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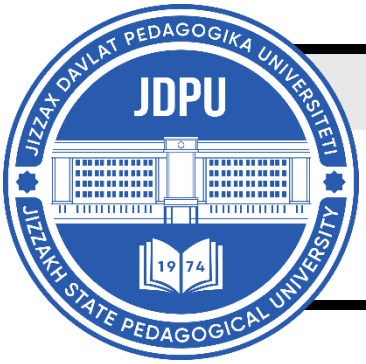

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THE PROCESSES AND RESULTS OF APPLYING WEBQUEST TASK "THE 3 'R'S" ON THE 11TH GRADE OF STUDENTS IN THE BUSTANLIK DISTRICT

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ABOUT ARTICLE

Key words: WebQuest, educational technologies, WebQuest technology, speaking skills, WebQuest structure, tasks, process, resources, roles, evaluation criteria, the 3 'R's, reduce, recycle, reuse.

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Abstract: This work is dedicated to the WebQuest technology and its application in the experimental works on the issue of developing the speaking skills. The experimental work was held in the Bustanlik district's three schools. The participants were divided into two groups: experimental and control groups. In the introduction part were given the brief information about WebQuest technology and WebQuest structure. Then in the materials and methods part were given the WebQuest founders and their description about the WebQuest technology. Also were described the "The 3 'R's" WebQuest task which was created for the experimental works in the Bustanlik district. This WebQuest task has 11 elements or sections, which is different than the structure of the B, Dodges suggested structure. On the results and discussion's part were briefly described the procedures of experimental works in the 11th graders of the Bustanlik district. Procedures lasted 5 lesson and were required in each lesson the gadgets and Internet-connection from the participants. The results of experimental works were presented in the form of table.

INTRODUCTION

WebQuest technology entered the field of pedagogy at the end of the 20th century in 1995, it was proposed by Bernie Dodge, an American professor of educational technology at the University of San Diego [6]. He developed innovative technologies for the field of education. Later Tom March dealt with this problem in depth and wider. According to him [10], WebQuest-technology is an

educational structure built on the support type, which is implemented using links on Internet resources to encourage students to study a problem that does not have a clear solution. In the works of native and Russian scientists, there is no clear idea about the essence of WebQuest technology, because this technology is a relatively new technology in the field of education and has not yet undergone theoretical justification.

With the problems of this technology were studied M. V. Andreeva, Ya. S. Bikhovsky [11], N. V. Nikolaeva and in our country I. N. Ilkhamova [14] and many other scientists.

WebQuest itself and its tasks are not possible without Internet network resources. Technology requires students to perform tasks independently. Role options and their attributes are defined by the author of this technology and placed on the appropriate page of the website. This technology has a block structure, elements of this structure:

1. Introduction,
2. Task,
3. Process,
4. Resources,
5. Assessment,
6. Conclusion,
7. Teacher's page.

MATERIALS AND METHODS

One of the main tasks of a modern teacher is to creatively review and systematize acquired knowledge and skills, as well as to put them into practice, to give students opportunities to reveal their abilities. In the teacher's arsenal, there are many technologies that can help with this task. One of them is the WebQuest technology, which presents problem tasks with elements of role-playing games using Internet information resources. This technology combines active learning methods with the advantages of information-interactive technologies.

"WebQuest" technology, a new method of language learning, cannot be implemented without the Internet. This method increases the motivation to learn languages. General education has several goals, the most important of which is the formation and development of communicative competence. Communicative competence is the ability to communicate and own it. This term is a person's level of skill in communicating with other people. Communicative approach means the ability to communicate and form intercultural relations, which is the basis of the Internet.[12]

WebQuest technology can be considered one of the most effective means of forming and developing speaking skills. This new educational technology was founded in 1995 by American scientists B. Dodge and T. March [7][10]. Nowadays, this technology is very widespread not only in

the USA and European countries, but also in other continents.[13] So, if we consider how to use this technology in foreign language classes, what will be necessary to introduce it into the lesson:

• computer class - it allows students to more easily mobilize their creative intellectual potential and learn;

• Internet connection - now all educational institutions have the opportunity to connect to Internet networks, and information technologies create convenience for students;

• level of computer literacy—requires computer literacy from teachers and students, because all stages of the educational process are carried out using computers.

