IT TECHNOLOGY IN SPEAKING SKILL COMPETENCE FORMATION

ФОРМУВАННЯ МОВНОЇ КОМПЕТЕНЦІЇ ЗА ДОПОМОГОЮ IT-МЕТОДОВ

Butkovska N.O.,
Senior Lecturer of Pedagogy, Foreign Philology and Translation Department of Simon Kuznets Kharkiv National University of Economics

Professionally-oriented teaching of foreign languages is based on the use of information and telecommunication technologies in the educational process and their impact on the quality of future specialists training. A modern teacher should give students not only knowledge, but explain how to acquire it independently, how to use the already learned material. It is possible to achieve this goal with the latest technologies, such as webquest. A web-based quest in pedagogy is a problematic task with the elements of a role-playing game that uses information resources of the Internet. This is a site on the Internet, with the help of which students perform a particular study task in a form of submitting material by setting problematic task with future professional elements, to perform which the information resources of the Internet should be used. Webquest can be characterized by two main pedagogical aspects: guarantee of the final result and design of the future educational process by increasing students' motivation for independent cognitive activity; developing the ability to think, atmosphere of cooperation, studying the virtual socio-cultural environment of the country, the language of which is studied by the students. Creating a problem situation that should motivate the student to stimulate interest to the problem is also the webquest's task. The webquest evaluation criteria depend on the type of learning tasks that are solved. The assessment summarizes the experience gained by the students during the self development work with the use of webquest technology. The article considers how webquest technology helps forming the language competencies which are necessary for solving professional tasks in foreign language learning.
Key words: *webquest, multimedia methods, cross cultural communication, language and speaking skill competence, professional tasks.*

Професійно-орієнтоване викладання іноземної мови базується на застосуванні інформаційних та телекомунікативних технологій у навчальному процесі та їхньому впливі на якість підготовки майбутнього фахівця. Сучасний викладач повинен не тільки давати студентам знання, але пояснювати, як самостійно їх добувати, як використовувати вже вивчений матеріал. Досягти цієї мети можливо за допомогою новітніх технології, таких, як веб-квест. Веб-квест у педагогіці – це проблемне завдання з елементами рольової гри, для виконання якого використовуються інформаційні ресурси мережі Інтернет. Це сайт в Інтернеті, з яким студенти виконують ту чи іншу навчальну задачу, це форма подання матеріалу шляхом постановки задач, для виконання яких використовуються інформаційні ресурси Інтернет. Веб-квест (webquest) можна характеризувати за допомогою двох головних педагогічних аспектів, таких як: гарантованість кінцевого результату й проектування майбутнього навчального процесу. Серед переваг використання веб-квестів можливо виявити такі: автентичність текстового матеріалу та матеріалів, представлених у мережі Інтернет; зростання мотивації студентів щодо самостійної пізнавальної діяльності; розвиток вміння мислити; атмосфера співробітництва; вивчення віртуального соціокультурного середовища країни, мова якої вивчається студентами; стимулювання інтересу до поставленої проблеми. Критерії оцінки залежать від типу навчальних завдань, які вирішуються у Веб квесті. В оцінці підсумовується досвід, який був отриманий студентом під час виконання самостійної роботи за допомогою технології веб-квесту У статті розглядається, як технологія веб-квесту допомагає формуванню мовних компетенцій, необхідних для вирішення професійних завдань на іноземній мові.
Ключові слова: *технологія веб-квесту, мовні компетенції, проектна методика, мультимедійні технології, комунікативні і мовленнєві навички.*

Formulation and justification of the problem relevance. A modern teacher should give students not only knowledge, but also explain how to acquire it independently, how to learn the already learnt material. It is possible to achieve this goal with the latest technologies. Webquest is one of them. Quest in English is a lengthy, focused search that can be related to an adventure or a game. It is also used to indicate one of a variety of computer games. A цеb based quest in pedagogy is a problematic task with the elements of a role-playing game that use information resources of the Internet. Webquest can be characterized by two main pedagogical aspects: guarantee of the end results and design of the future learning process.

