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**Засновник, редакція, видавець і виготовлювач –
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митців 207**ЗМІСТ** 214**ДО ВІДОМА АВТОРІВ**

Видавництво «Навчальна книга – Богдан» видало монографію проф. Євгена Лодатка з педагогічного моделювання, у якій аналізуються теоретико-методологічні питання, пов'язані з педагогічним моделюванням в освітньому просторі як складній (соціальної) системі з нелінійним характером взаємодії між компонентами.

Адресується науковцям, PhD-здобувачам, магістрантам, а також тим, кого цікавлять концептуальні підходи до проєктування і побудови педагогічних моделей.

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APPLICATION OF WEBQUEST TECHNOLOGY IN FOREIGN LANGUAGE TRAINING OF FUTURE SPECIALISTS IN HIGHER EDUCATIONAL ESTABLISHMENTS

The article considers the possibilities of using the WebQuest methodology as a model of project-oriented foreign language professional training. In the focus of study are the effectiveness and possibilities of using WebQuest technology.

The article also exposes the structure, possible topics and types of WebQuest. Specifically, it presents the detailed consideration of the types of tasks for WebQuest and their use in foreign language training. Besides, it examines the structure and components of a WebQuest presentation.

The emphasis is placed on the advantages of the WebQuest method in foreign language training as well as the advantages of using web technology in the educational process.

The author offers a methodological evaluation of the WebQuest aimed at determining the extent to which the tasks are achieved. It is emphasized that this is a format of work with a focus on the development of students' cognitive research activities, a new way of using Internet technologies.

Keywords: WebQuest; foreign language training; Internet resources; information technology; presentation; cognitive activity.

Relevance of study. Modernity places increasingly high demands on teaching practical professional foreign language skills. The volume of information is growing and often

the methods of its transmission, storage and processing are inefficient. The use of information technology unlocks the enormous potential of the computer as a learning tool. Computer technology has many advantages over traditional teaching tools. They allow you to train different types of language activities and combine them in various combinations, help you to understand language phenomena, develop linguistic abilities, create communicative situations, automate language and speech actions, and provide the possibility of taking into account the leading representational system, implementing an individual approach and intensifying students' independent work. However, it is extremely important that the process of informatization is not limited to the formal use of new technical means in the learning process, but serves as the basis for creating a fundamentally new system of education, developing and using innovative methods.

Recent publication review. The application of information and communication technologies and the peculiarities of their use in the educational process are the subject of

researches by Ukrainian and foreign scholars C.S. Chang, R.S. Gurevich, O.V. Ilchenko, N.A. Hmil, K. Clark, M. Qian, I.V. Morkvyan, R. Werner, S.O. Sysoyeva. B. Dodge, M.Yu. Kademia, T. March. These well-known scientists proposed and then investigated in practice the use of WebQuest technology in teaching. The issue of using this technology in teaching was raised in their works by Yu.H. Kulimova, V.S. Kulishov, N.M. Rudenko, D.L. Shyrokov.

The scientific novelty of the study is the author's approach to considering the issues of using the WebQuest methodology in the foreign language professional training of students in higher education institutions.

The article's objective is to analyze the possibilities of using Internet resources in foreign language professional training, in particular, the WebQuest methodology as a model of project-based foreign language learning.

Discussion. Today, foreign language teachers need to pay a lot of attention to working with modern electronic resources. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of foreign language training is to form and develop a communicative culture and to teach practical foreign language skills. The task of the teacher is to create conditions for each student to master the language in practice, to choose teaching methods that would allow everyone to show their activity and creativity. Modern pedagogical technologies, such as cooperative learning, project-based learning, the use of new information technologies and Internet resources, help to implement a personality-based approach to learning, and ensure individualization and differentiation of learning based on students' abilities, level of training and interests (Gurevich, Kademia & Opushko, 2020). Today, there is a shortage of specialists in various fields of activity who are able to solve problems independently and in a team, to do it using the Internet (Palamar, Nezhyva, 2023).

The introduction of information technologies in the educational process has revealed the following factors of their effectiveness (Kademia, et al., 2019): 1) intensification of the educational process; 2) creation of favorable opportunities for mastering the educational material based on the principle of visibility; 3) enhancing motivation; 4) availability of constant feedback in the learning process; 5) individualization of the learning process; 6) deepening the learning of specific material; 7) elimination of the teacher's routine work of controlling students' knowledge.

