

Шундай қилиб, кластернинг динамик характерга эга бўлиши, бўлажак жисмоний тарбия ўқитувчисига ўзлаштирилаётган битта компетенциядан бошқасига ўтиш ҳолатининг қийинлиги билан тавсифланадиган турли хил таркибий элементлар қийматиға нисбатан яққол тасаввур ҳосил қилиш имконини беради.

Демак, билиш фаолиятининг мақсади ва натижаси субъектнинг ўзини унинг учун янги билимларни ўзлаштириш (кашф этиш) маъносида ўзгартириш, ривожлантиришдан иборат, касбий фаолиятнинг мақсади ва натижаси эса унинг мавзусини ўзлаштирилган ахборот асосида маҳсулотга ўзгартиришдир.

Адабиётлар

1. Ўзбекистон Республикаси Президентга Ш.М. Мирзиёевнинг “Жисмоний тарбия ва оммвайи спортни янада ривожлантириш чоратadbирлари тўғрисида”ги ПК-3031-сонли Қарори Lex.uz.
2. Лук А.Н. Проблемы научного творчества (Серия «Науковедение за рубежом»). М.: ИПИОН АН СССР, 1983. – 144 с.
3. Ўзбекистон Республикасининг қонуни “Таълим тўғрисида” ЎРҚ-637, 2020 йил 23 сентябрь.
4. Абдуллаев А.А., Хонкелдиев Ш.Х. Жисмоний тарбия назарияси ва услубияти. Дарслик. Фарғона, 2001.

FOREIGN LANGUAGE TEACHERS' ATTITUDES TOWARDS USING WEBQUEST TECHNOLOGY TO FORM COMMUNICATIVE COMPETENCE AMONG PRIMARY SCHOOL STUDENTS

Kaiyrgazy A.

Master's student of the educational program "Foreign language teachers' training" Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan

Abstract

This article identifies foreign language teachers' attitudes towards implementing Webquest technology to form communicative competence among primary school students. The study was carried out in the form of a survey among foreign language teachers of primary and secondary schools in Almaty city. The paper also illustrates the level of foreign language teachers' literacy required to structure Webquest lessons.

Keywords: foreign language communicative competence, Webquest technology, foreign language education, primary school students.

Introduction

Teaching a foreign language to primary school children has its own peculiarities according to the age characteristics of younger students. Forming and developing their foreign language communicative competence requires strong consideration of thinking abilities and mental development of children at that age. In elementary school, the content selection for teaching a foreign language takes place in accordance with the interests inherent in younger students, taking into account their real needs in the intellectual and practical spheres. At the initial stage, the teacher is tasked with creating a basis for communicative competence among students, therefore all components of the content should be minimized. The theory and practice of forming communicative competence in primary schools of general education need to be reconsidered from the standpoint of increasing its productivity through the use of digital technologies and games in the process of teaching foreign languages (Dzhussubaliyeva, 2022). This research paper finds Webquests as the most suitable technology for teaching foreign languages to primary school children due to the fact that it allows using games, digital tools, and web sources at the same time, which is most easily acquired by younger students (March, 1998; Dodge, 2001). Modern foreign language teaching at the initial stage of general education is characterized by contradictions between requirements formulated in Educational Standards to improve the level of foreign language proficiency of primary school students and the

insufficient use of innovative digital technologies, particularly Webquests, for this purpose (Dzhussubaliyeva, Taskin, Sharipova, Seri, 2021). Moreover, there is another gap between the need to implement digital technologies in foreign language lessons and teachers' lack of ICT competence in using them. The quality of the information and educational environment, which is a combination of applicable methods, techniques, and approaches to teaching a foreign language, determines how well younger students learn a language. One of the most effective ways for achieving this goal is the use of Webquest technologies that ensure the successful formation of communicative competence among primary school students, which is one of the most essential aspects in foreign language education (Arciniegas, Vasques, 2017). Previous study serves as a theoretical basis for conducting empirical research including survey among foreign language teachers to identify their attitudes towards using Webquests in classrooms and to define the conditions of teacher's digital literacy to implement this technology (Kaiyrgazy, 2022).

