

**EFFECTIVE USE OF WEB-QUESTS IN THE PROCESS OF  
TEACHING A FOREIGN LANGUAGE TO BACHELOR  
STUDENTS IN A NON-LINGUISTIC UNIVERSITY**

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The article is devoted to the relevance of using web quests as creative tasks to increase the level of bachelors' motivation in the process of teaching them a foreign language, given that a significant part of the time the educational process can take place remotely. The definition, structure and classification of web quests are given, recommendations for working with web quests on the [webquest.org](http://webquest.org) and [zunal.com](http://zunal.com) portals in the process of teaching a foreign language are proposed.

*Keywords:* web quest; motivation; bachelor; online resources; web designer

The relevance of the study is explained by the need of using web resources in the process of teaching students a foreign language, given that a significant part of the time the educational process can occur remotely and reflects the need to implement creative tasks, such as web quests to increase the level of students' motivation.

The practical significance of the study lies in offering recommendations for working with web quests on the webquest.org and zunal.com portals in the process of teaching students a foreign language.

The aim of the study is to identify the effectiveness of using web quests to increase the level of students' motivation in the course of teaching them a foreign language.

To achieve the goal, the following tasks were set:

- to define, structure and classify web quests;
- to analyze web resources webquest.org, zunal.com .: webquests, thematically suitable for specific modules, offering recommendations for working with these services;
- to offer examples of online constructors for self-compiling web quests;
- to identify the specific requirements for using authentic and self-developed web quests.

Research methods used in this work are analysis of theoretical and methodological literature; analysis of online resources with web quests for learning a foreign language.

The year of 2020 has made global adjustments to the education system around the world. A sufficient part of the time, the educational process is carried out using distance learning technologies. To receive a credit or exam undergraduate students must complete the required assignments in the online system. Due to the lack of "live" communication "a student – a teacher", the level of students' motivation may decrease, as a result of which, in our opinion, it is necessary to use creative tasks in the course of teaching a foreign language, for example, web quests.

A web-quest in pedagogy is a problematic task with elements of a role-playing game. For completing the task the information resources of the Internet are used.

Web quests can cover both a separate problem, topic, and be cross-subject. Bernie Dodge identifies three principles of their classification - according to the duration of implementation (short-term and long-term); by subject matter (monoprojects and cross-subject web quests); by the type of tasks performed by students: compilation tasks, mystery tasks, journalistic tasks, design tasks, retelling tasks, creative product tasks,

solution of controversial problems (consensus building) tasks), persuasion tasks, self-knowledge tasks, analytical tasks, judgment tasks, scientific tasks.

There is a clear structure of the web quest: introduction, task, process, evaluation, conclusion, credits and teacher's page. However, this structure is used only as a basis, which, if necessary, can be changed (but 4 elements must be present in every educational quest: introduction, task, completion, assessment). The Introduction section specifies the wording of the topic, the description of the main roles of the participants, the quest scenario, the work plan or an overview of the entire quest. The Task section gives a clear and interesting description of the problematic task and the form of presentation of the final result: a problem, or a puzzle that needs to be solved; position to be formulated and defended; product to be created; abstract, report or journalistic account; creative work, presentation, poster, essay, web page, etc. The Process section describes the main stages of work; a guide to action, tips for gathering information, a checklist for analyzing the information, ready-made links to investigate an issue and recommendations for their use. In the Evaluation section, the evaluation criteria are specified, which depend on the type of problems solved in the web quest. The Conclusion section provides a concise and accurate description of what you can learn from this web quest. There should be a relationship with the introduction. The Credits section provides links to the resources used to create the web quest. This section can be combined with the Process section. The final part Teacher's Page (Comments for the teacher) describes the origin, goals and objectives of the web quest, the age category of students (can be used by other students if there are additions, adjustments); planned results, the process of organizing the execution of the web quest; necessary resources.

We use the following portals for searching, placing, creating web quests: [webquest.org](http://webquest.org), [zunal.com](http://zunal.com).

