

## MANAGEMENT OF INDEPENDENT WORK OF STUDENTS USING ICT IN FOREIGN LANGUAGE LESSONS

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**Abstract:** *This article is based on an analysis conducted by the questioning of students to identify the quality of the student's self-education in the performance of tasks and determining their attitude to the organization of independent work. There were 60 students in the survey. We proceeded from the fact that the educational process is focused on the formation of student readiness for independent work. Therefore, the management of the performance of the students' tasks in groups on the educational platform Moodle and conducting self-monitoring and self-assessment according to the criteria provided by the teacher is an actual problem in the context of an effective organization and management of independent work through information and communication technologies, such as Web quest. This technology contribute to the formation of intercultural communicative and linguocultural competences of trainees capable for independently and creatively operate at any convenient time and place to monitor and evaluate their actions.*

**Keywords:** *independent work of students, intercultural communicative competence, linguocultural competence, information and communication technology, the educational process.*

Today quality education is the most important strategic priority for all institutions. After all, the quality of education is primarily a quality specialist training that is determined by the willingness to effective professional activity, the ability to adapt in a rapidly changing modern world, and the ability to plan, organize and manage their activities independently.

Management of independent work of students is the ability to optimize the combination of two parts: work, organized by the teacher and the activities organized by the student. Independent work organized by teacher must be at least 20% of the whole study time, that is, most of the time is for independent work of students.

Independent work of students is not only an important form of educational process but its foundation. Independent work of students is a way of active, targeted acquisition of new knowledge and skills by students without the direct involvement of teachers in this process. Since teachers have the ability to remotely control the activity of students at any time.

Indirect control of independent educational activity of students creates a basis for the accumulation of personal experience in the methodology of organization and regulation of student's independent activities himself, that motivates self-expanding, deepening and continuation in their spare time. It can be effectively implemented with a clear definition of its forms and methods of assessment, as well as the organization of a continuous process of feedback. I.A. Zimnya says that independent work as an activity "organized by the student with his or her internal cognitive motives" regulated in the process of student's self-control based on the system of indirect management by the teacher". A teacher can manage the independent work of students indirectly nowadays using modern information and communication technologies virtually [1].

Modern trends in the mass distribution of information communications lead to the need for the usage of new information technologies in the education. Multimedia tools of

learning are increasingly being implemented in practice, and in the methodology of modern foreign language education. Thus, one of an effective means of formation of modern foreign language communicative competence for foreign language learners is a dive into the virtual space, which creates authentic foreign language interactive language environment. Thus virtual space can serve as the Internet. The undeniable advantage of the Internet is that it is the source of a variety of information on any subject. And the vast majority of material that can be found on the Web is presented in a foreign language. For example, the Internet creates unique conditions for familiarization with the cultural diversity of the communities of the target language, which can not always give the traditional textbook in a foreign language. Meanwhile, the information provided on the website is not focused on education, but presented for informational purposes only, in a variety of genres, styles, it has a different address orientation. Therefore, searching for information in the "World Wide Web" can be a very energy-intensive, bring disappointment, requiring a significant investment of time and emotions [2]. That's why, it is necessary to be able to critically evaluate specific Internet resources, and sensibly approach to their use. One of the possible solution to this problem is connected with the use of a structured approach, which allows language learners the opportunity to use the Internet productively, connecting and combining various information resources in new ways, using creativity and thinking skills problem. This technology is called "Web Quest".

The educational web quest is understood as the problematic task with role game elements, placed on the educational web site and students work with it performing a particular learning task. This is an educational project based on the finding, understanding and using the information. Working with web quests is suggested the reflecting on topical issues of our time, the transformation of media objects and turn them into a ready product, corresponding to the task [3, p. 122], the organization of competent work of students on the Internet, and the formation of their core competencies. Educational web quests are designed "for maximum integration of the Internet in different subjects at different levels of learning in the educational process" [4, p. 74].