Analysis of recent research and publications. According to J. Bykhowski, Educational webquest is a website on the Internet which students use to perform a particular educational task. It is a form of submitting material by setting usually problematic tasks with elements of a role-playing game, with the help of information resources of the Internet [1].

At first the webquest method was offered by the Americans Bernie Dodge and Australian Tom in March in the late 20th century. According to Bernie Dodge, webquest has a clear structure: introduction, task, process, student evaluation, and conclusion. B. Dodge notes the following types of webquests depending on their characteristics: webquests that should cover a particular problem, subject or cross-curricular tasks. The basis of webquests is a project methodology that is focused on independent students' activities such as individual, group or paired work, carried out over a certain period of time. This method is organically combined with a group approach to learning. So, webquest combines the ideas of the project method and game technologies in the WWW environment. B. Dodge proposes to begin the process of working

with webquest to pose a problematic question or to create a problematic situation that should motivate a student to stimulate interest to the problem. A central task, that students are able to complete or interesting questions students need to find in the context of independent study [5].

Previously unsolved parts of the general problem are those connected with self development and team work. The evaluation of their criteria depends on the type of learning tasks that are solved by the webquest. The assessment which summarizes the experience gained by the students in doing the self development work with the use of webquest technology is also new and topical.

The purpose of the article is to study and present the nature and benefits of webquest as a modern pedagogical technique to engage students in teaching – learning process.

The main material study. When we speak about webquest it is reasonable to present the following types of tasks: job retelling (Retelling Task) and compile (Compilation Task) of the text; job search clues (Mystery Task); investigative journalism (Journalistic Task); situational job with a given condition (Design Task); creative assignment (Creative Product of Task); task trade-offs (Consensus Building Task), and others. In order to organize the tasks, the teacher needs to make references to printed sources and the Internet resources that provide students with a focused search for the required information. A list of information resources should be in electronic form – video and audio carriers, in paper form, links resources, the Internet websites on the subject, required to perform the task. They should be annotated. In the process of working on the webquest, a student becomes the centre of achieving knowledge. A teacher becomes not only a major source of new knowledge for students, but he helps master it independently. He formulates the task, looks for the sources of information and references on the Internet and links to print sources. He performs an advisory role, makes an atmosphere of creative learning workshop [2]. When preparing and conducting a webquest it is important to understand the role of each participant of the educational process clearly and to distribute their responsibilities in order to achieve maximum efficiency.

A webquest student must: formulate the assignment; identify necessary but unknown information; find it; analyze process, summarize and discuss identified information; decide whether the task has lost (or acquired) a problematic character based on the found information; summarize the information sought; draw up work results.

A webquest teacher should: provide several links to the desired Internet resources that will set intonation, search highlights; to list several cultural samples that serve as a benchmark and can reflect the range of thoughts of the problem; develop forms with clear formulation of evaluation criteria; control the search process [6].

This form of the work aims to the developing of linguistic activities such as information retrieval, a brief description of what has been read, the ability to draw conclusions, and express an opinion that is supported by arguments. The conclusion, which summarizes the results of the webquest, reminds the students what they have learned, and perhaps gives a setting for further work on the topic. The result of the study, depending on the study material, should be an oral report or an essay, creating of own multimedia webpages and websites on the materials obtained during the work (texts, photos, graphics, videos), powerpoint presentations that can be hosted on the University website or within its network, flash videos, databases, etc. It is also possible to publish the results of a webquest in the form of a booklet or students further development. The webquest also contains a presentation of the search results in the form of slides, a webpage or other electronic, printed and oral forms. At the end of the webquest, students have the opportunity to critically analyze their work, evaluate it, and evaluate the work of classmates. A teacher, in turn, evaluates students' search work. It is mandatory to pre-advertise the webquest principles before you begin. The evaluation criteria may be different (presentation time, originality, innovation, etc.). The evaluation criteria depend on the type of learning tasks that are solved by the webquest. The assessment summarizes the experience gained by students in performing independent work with the use of webquest technology [7].