When working on the website [www.webquest.org](http://www.webquest.org), we select the required option, where it is proposed to find, place, share a web quest, view news, etc. To find a quest of a certain topic in the search engine, we indicate the topic. From a wide selection of offered quests, we choose the one that is suitable in terms of the level and description of the execution process.

To work with the module "I introduce myself" 540 sources are offered. We are to select the web quest "All in The Family". The process of completing a quest begins with answering self-directed questions. Next, it is proposed to interview relatives using these questions. The next step is to write a short story about each family member, highlighting

what new interesting facts from life were received. Then it is proposed to select one of the classmates to discuss and compare the information received and new facts about the family. Next, you need to fill out the family tree and print it along with the family report.

For students of the 2nd and 3rd courses, it seems relevant to pass web quests within the framework of the "Employment" module. A total of 119 sources are offered on the site. Choosing a web quest "What is the interview?" A group of students is divided into two teams. The first is responsible for preparing for the interview, the second for the behavior directly during the interview (appearance, sign language, etc.) and the following actions. 8 links with useful videos are being studied, which should be divided into parts "before" and "after the interview". Examples of video links are the following: "Top 10 questions from an employer and examples of the best answers to them", "10 reasons why they won't call you back", "examples of interviews with an employer and online", "how to tell about yourself in the most favorable light", "30 questions to ask the employer", etc. After viewing, the subgroups prepare presentations for 3-5 minutes on the topics "sign language and useful tips on behavior and actions during the interview", "appearance for a successful interview." In the future, the video material can be used separately in the classroom, for example, when acting out the dialogues "employee-employer".

Within the framework of the module "Employment", it will be relevant to complete the Informational Interviews web quest on the website [www.zunal.com](http://www.zunal.com). The purpose of work on the quest is to study the concept of "information interview", to conduct it, as well as to give detailed description of a future job. The quest tasks are completed step by step: it is proposed to find a person who works in a similar position for which the student is applying, possibly in the same organization, to call and make an appointment. Further, a video material with examples of informational interviews is studied, where you need to fix useful questions to obtain detailed information about future work. Students are divided into pairs and conduct interviews, where one of them is an employee of the company, and the other is preparing for employment.

If desired, the teacher can independently compose his own web quest, selecting information online. It is important to decide on the choice of a topic, Internet service and design while creating the quest, to select tasks and find the necessary web links when filling the quest with content.

The following online constructors are popular: [Zunal.com](http://Zunal.com) and [Jimdo.com](http://Jimdo.com).

Unlike many website builders, Zunal is a free service that will guide you through all the steps of creating a web quest easily. At each step, it

offers step-by-step instructions that allow any user to create a content-friendly engaging educational web quest. After registering on Zunal, you can start creating a web quest and view how other teachers have used this service. The creation steps with step-by-step instructions are in the panel on the left.

Jimdo is a simple website builder at <https://www.jimdo.com>. The programmers created an interface that allowed each user to create and update sites easily, including educational ones. Today, over 12 million sites have been created on Jimdo. After registration, each user receives a space for free file storage, as well as an address of the form jimdofree.com. This site builder has a simple and intuitive interface that will not raise many questions even for novice site builders.

The work on the web-quest, independently compiled by the teacher, can be used at all stages of training, since when compiling it, the level of the trainees and their knowledge of the necessary competencies is taken into account.

The use of web quests with authentic web resources requires students to have an appropriate level of language proficiency, therefore, it is relevant to present such work as a creative task that completes the study of a topic; accompanied by training lexical and grammatical exercises. Performing such exercises can either precede work on the quest, or be carried out in parallel with it.

One of the main advantages of using web quests is the ease and clarity of the presentation and assimilation of information, quick access to the necessary materials.

In this way, the use of web quest technology as creative tasks seems relevant at class as a remote control or in self-study of students on the Moodle platform. By integrating this type of work into the educational process, a number of practical problems are solved: self-study and self-organization of students; the ability to work in a team and find several ways to solve a problem situation; familiarizing with reading fiction, non-fiction literature in a foreign language; realizing students' creative potential, which in turn is effective for increasing bachelors' level of motivation in the process of teaching them a foreign language.

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