Literature review

Communicative Competence. Modern foreign language education includes the use of digital technologies and the introduction of new methods and approaches to teaching a foreign language. Language skills are currently considered in the context of intercultural communicative competence, for the formation of which the methodology of foreign language education is continuously modernized (Kunanbayeva, 2013). One of the first to mention communicative competence

in his writings was Chomsky (1965), who believes that any errors in speech production can be associated with competence, which primarily affects performance. However, much of the research in applied linguistics cites the work of Hymes (1972) as a foundational link for introducing the concept of communicative competence. He opposes Chomsky's definition and states that the goal of competence is to show systematically possible, feasible, and appropriate ways to produce and interpret actual cultural behaviors. Kanak and Swain use communicative competence to describe the interaction between grammatical and sociolinguistic competences (1980). This reflects Hymes's claim that grammar rules are not sufficient without usage instructions. Russian scientists, having analyzed foreign sources, introduced their own definitions of communicative competence as the "formed ability of a person to act as a subject of communication" (Zimnyaya, 2009) and identified the following key competencies in education (Khutorskoy, 2018). Tarvin investigated the connection between communicative competence and intercultural competence and highlighted the importance of communicative language teaching at different age levels (2015). Several Russian scholars define communicative competence as the core, permeating the entire learning process (Lebedeva, 2016), highlight the significance of developing (Sakharova, 2004) and concretization regarding every professional sphere (Mayorov, 2013). Studies show that the formation of communicative competence of students is indeed one of the main tasks of foreign language education in different countries. However, completing this task requires foreign language teacher's deep knowledge, professional experience, qualifications and commitment. Taking into account the fact that primary school students are children between the ages of 6 and 10, using games and digital tools is the most acceptable way of teaching them foreign languages.

Webquest technology. Webquests have become quite significant in many educational areas and have received a lot of attention from teachers since they were proposed and developed by Bernie Dodge (1997). Several researchers identified the Webquest technology as a constructivist approach to learning that can increase students' motivation and develop their critical thinking skills (March, 2004; Marzano, 1992). Certainly, frequent use of digital gadgets and the Internet by young children can negatively affect their mental and physical health. Although, Webquests can be adapted to different situations and thus will provide students with freedom of creativity without causing any harm (Wentink, Droop, 2011). Webquests contain motivating and authentic instructions that stimulate students to perceive

every assignment as a real life task. This inevitably leads to an outstanding performance and results that can be the strongest motivator in comparison with outdated textbooks and materials (Aly Amer, Mohamed El-Okda, 2006). Importance of using Webquest technology in language teaching was also suggested by several scholars and investigation on their effect in the English classroom was also carried out (Kari Lee Siko, 2008, Mykytiuk, 2013). Kazakhstani professors also believed that web technologies must be the essential part of the education and with this intention they created methodology and didactic system of distance learning which served as a basis for this research article (Dzhusubaliyeva D.M., Sharipov B.ZH., Erkan Tashkin, 2021).

All the investigations in the fields such as foreign language education, formation of communicative competence, using web technologies in foreign language teaching has showed the problem in representing Webquest technology as a tool for forming foreign language communicative competence among primary school students.

Based on this issue, this study aims to investigate following research questions:

RQ1: What are the foreign language teachers' attitudes towards using Webquest technologies in a classroom?

RQ2: Do teachers' digital literacy allow them to use webquest technology to form foreign language communicative competence?

Methods

In 2021-2022 a research that identified the significance and levels of forming foreign communicative competence among primary school students was conducted. The study was carried out in Department of Foreign Language Education Methodology of Kazakh Ablai Khan University of International Relations and World Languages located in Almaty. After analyzing foreign and domestic literature on relevant topics, there have been made a decision to choose Webquest as a leading technology to form communicative competence of younger students.

Participants

16 foreign language teachers who work with primary school students participated in this study. The average percentage (43.8%) of participants work at state schools, 18.8 % of them work at private schools and others work at language centers. All of the participants primarily teach an English language and among these teachers only 3 of them teach other foreign languages (Korean, French, Turkish) as well. Most of the participants (56.3%) have a master's degree and other 43.8 % have bachelor's degree. All of the participants are females, aged from 22 to 32 years old.