Creating a lesson based on this technology can be very long and difficult. Before assigning a topic, the teacher researches it and collects and analyzes related information and materials all of them are done in the Internet space. The developers of this technology emphasize three principles of its classification, because the topic of WebQuest is very diverse and the problem tasks can vary in complexity.

The structure of WebQuest is the structure presented by B. Dodge and it is considered as a basic structure, and it can be changed by each author according to his desire and the interest of the readers [8,9]. This structure consists of the following elements:

• Introduction—the topic is formed, the description of the main roles of students and the WebQuest scenario is given. The main purpose of this part is to attract and interest students in the task;

• Task—it shows the smallest details of the problem of the given task and the form of presentation of the final result;

• Process—instructions describing the main stages of the work and useful tips for collecting the necessary information are provided. Methodologically, this part should have additional tasks to be completed;

• Resources—the list of literatures and Internet resources used in WebQuest;

• Evaluation—the evaluation criteria and parameters of the completed WebQuest task are displayed in the form of a table. Methodologically, it is necessary to clearly define the assessment criteria;

• Conclusion—in this part, the participants get acquainted with what skills and abilities they can develop after completing the task. This part must be given in connection with the "Introduction" part;

• Teachers Page—this part shows the process of creating a WebQuest, goals and objectives, results, methodological recommendations given to teachers, and the good and bad sides of this technology.

The result is that the WebQuest technology is very flexible and can be applied to any lesson and at any stage of the lesson. The use of this technology, especially in foreign language classes, forms students' skills in working with language and information technologies. This technology is becoming increasingly popular as a new didactic method in teaching foreign languages.

Another Russian researcher E. I. Baguzina [5] in the WebQuest method of learning is largely based on the theory of constructivism, in which it is important not to recreate objective encyclopedic reality, but to form one's understanding of it. In other words, the use of the Internet is not considered as a goal, but as a learning tool.

The main goal of the pedagogical experiment is to develop speaking skills in English among high school students and to increase their motivation to speak English.

Based on the research work, using the WebQuest technology in the development of speaking skills, the experimental work and results were evaluated and determined through a number of methods. The development of speaking skills in English among high school students was carried out using WebQuest technology, and the theoretical and experimental practice consisted of three stages:

At the initial stage of experimental work, various resources for the development of speaking skills in the upper grades of secondary schools were studied, in particular, the topics of the English language textbooks of grades 10-11 were also studied, and topics were analyzed and selected. In addition, since WebQuest technology is closely related to the Internet, Internet sources were also studied.

So, at this stage, 4 WebQuest tasks were prepared based on the students' interests and their English school textbooks. These tasks were divided into 2 for 10th grade and 2 topics for 11th grade. Then, within the selected WebQuest topics, various Internet sources were searched and studied, tasks were prepared in Word program in advance. The main purpose of these tasks was to develop speaking skills in students and be able to express their thoughts freely, and the tasks were adapted to their interests.

So, as for the topics, the topics of units 17 and 18 from the "Prepare" English language textbook for 10th grade were selected and the "I am Talented" WebQuest task [1] was developed, and as the second test topic from units 11 and 12 of student’s book were combined with WebQuest the topic is named "Bad habits". The following topics were created for 11th grade, in which topics are interesting for students were selected from the 11th grade English textbook. The first WebQuest task was named for 11-graders as "The 3 'R's" and this task was prepared based on the topic of 4 units of the textbook, the second WebQuest "the future after 50 years" was prepared based on the topic of 9 units. [2,3]

Now, the topic of the WebQuest task developed for the test of the 11th graders, the 4th unit of the "Prepare" textbook was adapted to the topic "Extreme weather" and was dedicated to the global problem of our day and was named "The 3 'R's". In fact, this concept of "The 3 'R's" is typical for

Western countries, where environmental problem and protection is considered a solution to the global problem of the world, and this concept is inculcated from school age. If we analyze each "R" in English, this concept means "Reduce, Reuse, Recycle".

