PERSPECTIVES OF PHILOLOGY AND PRACTICAL POSSIBILITIES OF TEACHING FOREIGN LANGUAGES

PROCEEDINGS
OF THE INTERNATIONAL CONFERENCE

GULISTAN, OCTOBER 16-17, 2024

THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN

GULISTAN STATE UNIVERSITY (UZBEKISTAN)

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QUEST TECHNOLOGIES AS AN INNOVATIVE TOOL IN EDUCATION

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Abstract. This article explores quest technologies as an innovative tool in education, aimed at making the learning process more engaging and effective. The paper examines the origins and evolution of quests in the educational sphere, starting with web quests introduced by Bernie Dodge, and moving towards modern applications. It describes the main stages and types of educational quests, along with their structure and specific features. The influence of quests on the development of critical thinking, creativity, and teamwork skills among students is analyzed.

Keywords: quest, educational technologies, active learning methods.

Modern educational technologies increasingly incorporate gaming approaches, with quests taking a prominent place among them. Their origins are connected to the development of computer games and pedagogical strategies that began to be actively applied in the late 1990s. Professor Bernie Dodge from the University of San Diego first proposed quest technologies as a tool promoting independent problem-solving through intermediate stages of task completion [Klimova, Makarova 2023, p. 428]. Subsequently, the quest became the foundation for numerous educational approaches aimed at developing cognitive and creative skills in schoolchildren and students.

The term "quest" was introduced by Bernie Dodge, who developed applications for integrating the Internet into the educational process. Initially, web quests were not intended to deeply immerse students in learning but rather served as a way to capture children's attention through game elements. Games became a key component of this process, as the interactivity of quests allowed students to absorb information more easily by engaging in logic and role-playing games [Safonova 2018, p. 83].

The main principles of quest technologies were detailed by Thomas March, who suggested their use for solving complex problems with ambiguous answers. According to him, quests motivate students not only to search for information but also to transform it into more sophisticated knowledge, fostering critical thinking and teamwork [March 2000, p. 54].

A significant contribution to the development of quests in education belongs to the works of L.S. Vygotsky, particularly his theory of the zone of proximal development. According to this theory, students are capable of solving tasks beyond their current knowledge and skills with the support of a teacher. Quests, according to March, serve as that support, helping students structure their learning activities and successfully solve assigned tasks [Vygotsky 1966, p. 62].

Quest technology is inherently universal and can be applied in various fields of knowledge and for audiences of different ages. Its foundation lies in the structured organization of lessons according to a specific algorithm. Achieving the desired result is only possible by following all the technological stages that constitute this model.

The basic model of quest technology consists of several stages:

Introductory Stage: Participants are introduced to the rules, storyline, roles, and objectives of the quest. Recommendations for task completion and their sequence are provided.

Role-Playing Stage: Each participant works individually within their role, aimed at achieving a common result. Participants complete tasks according to their assigned characters.

Final Product Creation Stage: Upon completing the role-playing activities, participants create a final product that demonstrates the results of their collaborative work.

Reflective Stage: Participants analyze and summarize the experience gained during the quest.

Conclusion Stage: The quest's outcomes are summarized [Kisamieva 2021, p. 13].

Depending on their structural features, educational quests can be divided into the following categories:

Sequential quests, where participants face puzzles in succession. Solving each one provides clues for advancing to the next stage.

Project-based quests, which foster research activities among students in an engaging, game-like format.

Exploration quests, where participants not only progress through stages but also collect clues that may be needed to complete tasks [Tanova, Evseeva 2016, p. 355].

The basic quest model implies a technological cycle that includes selecting a theme, formulating a problem, and developing a storyline based on a journey. It is also important to plan the route stages, tasks with a common goal, and a system of hints.

There is also a general classification of quests, which includes the following types:

Linear quests, where solving one problem leads to the solution of the next.

Storm quests, where participants independently choose how to solve tasks using control hints.

Ring quests, essentially linear quests adapted for multiple teams starting from different points [Radnatarova 2023, p. 55].