Table 1

Participant Teachers' Profile						
Participants	Languages	Experience (years)	Type of school	Degree	Gender	Age
Teacher 1	English, French, Korean	6	Private tutor	Bachelor's degree	Female	22
Teacher 2	English	1	State school	Bachelor's degree	Female	22
Teacher 3	English	6	Private school	Master's degree	Female	24
Teacher 4	English	2	Language school (center)	Master's degree	Female	24
Teacher 5	English	1	Language school (center)	Master's degree	Female	23
Teacher 6	English	3	State school	Master's degree	Female	23
Teacher 7	English	4	State school	Bachelor's degree	Female	22
Teacher 8	English	3	Language school (center)	Master's degree	Female	23
Teacher 9	English	1-2	State school	Master's degree	Female	22
Teacher 10	English	2	State school	Bachelor's degree	Female	23
Teacher 11	English	2	State school	Bachelor's degree	Female	22
Teacher 12	English	1,5 years	Language school (center)	Master's degree	Female	23
Teacher 13	English	7	State school	Bachelor's degree	Female	32
Teacher 14	English, Turkish	3	Private school	Master's degree	Female	23
Teacher 15	English	2	Private school	Master's degree	Female	22
Teacher 16	English	2	Language school (center)	Bachelor's degree	Female	22

Research design

In this study quantitative survey method was implemented. Set of questionnaires were divided into 3 sections: section 1 is for collecting background information about participants; section 2 is for determining foreign language teachers' awareness of Webquest technology and their attitude towards using them in a classroom; section 3 is focused on identifying teachers' digital literacy level to implement Webquests in English classrooms. Survey was conducted online by using Google Forms.

Results

As Figure 1 indicates, the majority of teachers (87,5%) agree with the statement that Webquests are one of the most effective ways of teaching foreign languages to primary school children. This implies the positive attitudes of teachers towards formation of primary school children's communicative competence with the help of Webquest technologies. Only 2 teachers who participated in the survey shared negative responses due to the fact that they were unfamiliar with such technology (illustrated in Figure 2).

Please, indicate your attitude towards using Webquests in an English classroom Do you agree that Webquests are one of the most effective ways of te...r any other language) to primary school children?

16 responses

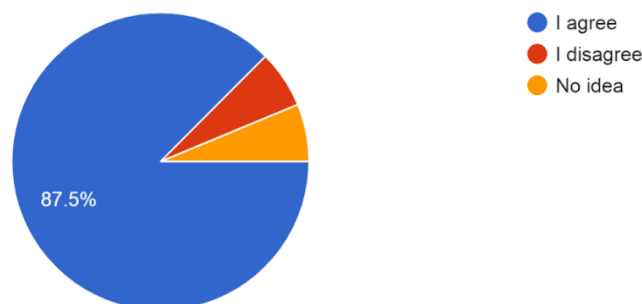


FIGURE 1. Teachers' attitudes towards using Webquests in a classroom

Figure 2 gives general information about teacher's awareness of Webquests which shows that only 12,5% (it is 2 out of 16) of participants actually use this technology. Although most of the teachers (43,8%) know

what Webquest technology is they have never experienced in using them, moreover, 31,3% of teachers do not clearly understand the concept of Webquests.

Please, indicate your awareness of Webquest technology

16 responses

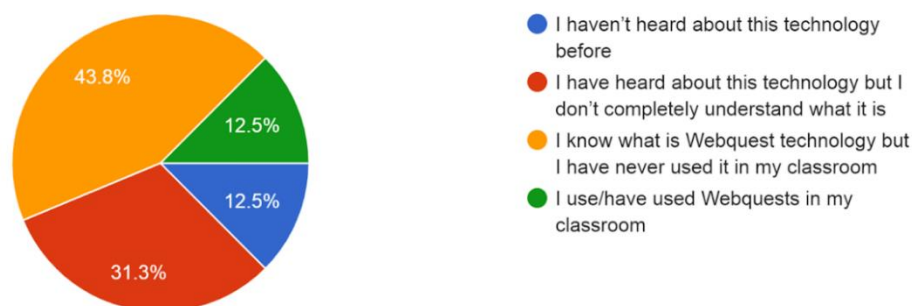


FIGURE 2. Teachers' awareness of Webquest technologies

Figure 3 and 4 indicate the main reasons for using and not using Webquests in foreign language classrooms. Absolute majority of participants (43,8%) choose this technology because of the fact that it increases students' engagement and possibility to maximize students' creativity was the main factor for almost 25% of teachers to implement Webquests in a

classroom. Other 18,8% admired the opportunity to involve children in a group work (Figure 3). According to Figure 4, obstacles in using Webquest technologies can be following: a) teachers do not have skills in creating Webquests (31,3%); b) their digital literacy is not sufficient enough (31,3%); c) some primary students do not know how to use digital tools to complete Webquest tasks (31,3%).

If you use Webquests in your classroom, then what is the main reason for choosing this technology?

