

experience in this form of education, working in this mode for a long time, have not met this challenge very painfully.

In most cases, however, this transition was accompanied by certain difficulties, both technical and psychological.

It should be assumed that with the systematic support of teachers and regardless of the format of conducting lectures, practical classes, this transition could have been softer. Despite the fact that before the COVID-19 pandemic, most teachers preferred the classic classroom format, the modern world requires the use of digital technologies in pedagogical practice. Constant improvement of the professional level of the teacher, the use of modern technologies in their practice, in particular information and communication technologies, could have helped teachers to cope with the difficulties of a sudden transition to distance learning. Therefore, it would be expedient to introduce in universities the center, positions, the duty of which would be to inform, to teach the teaching staff new forms, methods, means of teaching that meet modern requirements.

And teachers, in turn, could choose the form of training, those methods, means, ways of interacting with students, which could help them make the learning process more effective, and in fact, possible.

#### **Reference:**

1. <https://www.collinsdictionary.com/dictionary/english/distance-learning>)
2. (<https://www.merriam-webster.com/dictionary/distance%20learning>)
3. <https://dictionary.cambridge.org/dictionary/english/distance-learning>
4. [https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)
5. <http://vnz.org.ua/dystantsijna-osvita/pro>
6. <https://dictionary.cambridge.org/dictionary/english/e-learning>
7. <https://www.teachthought.com/learning/the-definition-of-blended-learning/>
3. 8. [https://www.pulselearning.com/blog/6-reasons-blended-learning-becoming-trend/?fbclid=IwAR3oi5knqaxlkp\\_agzAOVS1X6uWDaeipcTnjS-ebyLw0ssX4kFt9FuzEIzU](https://www.pulselearning.com/blog/6-reasons-blended-learning-becoming-trend/?fbclid=IwAR3oi5knqaxlkp_agzAOVS1X6uWDaeipcTnjS-ebyLw0ssX4kFt9FuzEIzU)
4. 9. [https://uk.wikipedia.org/wiki/%D0%94%D0%B8%D1%81%D1%82%D0%B0%D0%BD%D1%86%D1%96%D0%B9%D0%BD%D0%B5\\_%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F](https://uk.wikipedia.org/wiki/%D0%94%D0%B8%D1%81%D1%82%D0%B0%D0%BD%D1%86%D1%96%D0%B9%D0%BD%D0%B5_%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F)
9. <https://dictionary.cambridge.org/dictionary/english/synchronous>
10. <https://dictionary.cambridge.org/dictionary/english/asynchronous>

## **USING WEBQUEST FOR TEACHING AND LEARNING FOREIGN LANGUAGES IN HIGHER TECHNICAL EDUCATION**

OLENA O. CHEVYCHELOVA, Senior Teacher  
*Kharkiv National Automobile and Highway University*

Nowadays, acquiring knowledge of foreign languages is the key to the professional success of future specialists. In fact, “Foreign language” is not just an academic discipline, but also a sphere of personal and professional growth of

a future specialist, which involves the formation of students' foreign language communicative competence.

Traditional classroom activities associated with the lack of time allotted to teaching curriculum do not make it possible to engage students in full-fledged and prolonged process of foreign language communication within and beyond the classroom. Moreover, the intensification of a purely communicative aspect of teaching in such conditions can lead to a lack of content-informational aspect of teaching.

In the light of the above, the topical problem is to provide technical students with a continuous didactic process of foreign language teaching. It is necessary to expand the boundaries of didactic space and time to bring the process of foreign language learning beyond the narrow framework of training sessions into the sphere of students' individual work. That will give us an opportunity to organize and manage students' learning activities outside the university.

This problem can be solved using modern information and communication technologies based on the use of Internet network resources (H. A. Houghton & D. M. Willows, A. Selami, Gé. Stoks and others). These technologies are used as the basis for various media education practices, which, in turn, are the grounds for the development of media pedagogy and media didactics (A. Hart, L. Masterman, K. Tyner, C. Worsnop and others).

The main advantage of modern ICT is the possibility of remote management of the educational process. The students are provided with all necessary teaching materials and their high personal involvement as well as self-sustained work is stimulated.

One of such technologies is a WebQuest. It is considered as an inquiry – oriented task with elements of a role play, which implies using the Internet resources for finding the solution. According to the material studied, the results of the WebQuest can be presented in the form of an oral statement, a computer presentation, an essay, a web page and other forms.

It is important to emphasize that students are required to have an appropriate level of foreign language proficiency to work with authentic Internet resources. In this regard, the effective integration of WebQuests into the process of teaching foreign languages is possible in cases where the WebQuest is:

- a creative task that finalizes the study of a topic and is used as an intermediate or final form of control;
- accompanied by supporting lexical and grammar exercises based on the language material used in the WebQuest.

When performing the WebQuest students can work at an individual pace and revise the learning material at any time. In the course of problem-solving process, students do not receive “ready-to-use” knowledge and clichés. They participate in a search activity. There are plenty of tasks students can solve during their creative work, such as retelling tasks, compilation tasks, mystery

tasks, journalistic tasks, design tasks, creative product tasks, consensus building tasks, persuasion tasks, self-knowledge tasks, analytical tasks, judgment tasks, scientific tasks and others.

The WebQuest should be designed for easy comprehension so that students can enjoy this learning experience. The teacher defines the framework and selects the Internet resources according to different levels of students' language proficiency. The first step to a positive experience in the classroom is making sure that the students know what they are supposed to do. Here the teacher's task is to introduce the WebQuest, show the navigation, explain the meaning of each page in the WebQuest and divide the class into groups of three or four depending on the size of the class. For example, "You are a group of young journalists. The editor-in-chief wants you to make a report during the conference. He gave you a task to collect information about amazing people of different times and countries. You will discover new things about famous people: explorers, writers, computer genius and others. The choice is yours! The aim of this project work is to create a PowerPoint presentation and present it to your colleagues (young journalists) during the conference. You should present your work in three week time." The teacher provides students with a list of information resources, which are necessary to complete the task.

Thus, the didactic opportunities of WebQuest lie in creating an attractive and efficient information and communication environment for students' foreign language activities. The implementation of WebQuest technology involves immersing students in a foreign language information environment and controlling their individual learning activities outside the university remotely. Using WebQuests implies deploying a virtual educational process by uniting the participants of one web project into a single micro-social educational network within this environment. Consequently, WebQuest technology creates opportunities for solving one of the most topical problems of a technical university, which is to provide students with continuous and effective educational communication in a foreign language environment outside the university.

#### **References:**

1. Chartrand R. Social networking for language learners: Creating meaningful output with Web 2.0 tools. *Knowledge Management & E-Learning: an International Journal*. – 2012. – 4 (1). Pp. 97-101.
2. Selami Aydin WebQuests as language-learning tools. *Computer Assisted Language Learning*. 2016. 29 (4). – Pp. 765–778.
3. Stoks Gé. WebQuests in the Training of Teachers of Modern Languages. *CORELL: Computer Resources for Language Learning*. 2010. №3. – Pp. 25–28.