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ANJUMANLAR PLATFORMASI

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INNOVATSION G'OYA
VA YECHIMLAR**

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НАУЧНЫХ ИССЛЕДОВАНИЙ ПО ИЗУЧЕНИЮ НАСЛЕДСТВЕННАЯ

ПРЕДРАСПОЛОЖЕННОСТЬ ВИРУСАМИ ГЕПАТИТА С (НСV) И В (НВV) НА

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VERBAL KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHDA MADANIY VA IJTIMOY

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METHODOLOGY FOR IMPROVING THE EFFICIENCY OF TEACHING ENGLISH USING WEBQUEST TECHNOLOGY

Jalilova Xolidaxon Fayzullo qizi

Ph.D. student of Namangan State University

Email: Xolidaxon0111@gmail.com

UDC 372.881.111.1

Annotation. The use of modern educational technologies plays an important role in improving the quality of foreign language teaching. One effective instructional approach is WebQuest technology, which is based on the purposeful use of Internet resources in the learning process. This article presents a methodology for enhancing the efficacy of English language instruction through WebQuest technology. The findings indicate that WebQuest technology increases learner motivation, supports integrated language skills development, and promotes autonomous and collaborative learning. The results confirm the effectiveness of WebQuest-based methodology in modern English language education.

Keywords: WebQuest technology, English language instruction, instructional methodology, digital learning, learner autonomy.

VEB-KVEST TEXNOLOGIYASI ASOSIDA INGLIZ TILI O'QITISH SAMARADORLIGINI OSHIRISH METODOLOGIYASI

Jalilova Xolidaxon Fayzullo qizi

Namangan Davlat Universiteti tayanch doktoranti

Annotatsiya Zamonaviy ta'lim texnologiyalaridan foydalanish xorijiy tillarni o'qitish sifatini oshirishda muhim ahamiyat kasb etadi. Samarali o'qitish yondashuvlaridan biri — bu o'quv jarayonida Internet resurslaridan maqsadli foydalanishga asoslangan Veb-kvest texnologiyasidir. Mazkur maqolada ingliz tilini Veb-kvest texnologiyasi asosida o'qitish samaradorligini oshirish metodikasi yoritilgan. Tadqiqot natijalari Veb-kvest texnologiyasi o'quvchilarning o'rganishga bo'lgan motivatsiyasini kuchaytirishini, til ko'nikmalarini kompleks rivojlantirishni ta'minlashini hamda mustaqil va hamkorlikda o'rganishni qo'llab-quvvatlashini ko'rsatdi. Olingan natijalar Veb-kvestga asoslangan metodikaning zamonaviy ingliz tili ta'limida samarali ekanligini tasdiqlaydi.

Kalit so'zlar: Veb-kvest texnologiyasi, Ingliz tilini o'qitish, O'qitish metodikasi, Raqamli ta'lim, O'quvchining mustaqilligi.

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Introduction. At present, the modernization of the education system in Uzbekistan requires the active integration of innovative teaching technologies into the learning process. In foreign language education, especially in English language instruction, the focus has shifted from traditional teacher-centered methods to learner-centered and technology-enhanced approaches. [1; B.17.].

WebQuest technology is an inquiry-based instructional model that involves students in searching, analyzing, and using information from Internet resources. In English language teaching, WebQuests help create meaningful communicative situations and promote active learner participation. Therefore, developing a methodology for enhancing the efficacy of English instruction through WebQuest technology is a relevant task for modern pedagogy.

The purpose of this article is to describe and justify an effective methodology for teaching English using WebQuest technology.

Literature Review. According to Dodge (1995), "a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation." In 1995, when the World Wide Web was still in its infancy, Bemie Dodge, a professor of educational technology at San Diego State University, began constructing the WebQuest model with Tom March as a tool to efficiently and elegantly integrate the Web into classroom instruction. WebQuests are designed to foster students' cooperative learning and higherorder thinking skills through engagement in authentic and personally meaningful decision-making and problem solving tasks (March, 2003). WebQuests focus on using relevant, appropriate and timely information rather than looking for it. Targeting student growth in the cognitive domain, they aim to support learners' thinking at the lofty levels of analysis and synthesis and creativity. [2; B.47.].

To achieve that efficiency and clarity of purpose, WebQuests should contain at least the following parts:

1. An introduction that sets the stage and provides some background information.
2. A task that is doable and interesting.

3. A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.

4. A description of the process the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.

5. Some guidance on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams as described by Marzano (1988, 1992) and Clarke (1990). [3; B.87.].

6. A conclusion that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.

Methodology. The research is based on the analysis of pedagogical and methodological literature related to information and communication technologies and foreign language teaching. The following methods were used:

- analysis of scientific and methodological sources;
- pedagogical observation;
- instructional modeling;
- comparative analysis of traditional and WebQuest-based instruction.

The WebQuest-based methodology is built on the principles of learner-centered instruction, task-based learning, authenticity of materials, and collaboration. The instructional process is organized in three main stages: [4; B.98.].

Motivational stage – creating interest in the topic and defining learning objectives;

Cognitive stage – searching, processing, and using information through English language tasks;

Reflective stage – evaluating learning outcomes and reflecting on the learning process.

Results and Discussion. The implementation of WebQuest technology in English instruction demonstrates positive results in terms of instructional efficacy. Students show increased motivation and engagement, as WebQuest tasks require active participation and problem-solving. The use of authentic Internet materials exposes learners to real-life language use, which improves communicative competence.

The results indicate that WebQuest-based instruction supports the development of all four language skills. Reading and listening skills are developed through information search, while speaking and writing skills are enhanced during group discussions and presentations. Collaborative learning activities encourage peer interaction and critical thinking.

From a methodological perspective, WebQuest technology promotes learner autonomy and responsibility. Students become active participants in the learning process, while the teacher acts as a facilitator. This approach corresponds to modern educational requirements and improves overall learning effectiveness.

Conclusion. The study confirms that the methodology for enhancing the efficacy of English instruction through WebQuest technology is effective and practically significant. WebQuest-based instruction increases students' motivation, improves language skills, and develops independent learning abilities.

The proposed methodology can be recommended for use in English language classes at secondary schools, academic lyceums, and higher education institutions in Uzbekistan. Further research may focus on experimental validation of the methodology and its impact on students' socio-cultural competence.

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