According to the ideas of T. March, a good web quest should have an intriguing introduction, an explicit task that provokes thinking of the highest order, the distribution of roles, which provides a different perspective on the problem; reasonable use of online sources [5].

Themes of web quests can be different, problematic tasks differ with degrees of difficulty. The results of the web quest, depending on the material being studied, can be presented as an oral presentation, power point presentations, essays, web pages, etc. B. Dodge and T. March identified the following tasks for the web quests: the retelling, planning and design, self-knowledge, compilation, creative task, analytical problem, detective, puzzle, mysterious story, consensus, evaluation, journalistic investigation, persuasion, scientific study. E.M. Shulgina and M.A. Bovtenko considered didactic potential of web quests can be detected only if the following conditions are met:

- Authenticity and representation of interest for students;
- stimulation of communicative activities of students;
- Work on all types of speech activities: listening, reading, writing and speaking;
- Compliance with the principles of clarity, accessibility, relevance and novelty of information, taking into account the individual characteristics of students and their level of language training;
- Useful information, high-quality design and intuitive navigation of web pages;
- The ability to remotely managing the independent educational activity of students in methodically structured online environment.

Didactic possibilities of web quests technology provide an opportunity to organize a collective solution of problems faced by students, which in turn contributes to the formation and development of co-operation and co-creation [6, c. 8]. The teacher acts as a consultant and coordinator, and creates the conditions for self-learning and cognitive activity of students.

Thus, the functions of the web-quests are:

1) Information - study of new material; 2) organization - an organization of independent work with a new material; 3) Control and evaluation - monitoring, tracking and interpretation of current and final results of the process of working with a web quest; 4) structural and organizational - the structuring of educational material; 5) Multimedia - the ability to easily navigate between objects of web quest through hypertext links.

The work of the teacher in preparing to the lesson using the web quest technology requires patience, attention and consideration of a number of features, such as compliance topics of web quest to age and individual peculiarities of students, correspondence of the standard program and the work program of discipline, etc..

Web quest on necessary topic you can borrow from the website dedicated to web technologies quest, or create it yourself. To create a self-web quest we offer the following technology:

1. Choice of a site on which there is a template for creating a web quest. For example, [www.zunal.com](http://www.zunal.com). This will help a teacher to make a web quest technologically and methodically correct and easy to use.

2. Choice of the form in which the students will get the task. This may be a Power-Point presentation, task printed on paper, presentation, a link to a site that hosts the web quest. But in our case, students will receive a web-quest task on the platform Moodle, following the link they do it within 2 weeks.

We carried out the experiment, where there were 60 third year students of level C1 according to European standard. This experiment was lasted during the semester and in our article we would like to show one of the web quest.

The teacher created the web quest for pattern and placed on the platform on the theme “Tour around Almaty for the USA representatives”.

As a rule, the majority of sites define seven steps [7]:

a. **Title** – starting page. But we changed into Welcome. On this page we give the name of the web quest (Tour around Almaty), a brief description in English, level of difficulty for students 3 courses, thematic affiliation of web quest. In the end, we specify keywords to search for and facilitate the students and put a song about Almaty;

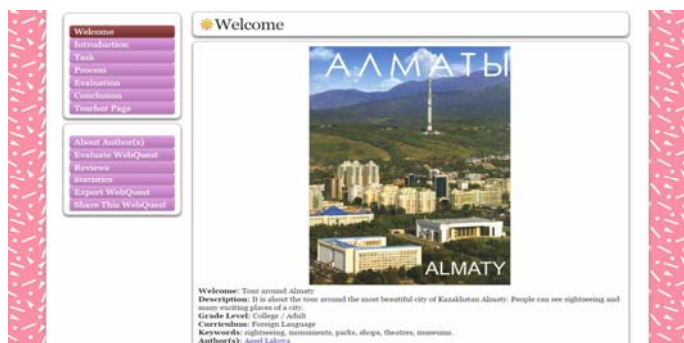


Figure 1

b. **Introduction.** In the introduction teacher welcomes students and introduces partly what they will do, that is offered the description of the significance of the web quest and its value in the study of current themes and presented images of the city to help. The purpose of entry is to attract the interest and formation students' motivation.

