қатынас дағдыларын дамытуға

қалай көмектесетінін анықтау үшін маңызды. Веб-квестке қатысатын студенттер ауызша және жазбаша дағдыларды дамытады және топта жұмыс істеу қабілетін жақсартады деп күтілуде. Сонымен қатар, зерттеу цифрлық платформалар арқылы өзара әрекеттесу және бірлесіп жұмыс істеу тілді әртүрлі контексттерде жақсырақ түсінуге және пайдалануға ықпал ететінін көрсетеді. Сауалнама сонымен қатар веб-квесттердің студенттердің қарым-қатынас дағдыларын дамытуға оң әсерін көрсетеді деп күтілуде. Студенттер ауызша және жазбаша тілде жақсартуларды көрсетеді, сыни ойлауды дамытады және топтық дағдыларды жетілдіреді. Веб-квесттер студенттердің оқуға деген қызығушылығын және шет тілдерін үйренуге деген ынтасын арттыруға көмектеседі деп болжануда. Зерттеу барысында ұсынылды жақсарту бойынша ұсынымдар оқу үдерісін пайдалана отырып, веб-квест. Олар оқу бағдарламаларына веб-квесттерді көбірек енгізуді, нақты оқу мақсаттарына арналған тапсырмаларды орнатуды, интерактивті әдістер арқылы студенттердің мотивациясын арттыруды және сабақтарда веб-квесттерді сәтті пайдалану үшін оқытушыларды жүйелі түрде оқытуды қамтиды. Қорытындылай келе, зерттеу технологияның, әсіресе интернеттен іздеу сияқты білім беру құралдарының оқушылардың қарым-қатынас дағдыларын қалай жақсарта алатынын түсінуге көмектеседі. Бұл білім мұғалімдерге академиялық стандарттарға сай ғана емес, сонымен қатар оқушыларды цифрлық әлемде сәтті қарым-қатынас жасауға дайындайтын оқу жоспарларын жасауға көмектеседі.

Тірек сөздер: веб, квесттер, тапсырмалар, байланыс, дағдылар, цифрлық платформалар, білім, интерактивті әдістер, ойлау, студенттер, мотивация, интеграция, технология

ВЛИЯНИЕ ОБРАЗОВАТЕЛЬНЫХ ВЕБ-КВЕСТОВ НА КОММУНИКАТИВНУЮ КОМПЕТЕНТНОСТЬ СТУДЕНТОВ

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Аннотация. Во времена стремительного развития технологий и растущей цифровизации важно включать современные инструменты в образовательный процесс. Веб-квесты являются важным способом улучшения процесса обучения. Исследование важно для определения того, как современные онлайн-инструменты могут помочь развить ключевые навыки общения, необходимые в глобализованном мире. Ожидается, что студенты, участвующие в веб-квесте, развивают устные и письменные навыки, а также улучшают свою способность работать в группах. Кроме того, исследование показывает, что взаимодействие и совместная работа с помощью цифровых платформ способствуют лучшему пониманию и использованию языка в различных контекстах. Также ожидается, что опрос покажет положительное влияние веб-квестов на развитие коммуникативных навыков у студентов. Студенты показывают улучшения в устной и письменной речи, развивают

критическое мышление и совершенствуют навыки работы в команде. Предполагается, что веб-квесты помогут повысить интерес студентов к учебе и мотивацию изучать иностранные языки. В ходе исследования были предложены рекомендации по улучшению учебного процесса с использованием веб-квестов. Они включают большее внедрение веб-квестов в учебные программы, настройку заданий под конкретные учебные цели, повышение мотивации студентов с помощью интерактивных методов, а также регулярное обучение преподавателей для успешного использования веб-квестов на занятиях. В заключение, исследование поможет понять, как технологии, в частности образовательные инструменты, такие как поиск в Интернете, могут улучшить коммуникативные навыки учащихся. Эти знания могут помочь учителям разрабатывать учебные планы, которые не только соответствуют академическим стандартам, но и готовят учащихся к успешному общению в цифровом мире.

Ключевые слова: веб, квесты, задания, коммуникация, навыки, цифровые платформы, образование, интерактивные методы, мышление, студенты, мотивация, интеграция, технологии

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