As for the WebQuest task “The 3 Rs” is structured differently from the usual WebQuest structure and includes:

- Introduction;
- Karaoke time;
- Task;
- Process;
- Roles;
- Resources;
- Questions;
- Practice;
- Project work;
- Evaluation;
- Conclusion.

This WebQuest task, like the previous 10th grade WebQuest task, was created on the BookWidgets.com platform, and if we look at each section separately:

Introduction - this is an introductory part about WebQuest and a little information about the topic.

Karaoke time - in in students are interested in the topic by singing, they also take the song from the Internet and listen to the song "Earth Day Song" from the numberock.com website.

Task - students are given information about their tasks and questions are answered on the topic.

Process—in which students are given a sequence list of tasks to complete and students complete the tasks in that sequence.

Roles—where roles are assigned to complete the WebQuest, and each student chooses a role and forms a group to complete the WebQuest. The roles were named 'Reduce, Reuse and Recycle', based on the title of the topic, and for each 'R' they were asked to complete an additional question.

Resources – Internet-resources are listed for students to use and these are also divided into several subsections for ease of use for students: 'Websites' - Internet sites for reading and information list. "Videos" - selected videos from Internet sites were uploaded for a deeper understanding of the topic. "Songs" - in addition, songs adapted to the youth of the students were loaded, for example, they listen to and sing the very famous song "Earth Song" by Michael Jackson. 'Images' provides a collection of creative images for students to complete their 'Project work', which students will use to create and present their final products.

"Questions" - students answer the questions based on familiar information and sources and develop speaking in English. These questions test their understanding of the topic.

"Practice" is the next section, in which the students' acquired knowledge is tested and evaluated. This section is also made up of several sub-sections. 'Practice 1' - where students watch a video and express their thoughts orally in English for each 'R'. 'Exercises 1' - where they do a variety of exercises available at http://www.ecoworld.org.uk. "Quizzes" - they answer various questions and test their knowledge on quizzes.com. 'Exercises 2' - in which they perform tasks on the learningenglishkids.britishcouncil.org platform. 'Talking task' - in which students take a sheet of paper and make a list on the topic "10 ways to Reduce/Reuse/Recycle around your house" and share ideas with the class.

'Project work' is a post-task where students are asked to create a 'Poster' using their knowledge. In this, each student works in a group, based on their chosen role, among 'Reduce, Reuse, Recycle', and presents the final product with the development of speaking skills. Each group should have 3-4 minutes to speak in English. In this section, students will learn how to create a poster and will be able to use a collection of ready-made images and videos.

"Evaluation" - students get acquainted with the criteria for evaluating the tasks they have completed and presented as a table:

Student has taken an active part in all stages of WebQuest task and made the perfect presentation and speeches- 3 points.

Student has taken part in WebQuest task with lower enthusiasm or could not take part in some parts and could not give complete presentation and speeches- 2 points.

Student has not participated in most of the WebQuest task or refused to give speeches or make presentations- 1 point.

"Conclusion" is a general summary of the topic, students are asked for their opinions about the WebQuest task, and a question-and-answer session is held in the form of a questionnaire.

So, the goal of this task is to expand the knowledge and understanding of the environment to students from a young age. It is very important for teachers and parents to inculcate in their children the golden rule of '3 R', 'Reduce/Reuse/Recycle' in practice and responsibility in our daily life. In this case, it is important to follow this golden rule and gradually inculcate it in them from a young age, to make good use of the products and materials consumed by the "3R" concept, they will contribute to the preservation of at least the surface of our Mother Earth.

Following these rules can be a little difficult at first, but with the help of teachers and parents, and the videos and exercises in the WebQuest, students will be able to understand and follow this rule. It would be a huge step towards environmental protection by taking these simple tasks out of everyday tasks.