Quests in lessons help students develop information competencies and foster a positive attitude toward their work, as well as promote goal-setting and independence.

Web quests typically have the following structure:

Introduction, outlining the participants' roles and work plan.

Main task, with a clear definition of the end result.

List of information resources needed to complete the tasks.

Roles for participants with corresponding plans and assignments.

Process description for each participant.

Evaluation criteria for quest completion.

Guidelines for information collection and presentation.

Conclusion summarizing participants' experience [Vasilenko 2016, p. 7].

Quests actively develop students' creative potential, motivate them to seek solutions, and analyze the information they receive. During quests, students encounter logical problems that require analysis, synthesis, and critical thinking. The use of diverse textual, graphical, and video materials helps them transform knowledge into new forms, contributing to successful learning [Kalugina 2015, p. 3498].

The result of successfully completing a quest can be the creation of various products, such as clusters, flowcharts, collages, bills, and other forms, agreed upon at the game's initial stage. These products serve as proof of the effectiveness of the educational process and the participants' achievements.

Quest technologies in education offer vast opportunities for engaging students in the learning process, developing their intellectual and creative abilities, and fostering teamwork skills. The use of quests as a pedagogical tool promotes the integration of game-based methods into learning, significantly increasing student motivation and making the educational process more interactive and engaging.

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ПЕРСПЕКТИВЫ ТЕХНОЛОГИЙ В СОВРЕМЕННОЙ СИСТЕМЕ ОБРАЗОВАНИЯ

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Аннотация: Масштабные изменения происходящие в сфере образования в соответствии с текущим периодом, широко открывают путь для различных качественных инициатив и преобразований. В статье описывается роль технологий в жизни человека, а также в образовании и науке. С этой точки зрения возникает необходимость повысить эффективность педагогической деятельности по воспитанию поколения, организовать ее в новом качестве. С этой целью преподавателям предстоит освоить научно-педагогические основы инновационной деятельности. А использование новых технологий выводит знания на уровень возможности, формируя при этом обязательный уровень. Поэтому освоение современных педагогических технологий имеет большое значение в повышении квалификации преподавателя и организации творческой педагогической деятельности. Показаны приоритеты, подключение и использование технологий в современной системе образования. Распространение технологий в повседневной жизни может, среди прочего, предъявлять новые требования к учащимся и другим людям, которые развиваются и становятся частью гражданского общества.

Ключевые слова: система образования, инновационная технология, кфалификация, мобильность.

Наука и техника стремительно развиваются благодаря течению времени. Мы называем XXI век веком технологий. Всем нам известно, что каждый человек сегодня не может жить без передовых и новых технологий. Технологии улучшают качество жизни человечества и необходимы для развития науки, для поднятия ее на новые высоты. Тем более, это напрямую связано со сферой образования и науки. Наука – это постоянно развивающийся процесс. Развитие современной науки в XXI веке требует не только технологического образования, но и формирования познавательной и профессиональной компетентности следующего поколения. Эпоха новых идей, новых начинаний и выводов, связанных с развитием науки, несет новую информацию и новые изменения в науке, связанные с развитием новых технологий. Все технологии появились как результат науки.

Наука без технологий бессмысленна. Все достижения науки и труда отражаются в технике. Даже научные работы, написанные учеными, нельзя копировать без разрешения. Копия оказывается плагиатом. Это тоже большое достижение в науке. Развитие технологий в науке. Другими словами, в области науки достаточно фундаментальных проблем.

Прежде всего, технологии в системе образования сегодня не являются новой концепцией. Ожило новое направление развития науки – технологическое. Слово «технология» имеет разное значение в каждой области. Кроме того, в разных словарях это понятие имеет разное значение. Например, в науке мы связываем понятие технологии с появлением техники [Таубаева, Максұтова 2020, стр. 366]. То есть мы говорим, что технология – это совокупность произведений, которые используются в любой работе, а не только в образовании и науке. Поэтому технологии в науке используются для достижения определенной цели, для экономии времени, для открытия