We believe that the Internet is a source that contributes to the development of language skills, provides the necessary information, training resources, and motivates learning activities. Forms of work with computer-based learning programmers in foreign language training include vocabulary learning, pronunciation training, dialogue and monologue training, writing training, grammatical phenomena training.

In our opinion, web quests, websites developed to maximize the integration of Internet technologies into academic subjects at different levels of education, have gained sufficient popularity in the educational space. The peculiarity of educational web quests is that information for students' independent work can be found on different websites, and the result of working with quests can be presented in the form of a publication in the form of a web page or website.

Quest in English is a long, purposeful search that can be associated with an adventure or an interesting game; it also serves to denote one of the types of computer games (Quest, 2024). M.Yu. Kademia calls quests computer games in which the player has to achieve a certain goal using his own knowledge and experience, as well as communicating with the quest participants. According to her, a WebQuest in pedagogy is a problematic task with elements of a role-playing game, for which information resources of the Internet are used (Kademia, et al., 2019). WebQuests are organized means of Web technologies in the WWW environment. They are quite complex in their organization: they are aimed at developing students' analytical and creative thinking skills; the teacher must have a high level of subject, methodological, information and communication competence (Dodge, 2001). WebQuest in pedagogy is a problem-based task with elements of a role-playing game, which uses information resources of the Internet (Kulimova, 2020; Kulishov, 2018).

In the mid-90s of the last century, the WebQuest method was developed by the American Bernie Dodge and the Australian Tom March. Soon it became known and improved in Switzerland. Now, this method is widely used by all countries in education, in particular, when teaching foreign languages.

Thus, WebQuest is a project-based didactic model that involves students' independent search work on World Wide Web sites to solve an educational problem. The result of the activity is a presentation of the data obtained on the Internet. Acquaintance with the work of classmates should encourage other students to further search and study the problem in more detail (Komli-

chenko, 2020). In many ways, the WebQuest method is based on the theory of constructivism in learning, where it is important not to reproduce the objective encyclopedic reality, but to form one's own idea of it. In this case, the Internet is not a goal but a means of learning. German WebQuest, unlike the classic American WebQuest, which allows the use of various sources of information to solve a problem, involves the use of Internet resources only.

Compared to such tasks based on Internet resources as Hotlist, Multimedia Scrapbook, Treasure/Scavenger Hunt and Subject Sampler, the WebQuest is the most challenging for both students and teachers. WebQuests are aimed at developing analytical and creative thinking skills (Korniytska, 2021).

A teacher who creates a WebQuest should have a high level of subject, methodological and information and communication competence. Thus, the role of the teacher changes: he or she turns from an instructor into a competent colleague, a mentor. In this case, the teacher becomes a consultant, organizer and coordinator of problem-based, research, educational and cognitive activities of students.

The characteristic features of the WebQuest technology that distinguish it from other projects are: the identification of resources that contain the information necessary to solve the problem in advance (March, 2005). A WebQuest defines the order of actions that a student must take to obtain the desired result. A mandatory component of this technology is a list of knowledge, skills and abilities that students acquire in the process of completing a WebQuest. The criteria for assessing the completion of tasks are clearly defined, which makes it possible to monitor the quality of the knowledge acquired. Thus, the WebQuest technology contributes to the formation of professional competences, establishing the level of their formation, developing students' competence in solving the problems posed, as well as methods of activity. The use of interactive technologies allows organizing the learning process in such a way that all participants of the educational process take part in it, interacting with each other (students) and the teacher, and also opens up the possibility of independent learning, solving vital problems (Kademia, Kozyar & Rak, 2018). Students learn to work in a team, defend their own point of view, present relevant developments, etc. The requirements for teachers and their work are changing. Working in an interactive mode will help students to develop: communication skills; skills in organizing the learning environment; the formation of skills for

independent work; the ability to create situations that encourage the integration of knowledge to solve the problem.

According to Bernie Dodge's definition (Dodge, 1997), WebQuests by duration of completion can be divided into short-term and long-term WebQuests. Short-term WebQuests are designed for one to three lessons. The purpose of Short Term WebQuests is to acquire knowledge and integrate it into the learning process. As a result of working with a short-term WebQuest, a student acquires the skills to process and systematize a large amount of information within a short amount of time and use it to complete a project.