RESULTS AND DISCUSSIONS

Using the WebQuest technology, we observe the results of the development of speaking skills in English and the impact of experimental work on the quality of lessons among high school students of 3 secondary schools in Bustanlik district. The main goal of this dissertation is to increase speaking skills and motivate students in language learning using WebQuest technology in secondary schools. In order to achieve the goal of the research work, “pre-post” test aimed at the development of speaking were conducted to determine the activities and achievements of students. 214 students from 3 secondary schools in Bustanlik district were selected and divided into groups for experimental work. The groups were divided into 10th grade and 11th grade, and 119 students participated in the 10th grade, and 1 control group and 1 experimental group were determined from each school. So, the first school was chosen as the district's general education school No. 1, and there were 81 participants in total, of which 18 students were in the 10th grade control group, and 21 students were in the 11th grade control group. 41 students in the 10th grade and 40 students in the 11th grade participated in the WebQuest test groups. A total of 53 students were selected as the second experimental school in the district, and 18 students of the 10th grade control group were included in the experimental test, 8 students of the 11th grade, and 9 students of the control group. was chosen for the experiment. The third school was selected as the District Specialized School, and 21 general students in the 10th grade and 19 general students in the 11th grade were observed as both control and experimental groups. If we see the number of participants in the table:

	№1 school		№2 school		№3 school	
	10-grade	11-grade	10-grade	11-grade	10-grade	11-grade
Total number of participants	41	40	21	19	36	17
Control groups	18	21	21	19	18	8
Experimental groups	23	19	21	19	18	9
Total:	214					

47 students of the 11th grade of secondary schools in Bustanlik district were selected for this experiment. Each school was assigned 1 control and 1 experimental group. The experimental WebQuest task developed for them was dedicated to one of the current world problems: pollution of the Earth's surface and environment and their solutions. One of the main solutions to environmental pollution is the concept of the English-speaking countries "3 'R'", which means 'Reduce/Reuse/Recycle', and the WebQuest dedicated to it is also called 'The 3 'R's". Pupils acquire and learn new concepts and knowledge along with oral speech. Now, if we get acquainted with the process of completing the WebQuest task in the 11th grade students, the 3 'R's' WebQuest was organized into 5 lesson processes.

The process of the first experimental lesson:

Required materials: computer and gadgets, Internet connection and 'The 3 'R's" WebQuest.

- After getting to know the students their knowledge and speaking skills in English were tested and their general knowledge levels (A-C) in English were determined. To determine the general levels, a video test was taken from them, the test consisted of 45 questions, and 15 questions were answered correctly for each level. If the first 15 questions indicated the A1-A2 level, the next 15 questions were equated to the B1-B2 level and the last 15 questions to the C1-C2 level;

- Students were interviewed to test their speaking level in English. They gave information about themselves, and the answers were analyzed and the results were obtained;

- The teacher introduced the WebQuest technology and provided them with a PowerPoint presentation.

- At the end of the lesson, it was explained to them how to work on the "The 3 "R's" WebQuest in groups created through the Telegram network;

- An independent review and work of the WebQuest task was assigned for homework.

The second lesson process:

Required materials: computer and gadgets, Internet connection and 'The 3 'R's" WebQuest.

- In order to increase their interest in the lesson process, they listened to and sang the Earth Day Song on the Numberock.com website in the ‘Karaoke time’ section;

- It was checked whether they were familiar with the tasks given at home, students were asked questions to think about the topic, and their opinions were listened to and analyzed;

- One of the main features of the WebQuest task is the role task, and the presence of these roles is one of the mandatory components. Therefore, 3 roles were offered to the students to choose from, they were formed into groups and introduced by choosing one of 'Reduce/Reuse/Recycle';

- Each group got acquainted with the Internet-resources in the "Resources" section and was given a task to continue at home. With this, they develop skills such as working with a large amounts of Internet-resources and extracting and identifying the necessary information from it.