c. **Tasks** – common tasks, acquaintance with the work plan. Firstly, the teacher sets the task before students that US companies' delegation comes for 2 days and you need to create a video clip to them about the city of Almaty, and is also determined by the number of people in the group.

d. **Process.** In the process of work, a teacher give specific tasks that must be done, as shown by reference to which the students can use if necessary.

e. **Evaluation.** They are set depending on the complexity of the issue and the type of tasks. A comment is written as an explanation of the estimated that you need to do at each stage of the work to get a rating of “poor”, “satisfactory”, “good”, “excellent”. These evaluation criteria are given to students at the beginning of the organization of independent work, in order to know and be able to assess their work and their partners

f. **Conclusion.** The resolution of done work which included the information about skills and what students can do performing web quest.

g. **Teacherspage.** On the page of the teacher the information on the use of web quest should be placed, as well as the keys to the assignments. But we have the description of the length that is important to use this technology at any time and on any subject. [2]

Now we will consider the work technology with educational web quest.

**1. Motivation and goal.** Technology of work organization with educational web quest is implemented consistently and gradually. We offer the following technology of using webquest.

It is necessary to introduce students to the subject, asking them to answer a few questions, actualizing the former students' knowledge or questions personality-oriented focus, you can use the visibility and offer students construct guesses, solve the problem tasks and others to stimulate cognitive interest.

At this stage, the teacher is also recommended to instruct about work with webquests. Goals and objectives should be clear to students, it will help to increase the motivation of working with webquests. In addition, you must set a time frame of studying the information to regulate the sequence of the study material and perform validation exercises and assignments.

Thus, the first level is a preparatory, and its main function is to ensure the readiness of students to the study of new material, as well as support for the restoration of knowledge to master the methods and techniques of self-study.

## **2. Presentation of the task**

The teacher offers students to perform a number of tasks, following procedure for performing the work step by step, and refers to the time during which students are required to complete the task. The teacher provides the necessary information resources needed for the task. At this point, the regime of students' work with a webquest is indicated.

## **3. Students' material study**

Solving tasks, students work with different sources: links to the web pages, PowerPoint presentations, books, etc.

At this stage independent work has reproductive character - here the students are independent in reading materials, as well as familiarity with the additional and reference books, if necessary.

It is recommended to follow the logic of building a webquest - the sequence suggested in the navigation menu. Students are encouraged to study the proposed material, as well as perform controlled exercises.

The teacher plays the role of an active observer: following the progress of research consistent with the purposes and objectives of webquest; he provides students with the necessary assistance or groups, avoiding passivity of individual participants; he summarizes the term results of a study to have a result of the final phase [3, 12].

#### **4. The generalization, interpretation and systematization of the studied material**

This step involves the synthesis of the studied material after introducing with it, where students systematize their knowledge doing exercises and assignments. These exercises allow them to assess how well students have learned the content of the webquest.

Students are given time to complete the task individually, in pairs or groups. Students perform the task, and then compared the results of each other, then there is verification of compliance with the whole class.

#### **5. Construction of the personal educational product (creative practice) and its presentation**

Independent work of students on the fifth step can be both reproductive and productive, and productive, so that the student performs two kinds of independent work:

- cognitive and search independent work, when you can offer students to prepare a message, report, selection of literature on training issue;
- creative independent work, which implies an expression of opinion, role-play, problem tasks, the implementation of special creative tasks, projects and others.