Long-term WebQuests are usually designed to last from one week to a month. Upon completion of the long-term WebQuests, the student is able to analyze the material, transform it and use it to create their own web page or website (Soepriyanto, Degeng & Setyosary, 2020).

According to the subject content, they can be divided into mono-projects and interdisciplinary projects. By the type of tasks they perform they fall into: retelling, compilation puzzles, journalistic, design, creative, persuasive, solving controversial problems, self-cognitive, analytical, evaluative, scientific (Dodge, 1997).

There are three main elements that distinguish an educational WebQuest from a simple search for information on the Internet: a) the presence of a problem to be solved; b) a group of students search for information about the problem on the Internet (each member of the group has a clearly defined role and contributes to the solution of the overall problem in accordance with his or her role; c) the solution to the problem is achieved through negotiation and agreement by all project participants.

According to Tom March (March, 2005; March, 2022), WebQuest should have the following structure: 1) introduction (formulation of the topic, description of the main roles of participants, Quest scenario, work plan or overview of the oral quest); 2) central task (tasks that students should find the answer to within the framework of independent research, what is the final result to be achieved); 3) list of information resources that can be used during research, including Internet resources; 4) description of the main stages of work, a guide to action; 5) conclusions (research results, questions for further development of the topic).

The topics of WebQuests can be very diverse, and the problem tasks can vary in complexity. Depending on the material being studied, the results can be presented in the

form of an oral presentation, an essay, a computer presentation, a web page, etc.

We consider it necessary to talk about the following types of tasks for WebQuests:

1. *Analytical task*. Search and systematization of information. An analytical WebQuest explores the interconnectedness of real-world things within a given topic. Such tasks provide the basis for students to gain knowledge in an environment where they have to examine things closely, find commonalities and differences, as well as find hidden similarities; understand the relationship between causes and effects, discussing their meaning.

2. *Retelling*. Demonstrating understanding of the topic by presenting materials from different sources in a new format: creating presentations, posters, stories. It is the simplest and represents the most straightforward example of using the Internet as a source of information and is considered, provided that the format and form of the students' report differs from the original materials. The text material is not a simple copying of texts from the Internet into a text editor. Students are free to choose what they talk about and how they organize the information, they have found. Students use the skills of collecting, organizing and processing information.

3. *Creative task*. Creative work in a particular genre (creating a play, poem, song, video). A creative WebQuest requires students to create a product in a given format. Creative projects are similar to design projects, but are free and unpredictable in their results. When assessing such projects, more attention should be paid to students' creativity and self-expression.

4. *Planning and designing*. Developing plans or a project based on given conditions. The design Web Quest requires students to create a product or plan to fulfill a previously defined goal within certain limits.

5. *Compilation*. Transforming the format of information obtained from different sources: creating a cookbook, a virtual exhibition, a time capsule, a culture capsule. The essence of the compilation task is that students have to take information from different sources and bring it to a single format. The final compilation can be published on the Internet or presented as a non-digital product, such as a book.

6. *Self-understanding*. Any aspect of personality research. These WebQuests aim to get to know ourselves better, which can be developed through online and offline research.

7. *Detective, puzzle, mystery story*. Conclusions based on contradictory facts.

A WebQuest based on a puzzle task requires synthesizing information from a set of sources and creating a puzzle that cannot be solved by simply searching for the answer on the Internet. On the contrary, it is necessary to come up with a riddle that requires: 1) assimilating information from multiple sources; 2) assembling information into a single whole by drawing conclusions and generalizations from different sources of information; 3) eliminating false answers that initially seemed correct but became false in the process of consideration.

8. *Reaching a consensus*. Developing a solution to an acute problem. Controversial issues WebQuests involve finding and presenting different and sometimes contradictory opinions on the same issue and trying to bring them to a consensus.

9. *Journalistic investigation*. Objective presentation of information (separation of opinions and facts). In journalistic WebQuests, students have to collect facts and organize them in the genre of news reporting, interviews, etc.

10. *Persuasion*. The persuasion of opponents or neutral persons to one's side. A persuasive WebQuest aims to create a product that can convince anyone. Such a task goes beyond the usual translation and requires students to develop arguments in favour of any statement, opinion, solution of the problem based on the materials obtained in the course of the Quest. The final product of such a project can be a letter, article, press release, poster, video, multimedia presentation, web page, etc.

