THE METHOD OF FORMING STUDENTS' SKILLS TO WORK WITH INFORMATION WHEN USING WEB-QUEST EDUCATIONAL TECHNOLOGY

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Annotation. This article reveals the concept of Web-quest. Educational quest is an integrated technology that combines the ideas of the project method, problem-based and game-based learning, teamwork and ICT; combining targeted search when performing the main problematic and a series of auxiliary tasks with adventures and (or) a game based on a certain plot.

Key words: Web-quest, ICT competence, motivation, specialized e-learning methods.

Web-quest is one of the means of using information and communication technologies in order to create a lesson focused primarily on students involved in the learning process.
Informatization of all spheres of human life, including education, has led to the fact that modern students cannot imagine their activities without computer technology. The use of computer technology simplifies the process of searching, processing and presenting educational information, and contributes to the development of independent work skills. At the same time, the use of specialized e-learning methods will make it possible to purposefully develop not only ICT competence, but also subject skills, as well as skills for independent work. An educational Web-quest involves the creation of a separate digital educational resource, which contains all the necessary educational tasks.
The problem of using the educational technology of web quests in the educational process is actively studied by such foreign scientists: R.Perkins, E.Halat and domestic scientists: M.R. Fayzieva, Yu.V. Risyukova and etc.
There are two types of web quests: for short-term (goal: deepening knowledge and its integration, designed for one to three sessions) and long-term work (goal: deepening and transforming students' knowledge, designed for a long period of up to 30 hours).
A feature of educational web quests is that some or all of the information for independent or group work of students with it is located on various websites.
Regardless of the timing, it is customary to single out the following stages of students' work on the quest.
1. At the initial stage, students get acquainted with the basic concepts on the chosen topic, materials of similar projects. The roles in the team are distributed: 1-4 people per role. All team members must help each other.
2. During the role-playing stage, individual work in a team for a common result is expected. Participants simultaneously, in accordance with the selected roles, perform tasks. Since the goal of the work is not competitive, in the process of working on a web quest, mutual training of team members takes place. The team jointly sums up the results of each task, the participants exchange materials to achieve a common goal.
3. At the final stage, the team works together, under the guidance of a teacher, feels its responsibility for the results of the work.
In fact, Web-quest is an educational technology in which the teacher forms an interactive search activity of students, during which they are motivated to independently acquire

knowledge, sets the parameters of this activity, controls it and determines the time limits. This technology allows you to work in groups (from three to five students), develops communication skills, leadership qualities of each, increases not only the motivation for the process of obtaining knowledge, but also responsibility for the results of one's own activities. An educational web quest involves the creation of a separate digital educational resource, which contains all the necessary educational tasks.

In this case, the created Web-quest for the study of "Computer Graphics" acts as a transitional link in the study of several topics: from working with a simple graphics editor Paint, to learning a program for creating vector graphics, Adobe Illustrator, to gaining basic knowledge of three-dimensional charts.

The role of the teacher in the learning process using Web-quest technology is very different from its traditional functions. Within the framework of the traditional system of education, the teacher appears as the main source of knowledge that he imparts to students. When learning in the interaction of the project method and Web-quest, as a means of learning, the teacher, in a certain sense, ceases to be a “subject teacher”, but becomes a generalist teacher, in the work on the project he acts both as a coordinator, and as a scientific consultant, and as adviser. Work according to the project method using Web-quest technology requires the teacher not only to teach, but to create conditions for students to show interest in cognitive activity, self-education and the application of acquired knowledge in practice. To do this, he, as a project manager, must have a high level of culture and some organizational skills.

In conclusion, we note that the developed Web-quest will solve the following educational tasks:

- development of creative abilities;
- motivation of students to study computer graphics;
- development of self-learning and self-organization skills.

Thus, the use of Web-quest technology in the study of computer graphics entails positive results..

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