#### **6. Reflection**

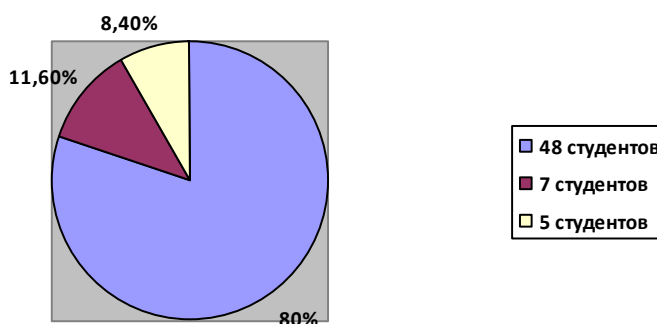
The main task of a teacher when working with a webquest is not so much control, as the organization of reflection students determine what they were able to learn and apply, and what needs to be improved, as well as the search for causes in case of a not quite successful results. Students can participate in evaluating each other's work and private work, put their mark on the basis of certain principles (literacy, content, information, and so on and also to make recommendations on how to avoid repeated mistakes in the future.

Working with a webquest, a teacher should not forget that the main criteria for success is the joy and satisfaction of all the participants from the awareness of their own achievements and developing skills [8, 3].

Teachers report that the experience of designing and implementing webquests helps them "discover new resources, sharpen technology skills, and gain new teaching ideas by collaborating with colleagues" (Peterson & Koeck, 2001, p. 10). Since webquests challenge student intellectual and academic ability rather than their simple web searching skills, they are said to be capable of increasing student motivation and performance (March, 2004), developing students' collaborative and critical thinking skills (Perkins & McKnight, 2005; Tran, 2010), and enhancing students' ability to apply what they have learned to new learning (Pohan & Mathison, 1998; Tran, 2010). Many research studies have been conducted to determine the effects of webquests on teaching and learning in many different disciplines and grade levels. It has been indicated that webquest activities create positive attitudes and perceptions among students (Gorow, Bing, & Royer, 2004; Tsai, 2006; Unal & Leung, 2010), increase the learners' motivation (Abbit & Ophus, 2008; Carneiro & Carvalho, 2011; Tsai, 2006), foster collaboration (Barroso & Coutinho, 2010; Bartoshesky & Kortecamp, 2003), enhance problem-solving skills, higher order thinking, and connection to authentic contexts (Abu-Elwan, 2007; Allen & Street, 2007; Lim & Hernandez, 2007), improve

students' reading abilities (Chou, 2011), and assist in bridging the theory to practice gap (Laborda, 2009; Lim & Hernandez, 2007). In addition, teachers reported positively to the value of the webquests in their daily teaching (Oliver, 2010; Yang, Tzuo & Komara, 2011) [9, p.]

Students are able to this task with a high level of creativity and interest that the results of survey have shown. The teacher used this technology during the semester to improve students' motivation, creativity, self-reliance and self-assessment of their activities, not only the webquest was created by a teacher, but also by students. During the survey the following results revealed:



*Figure 2*

48 students answered the question positively “Is it effective to use webquest in the organization and management of independent work” and also stressed that the implementation of this kind of tasks at the present stage of development of information and computer technology and methodology of modern foreign language education using webquests can be perceived not as optional, but at least as an analog of learning itself. They are able to significantly enrich the linguistic and socio-cultural practices of students that would not be possible using in traditional means of teaching. 7 students wanted to use this technology in every lesson and also use other types of ICT for the development of critical thinking. 5 students reacted negatively to this kind of work, because a lot of time was spent on inventing, problem identification, collection of information and it is not very easy to use different cartoons, links, and much more.

Given all the above, we believe the webquest is not only an easy way to incorporate the Internet into the educational process, but above all it is comfortable modern form of work to strengthen educational activities, increase motivation and interest in the subject. It is proof that Internet resources can be used not only for pastime, communicating with friends on social networks and viewing favorite movies or listening to music, and to gain knowledge of finding the necessary information with minimal time and effort. Students were formed intercultural communicative and lingvo-cultural competences and were developed foreign language communication virtually and in distance through the webquest. It is a good opportunity for a teacher and students to manage independent work in their spare time.

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