11. *Evaluation*. Justification of a particular point of view. Evaluation WebQuests present students with a number of subjects and invite them to evaluate or classify them, choose a solution from a limited list, or evaluate the results of their research.

12. *Scientific research*. The study of various phenomena, discoveries, facts based on unique online sources. Scientific web quests serve to introduce and engage students in scientific research in various fields of knowledge. The Internet contains historical and new information that can be useful in any field of science.

The use of WebQuests and other tasks based on Internet resources in language teaching requires learners to have an appropriate level of language proficiency to work with authentic Internet resources. In this regard, effective integration into the language learning process is possible when a web quest:

– is a creative task that completes the study of any topic;

– is accompanied by training vocabulary and grammar exercises based on the language material used in the web quest from authentic resources. These exercises can be done before or in parallel with the quest.

In our opinion, the WebQuest method has a number of advantages in foreign language training:

- provides autonomy and independence of students;
- allows for an individual approach;
- makes the systematic use of Internet resources, multimedia and traditional teaching aids in the classroom meaningful and appropriate;
- motivates students to apply language knowledge and learn new language material;
- allows the use of up-to-date authentic information;
- has the possibility of introducing a linguistic and country studies component;
- helps to organize active independent or group research activities of students, which they manage themselves;
- organizes work on any topic in the form of focused research, both for several hours and several weeks;
- promotes independent decision-making;
- develops critical thinking, trains mental abilities (explanation, comparison, classification, distinguishing general and particular, etc.);
- can be used for teaching students of different ages and language proficiency levels.

To effectively organize the process of working on a WebQuest, the teacher prepares a presentation in advance, selects tasks, finds sources of information and considers the form of presentation of results and the process of control and evaluation. During the work on the WebQuest, the teacher acts as an assistant consultant (Rudenko, Shirokov, 2020). Now on the Internet there are special sites for creating Web quests, where you can find templates for WebQuest and detailed instructions for creating them (an example of the most popular English-language site for creating WebQuests is <http://questgarden.com/>).

WebQuest is a presentation consisting of several parts.

1. Introduction. Formulation of the topic. The situation is outlined, the topic is announced, and the problem is posed. It can be presented in the form of a story, a legend, or a problematic nature. The given situation involves solving the problem from the point of view of a certain role, performing which the student is responsible for his/her own and the general result. The roles of the participants should be clearly defined.

2. Determining the content of the task. Tasks are formulated that must be solvable, voluminous, complex, and require urgent res-

olution. It should be clear, interesting and feasible. It explains what students should do, clearly defines the final result of independent work (for example, a series of questions to be answered, a problem to be solved, a position to be defended). The more precisely and specifically the tasks are formulated, the better the result will be. The questions are formulated so that when opening the site, the student understands the principles for selecting material and highlighting the main thing from all the information he or she will find. These can be the following types of tasks: collecting information, solving a puzzle, creating a creative product, analyzing a situation, making a decision, researching something. It is also important to discuss the presentation of the results (type, form, design, etc.). For some topics, it would be logical to include rhetorical questions in the final part of the task to stimulate the activity of the search. The teacher can manage the process by providing a list of questions, distributing examples and diagrams.

3. Work order. A description of actions and roles required to complete a task.

4. List of information sources. Provides a list of web pages and other sources that can help you to solve the problem.

5. Performing the task. The process of finding an answer to a question. Describes the work procedure. The tasks to be performed by each participant, the sequence of actions, and various tips for completing a particular task. Having completed all the tasks, students will be able to successfully prepare the final paper. It is this stage of the WebQuest that has the greatest developmental potential: when searching for answers to the questions posed, critical thinking, the ability to classify objects and phenomena, compare, analyze, think abstractly are improved.

6. Presentation of results. On the Internet or in any other form (poem, newspaper, poster, presentation, slide show, booklet, animation, poster, photo report, etc.) The most effective way is to post the results of the WebQuest on the Internet on specialized websites. In this way, three goals are achieved: students understand that the task is high-tech; they get an audience interested in the results of their work; they have the opportunity for feedback.

