

Educational web quests in organization and management independent work of students.

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Abstract: The article considers the most characteristics of autonomous work, portrays the ways of its organization within the cutting edge instructive prepare. The most consideration is paid to the conditions fundamental for the organization of autonomous work by the instructor in arrange to uncover the person identity of understudies. The article centers on the organizational forms of autonomous work utilizing data and communication advances (web journeys), as the foremost successful shapes of organization of students' instructive exercises.

Keywords: dynamic cognitive action, readiness of understudies, instructive exercises.

The creators come to the conclusion that the adequacy of the organization of autonomous work is based on taking under consideration all the points of interest of the instructive prepare - accessible specialized, methodological and other implies of supporting the instructive prepare, the level of readiness of understudies, as well as the degree of their availability for dynamic cognitive action. The relevance of the organization of independent work is indisputable, since it is impossible to transfer many skills and abilities from person to person, using only traditional forms of organizing the educational process. Considering modern approaches to the concept of "independent work", it can be noted that at the moment there is no common understanding of this term, and its meaning is interpreted differently from author to author. Self-employment is currently not the ultimate goal. It should be noted that a rationally organized independent educational activity of students can become a tool in the struggle of a modern teacher for solid knowledge of students. It also contributes to the comprehensive development of the student as a person, allowing the teacher to implement individual strategies for their development, which is very important for the modern stage of education.

In modern pedagogical science, the general message of interpreting the concept of "independent work" can be defined as follows: these are various forms of independent activity, with the help of which students acquire general professional and professional competencies. In order for independent work to be effective, it is necessary to pay due attention to it, since it is one of the integral components of the modern educational process. Thus, in the curricula of various areas of training, within the framework of any discipline, a large number of hours are allocated for independent work of students, which,

if carried out systematically and systematically, encourages them to creative activity, the development of various competencies, and self-development. With increasing complexity and pace of independent work, the indicators of student learning also grow.

ICT support working with Internet sources for writing an abstract, report, report, basic abstract, lecture plan, etc.; analysis and evaluation of existing DERs; writing term papers, essays, etc.; analysis of literature sources on the topic; preparation for seminars and practical classes; completing web quests. ICTs provide an online dialogue that involves discussing possible difficulties in completing assignments in the form of a video conference; participation in webinars with specialists, teachers or classmates; consultations of students with teachers and other members of the educational process through videoconferencing, forums, chats or e-mail. ICT can be used to create web pages and web quests that motivate students to complete tasks in an unusual and engaging way; web portfolio and placement in it of completed essays and other personal works of students; Ranking student papers on course support websites or student group blogs that encourage healthy competition among students. Let us dwell in more detail on one of the listed forms of independent work, on web quests. We will understand a web quest as a specially organized hypertext page or a combination of them, containing different types of research activities or various tasks united by a specific topic. A web quest may contain either links to pages for its completion, or it may require students to independently search for the necessary information. The main purpose of web quests is to increase motivation by submitting tasks in an unusual, playful way, and rational use of the time of students and teachers, since they are available online. In addition, web quests, forming the necessary competencies, also contribute to the development of students' creative abilities.

By the duration of the web quests are divided into long-term and short-term. Short-term quests are completed in two or three lessons. Their main task is to form competencies within a specific topic. The task of long-term quests is to form various competencies within the entire discipline. These Web Quests can last a semester or more. They, as a rule, contain a lot of tasks that are different in form and form, involving various types of student's creative activity. After completing such quests, students will be able to perfectly navigate the content of the discipline, analyze the main problems that arise during its study, put into practice the proven problem-solving skills, and independently develop standard tasks within the range of problems affecting specific topics or the discipline as a whole [6, c. 63]. Web quests can be group or developed in the format of individual tasks as part of the implementation of a personal strategy for each student. Group quests usually involve up to 5 - 6 people, with the traditional distribution of responsibilities.

As practice has shown, the most effective educational web-quest should include:

1. An introduction containing introductory information, the expected format of implementation and deadlines for completing the work on the quest.
2. The body of the quest - directly diverse, vitally interesting tasks to complete.

3. Guidelines - the proposed ways of solving problems with examples, instructions for submitting reports or documentation, a list of references or hyperlinks to Internet resources that facilitate the completion of quests. To save time, the list can be supplemented with files or a bank of typical problems with solutions so that students can navigate in the right direction if difficulties arise.
4. An approximate algorithm for completing the entire quest, indicating checkpoints.
5. Additional information - task templates, annotations to sections.
6. Reflection zone - information summarizing the work done with indications of competencies acquired in the process of solving the quest. At its core, a WebQuest can cover either a few topics or a discipline as a whole. But experience shows that interdisciplinary web quests are the most effective.

These include such forms as the design and creation of thematic databases; modeling of physical space using Internet technologies, moving through which is carried out through the use of pointers and links; creation of interactive models of various objects, the use of non-linear decision trees when interacting with the model. One of the important types of independent work, as a component of the development and activation of students' activities, is today considered to be work as part of student scientific communities. Within the framework of such a community, students take part in research projects, the basic form of implementation of which is ICT. There are many areas of work of modern student scientific communities, the following can be considered relevant: - analysis of the market for existing software products, as well as ICT used in future professional activities; - the study of various languages and programming tools, outside the curricula of specific areas of training; – study and design of robotic systems; – learning web design tools; – analysis of existing multimedia technologies and their application in professional activities; – participation in the implementation of real projects of future employers.

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