J. Bykhovsky considers the use of webquest technology as a means of developing students' foreign-language socio-cultural competence. He has developed a number of recommendations for creating web-based quests and their use in learning foreign languages and cultures [1]. Viable forms of work with web- quests are as follows:

1. Two forms of webquests are "closesystem" (information contained within one website and beyond), "open system" (students have to find the material for the task independently, using the mentors' tips and the list of recommended sources) [3].

2. Creating short-term and long-term webquests. The purpose of short-term wedquests is to deepen knowledge and integrate it. They are designed for one or three classes on linguistics. The result can be discussions, roundtables, and small presentations. The purpose of long-term work is to deepen and transform the knowledge of students, designed for a long term – may be for a semester or academic year, which can be performed by the students in and outside the classroom, as well as in computer classes while doing independent work [9].

3. Creating webquests by subject matter includes monoprojects and cross-curricular webquests.

4. Creating webquests by the type of tasks that students perform includes translation, compilation puzzles, journalistic, design, creative, persuasive, problem-solving, self-cognitive, analytical, evaluation, scientific. Transfer tasks are the simplest example of using the Internet as a source of information and are considered webquest providing the following: a) the format and the format of students reports is different from the original; text material is not a simple copy of the text material from the Internet; b) students are free to choose what they tell and how they organize the information they find; c) students use the skills of gathering, organizing and processing information. The essence of the compilation task is that students should take information from different sources and bring it to a uniform format. The final compilation can be published on the Internet or presented as a non-digital product, for example, in a book [4]. A puzzle-based webquest requires the synthesis of information from a set of sources and the creation of a puzzle that cannot be solved by simply finding the answer on the Internet. On the contrary, it is necessary to come up with a riddle, the solution of which requires the assimilation of information from multiple sources; compilation of information as a whole by means of conclusions, generalizations from different sources of information; exclusion of false answers that initially appeared to be correct but became incorrect during the review process [4]. Students have to gather facts in journalistic webquests and organize them into news reporting, interviews, etc.

The Design webquest requires students to create a product or plan to accomplish a previously defined goal within certain limits. The Creative webquest requires students to create a product in a given format. Creative projects are similar to design, but they are free and unpredictable in their results. In the process of evaluating such projects, more attention should be paid to the students' creativity and expression. The web-based problem-solving quests involve finding and presenting different and sometimes conflicting thoughts on one issue and trying to bring them to consensus. The Persuasive webquest aims to create a product that can convince anyone. This task requires students to develop arguments in favor of any assertion, opinion, and problem solution based on materials obtained in the course of the quest. The final product of such a project may be a letter, an article, a press release, a poster, a video recording, a multimedia presentation, a webpage, etc [8].

5. Creating webquests by students themselves. A feature of webquests is that some or all of the information for students' self-development or team work is on various websites. This form of work is performed in a team (planning, distribution of functions, mutual assistance, and mutual control). It is based on the ability to find several ways to solve a problematic situation, to determine the most rational option, to justify choice. In addition, the webquest forms the skill of public speaking (necessarily protecting projects with speeches by authors, with questions, discussions) and webquests that focus on self discovery through online and offline research). This option can be used in the advanced courses or in master's degree [4]. Among the advantages of using webquests are the following: authenticity of text material and materials presented on the web; increasing students' motivation for independent cognitive activity; developing the ability to think; atmosphere of cooperation; study of the virtual socio-cultural environment of the target language country; the development of information culture as a necessary component of the contemporary cultural competence of the modern individual and his or her responsibility for the success of working together. The multimedia environment removes the boundaries of the textbook. It is also possible to create a constantly updating bank of webquests in the joint information network of universities and on their sites [3].

Conclusion and the prospects for further research of direction. Thus it is necessary to point out that the use of the webquest methodology in working with students who study foreign languages, promotes the creation of strong interest in a foreign language. The multimedia environment removes the boundaries of the textbook. It is also possible to create a constantly updating bank of webquests in order to join information network of universities on their sites. It also improves speaking skills, intellectual abilities and creative potential.

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