7. Control and evaluation of the process and results. This is one of the most important and responsible parts of the work. The teacher thinks in advance about the criteria for self-monitoring, self-assessment, control and evaluation by the group, which can be detailed or more general, depending on the teacher's intention. The criteria should be known to the students in advance. They are introduced to these criteria before they start work so that they have a full understanding of what is re-

quired of them and what they need to strive for. The assessment criteria depend on the type of learning tasks addressed in the webcast. They can be different (in terms of presentation time, innovation, originality, etc.). The assessment summarizes the experience gained by the student in performing independent work using WebQuest technology.

8. Conclusion. A brief description of what students can learn by completing this WebQuest. Summarizes the experience that will be gained by the participants after completing the independent work on the WebQuest.

9. Materials used. Links to the resources used to create the web quest are provided.

It is worth noting that the discussion of the results of work on WebQuests can be held in the form of a conference so that students have the opportunity to demonstrate their own achievements. The results of the web quest for the report can take various forms, namely: a database, an online document, an interview with an expert during the class, a publication on the Internet. They can also be presented in the form of an oral report, a computer presentation, an essay, a web page, etc.

The topics of WebQuests in universities depends on the faculties. At Vinnytsia National Agrarian University they can be: "News on the design of modern tractors", "Research methods in agronomy", "Car gearboxes (manual, automatic)", "The impact of exhaust gases on the environment", "Alternative energy", "What came first: the state or the law?", "Where did law originate?".

Analyzing all the work of students during the quest, the following steps can be identified: 1) formulating the conditions of the task; 2) identifying and finding unknown information; 3) analyzing, processing, summarizing and discussing the information found; 4) presenting the results of the work.

At Vinnytsia National Agrarian University, we have developed criteria for methodological evaluation of WebQuests aimed at determining the extent to which the tasks in each section of the Quest are completed.

Introduction – motivating and cognitive value. *Tasks* – problematic, clear wording, cognitive value. *Procedure and necessary resources* – accurate description of actions; relevance, variety and originality of resources; variety of tasks, their focus on the development of high-level mental skills; availability of methodological support – auxiliary and additional materials for completing tasks; when using role-playing elements – adequate choice of roles and resources for each role. *Evaluation* – adequacy of the presented criteria for evaluating the type of task, clarity of the description of evaluation criteria and parameters, the ability to measure performance. *Conclusion* – relationship to the

introduction, accurate description of the skills that students acquire by completing this WebQuest.

Let us consider the technology of creating a WebQuest on the topic "Travelling" studied by the students of the basic course of the specialty "Tourism". *Stage 1*. The students are offered the following situation: "You are representatives of Great Britain, Ireland, Germany, Canada, Spain, Denmark, Norway, Greece, New Zealand, Brazil, Italy, France, etc., who came to Ukraine. Tell us about the sights of your country". *Stage 2*. Study of the material according to the following plan: a) History of travelling; b) Means of travelling; c) Our preferences of travelling; d) The reasons of travelling; e) Going abroad (arguments for and against); f) Travelling round the native country (arguments for and against). Students were asked to use the following Internet sources:

1. <http://en.wikipedia.org/wiki/Tourism>;
2. <http://www.citysightseeing.com/>;
3. <http://www.milano.citysightseeing.it/eng/>;
4. <http://www.viennasightseeing.at/ru/home/>;
5. <http://www.dublinsightseeing.ie/>;
6. <http://www.newyorkcitysightseeing.com/>;
7. <http://www.barcelona-tourist-guide.com/en/attractions/barcelona-tourist-attractions.html>.

Students are then required to answer the following questions: 1. People travel because: a) to see other countries and continents; b) to enjoy picturesque places; c) for a change of scene; d) to understand the traditions and customs; e) to practice foreign language. 2. Modern people have a lot of ways to spend their holidays: a) a quiet and relaxing holiday on the seashore or lake, in the mountains; b) enjoy hiking or mountain skiing; c) admire animals going on safari. 3. They can travel by: a) Air: speed and comfort; b) Train: more practical and economical; enjoy the splendid view of the countryside; c) Sea: relax on the sun deck and enjoy the panoramic view of the sea; d) Car: rather convenient, do not have to buy tickets. 4. My ideal place to visit is.... *Stage 3*. Making a presentation or creating an internet page on the topic "Travelling".

As we see, the considered interactive methodology of WebQuests teaches how to find the necessary information, analyze it, systematize it and solve the tasks; its use is simple, does not require downloading additional software or obtaining specific technical knowledge and skills – only a computer with access to the Internet is required.