The third experimental lesson process:

Required materials: computer and gadgets, Internet connection and 'The 3 'R's" WebQuest.

- At this stage, they started singing the songs from the "Resources" section, that is aimed to motivate the students to learn the topic, for example, they sang while listening to the very famous "Earth Song" by Michael Jackson;

- They enter and answer the test questions through the Internet links in the "Questions" section, the main purpose of conducting the tests was to check whether the students were familiar with the Internet resources and understood the topic after reading;

- In the next step, they completed the "Practice" section, which consists of 6 types of tasks that develop not only the development of speaking skills, but also reading, listening and analysis competencies;

- During the lesson, 2 tasks were checked, the rest were given as homework.

The fourth lesson process:

Required materials: computer and gadgets, Internet connection, necessary materials for creating a poster and 'The 3 'R's' WebQuest.

- Together with the students, homework assignments were checked and evaluated. The task prepared for the development of speaking skills was listened to and analyzed, in which it was asked to have a conversation on the topic of '10 ways to Reduce/Reuse/Recycle', and the students completed it and the results were evaluated;

- Video and pictures uploaded to WebQuest were reviewed for how to do the "Project work" that needs to be done in the next lesson, and each group was asked to create a poster together;

- Homework was given to create a poster, that is, a wall newspaper, and prepare a speech for 4-5 minutes with the group.

The fifth experimental lesson process:

Required materials: computer and gadgets, Internet connection, necessary materials for creating posters, paper, markers, paints, scissors and 'The 3 'R's' WebQuest.

- The last lesson started with the video-song "Sorry Next Generation" in the "Resources" section and students were motivated to complete the tasks;

- Posters were created using the resources from the project work and the team presented the final product. In this, each group performed a creative approach to the topic of protecting the Earth in accordance with their roles, and the results were analyzed and evaluated;

- After all the tasks were assigned, the participants were asked about the WebQuest and answered the questions in the form of a questionnaire.

The WebQuest task 'The 3 'R's" was conducted and monitored once a week in schools. With the help of WebQuest technology the use of Internet technologies and gadgets was introduced in the lessons as a change to the students' English learning process, and as a result, the students found what they needed from the large amount of information and motivations in learning English and working on the Internet improved their identification and using the technologies skills. As for the topic, “The 3 ‘R's" topic is considered as a solution (in Western countries) and these concepts are aimed at school-aged students to increase their knowledge about the environment. Our students get acquainted with this concept and expressed their opinions.

Now getting acquainted with the testing process and results of the WebQuest task prepared for the second experimental test of 11th graders. This work is a continuation of the previous test, and the first WebQuest participants participated and were observed.

In order to compare the obtained results, the students' pre-experimental knowledge and speaking skills were compared with the results of the experimental tests. In the experiment, two

questions were put and its solutions were asked, firstly, the scores of the results of the experimental and control groups were compared and analyzed, and secondly, the speaking skills was tested in the experimental groups before and after the WebQuest technology.

On the basis of the following tables, the H_1 hypothesis and its opposite H_0 hypothesis, which show the efficiency of the students before and after the experiment and the effectiveness of speaking skills development between the experimental groups were determined.

The results of determining the students' English language level after the experimental work with WebQuest technology:

Groups	Participants	The level of knowledge in English (A1-B2)			
		A1	A2	B1	B2
Experimental groups	109	12	42	41	14
Control groups	105	28	47	25	5

Groups	Participants	The results of the acquisition of speaking skills		
		3 points	2 points	1 point
At the beginning of experiments	109	25	50	34
At the end of experiments	109	39	55	15

CONCLUSION

Along with the positive sides of using WebQuest technology, it was observed that there are also problematic sides in the process of experimental work. Conducting with the lesson process with WebQuest technology makes the educational process expensive in terms of funds and it leads to inequality. Because not all secondary schools and all students may be able to conduct classes using the Internet and computers.

But these problems are the responsibility of individuals and organizations responsible for educational processes, that is necessary to provide schools with computers and Internet connection.

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