Thus, to describe a WebQuest, we can say that it is an interactive process in which students independently acquire the necessary knowledge using Internet resources. It is a model of using Internet resources in teaching (Qian, Clark, 2023). It is a type of Internet project that enables students to effectively use information found on the Internet.

We can say it is a didactic structure within which the teacher forms the students' search activity, sets the parameters of this activity for them and determines its duration. A WebQuest is a lesson format focused on the development of students' cognitive research activities, where the bulk of the information is obtained through Internet resources. Definitely, a WebQuest is a new means of using technology during the lesson, focused on students who are involved in the learning process, and helps to encourage their critical thinking.

Conclusions. Undoubtedly, the methodology of using web technologies, in particular WebQuests in the educational process, develops students' cognitive activity and skills of independent knowledge acquisition, intensifies the learning process, and contributes to the individualization of learning and its quality. There is a lot of evidence in favour of using WebQuests in the process of learning a foreign language. Given the relatively low level of students' computer skills, two main goals of language learning are achieved: communication and information exchange. Quests allow you to involve both an individual student and a group of students in independent work. This type of site promotes critical thinking, the ability to compare, analyze, find and classify information. Students are more motivated, which in turn leads to an increase in the effectiveness of foreign language learning. Therefore, teaching students in a project activity WebQuest in integration with other pedagogical technologies will promote an active process of acquiring knowledge, the ability to find the necessary information, use a variety of information sources, memorize, search for solutions, solve certain tasks and problems, and organize themselves for work. In this way, WebQuests contribute to improving the quality of education at higher educational establishments.

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ЗАСТОСУВАННЯ ТЕХНОЛОГІЙ ВЕБ-КВЕСТ В ІНШОМОВНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті розглядається можливість використання методу Веб-квест як моделі проектно-орієнтованої професійної іншомовної підготовки. Досліджується та аналізується ефективність та можливість використання технології Веб-квест.

Мета дослідження – проаналізувати можливості використання інтернет-ресурсів у професійній іншомовній підготовці, зокрема, методики WebQuest як моделі проектного навчання іноземної мови.

Методи. У процесі роботи ми використовували такі методи дослідження: системно-структурний аналіз літератури, узагальнення наукової літератури з питань використання методики WebQuest у навчальному процесі, а саме навчання іноземної мови; теоретичний аналіз, а також аналіз чинної практики.

Оригінальність. Наукова новизна дослідницького підходу зумовлена авторською проблематикою використання у навчальному процесі інформаційно-комунікаційної технології WebQuest з метою розвитку іноземної мовленнєвої компетенції у студентів закладів вищої освіти.

Результати. Пропонується можлива тематика та види Веб-квестів. Розроблено типи завдань для Веб-квестів та їх використання в іншомовній підготовці. Увагу зосереджено на перевагах методу Веб-квест у навчанні іноземних мов. Розглянута структура та компоненти Веб-квест-презентації. Розкрито переваги використання технології Веб-квест на заняттях. Аргументовано доведена необхідність приділяти багато уваги роботі з сучасними елект-

ронними ресурсами фахівцями у галузі викладання іноземних мов. Це не тільки нові технічні засоби, але й нові форми і методи навчання, новий підхід до процесу навчання.

Висновки. Основною метою навчання іноземних мов є формування і розвиток комунікативної культури, навчання практичному оволодінню іноземними мовами. Завдання викладачів – створити для кожного студента умови для практичного оволодіння мовою, підібрати такі методи, які б дозволили кожному проявити свою активність і творчість. Проаналізовано технології, які допомагають реалізувати особистісно-орієнтований підхід до навчання, забезпечують індивідуалізоване та диференційоване навчання з урахуванням інтересів, підготовки та здібностей студентів. Встановлено, що використання технології Веб-квест є комплексним і має на меті розвивати аналітичні навички та творче мислення. Викладач повинен мати високий рівень предметної, методичної та інформаційно-комунікаційної компетентності. В освітньому середовищі досить популярними стали Веб-квести та веб-сайти, які покликані максимально інтегрувати інтернет-технології у викладання предметів на різних освітніх рівнях.

Ключові слова: Веб-квест; іншомовна підготовка; інтернет-ресурси; веб-технології; інформаційні технології; презентація; пізнавальна діяльність.

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