16 responses

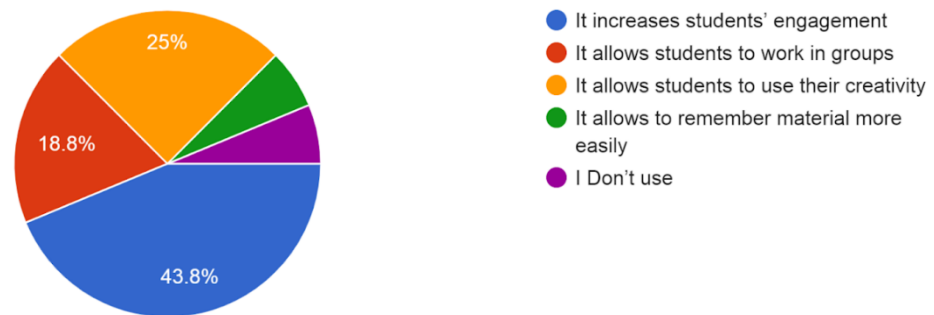


FIGURE 3. Reasons for not using Webquests

If you don't use Webquests in your classroom, what is the main reason for it? (If you already use Webquests, please, indicate what could be the possible reason for not using them)

16 responses

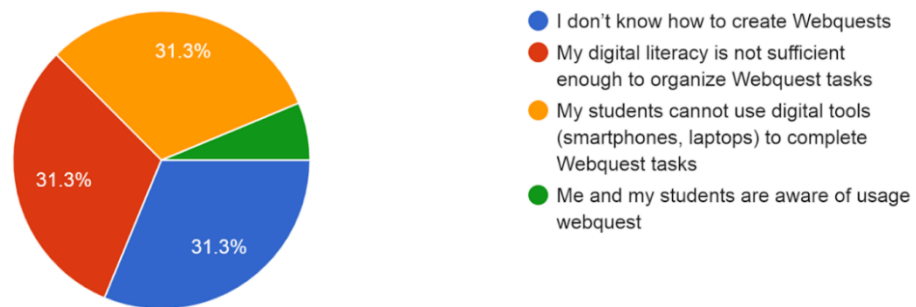


FIGURE 4. Reasons for choosing Webquests

The last section of survey was dedicated to identify approximate level of foreign language teachers' digital literacy. Figure 5 illustrates that all of the teachers who took part in a research can use programs and platforms such as MS Word, PowerPoint, Google slides

and YouTube. Based on findings of a research, it can be considered that foreign language teachers' digital literacy level allows them to start implementing Webquest technology to form communicative competence among primary school children.

Select the skills you have from the options below:

16 responses

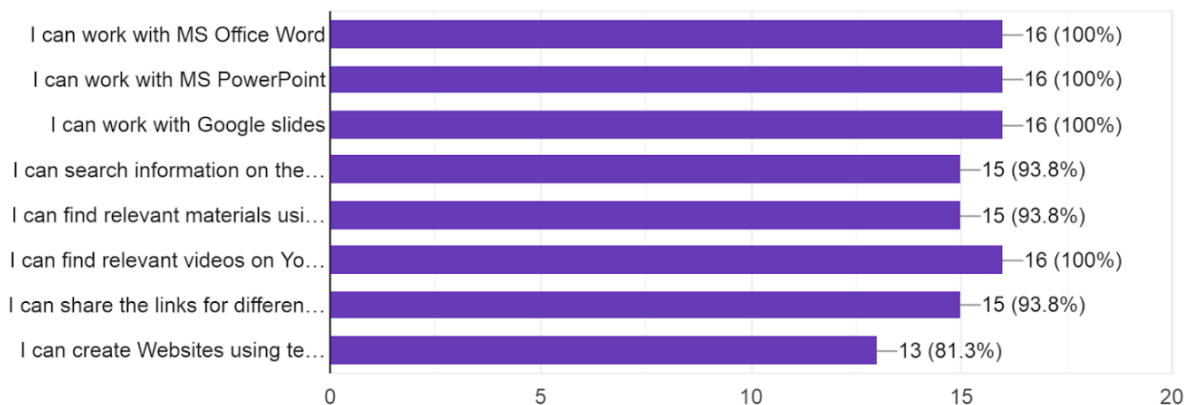


FIGURE 5. Digital literacy level

Discussion

The main findings of the research indicate that foreign language teachers' attitudes towards formation of primary school children's communicative competence by using Webquest technologies are in fact positive. Despite the fact that the majority of foreign language teachers are familiar with such technology, they do not entirely comprehend its structure and types introduced by its creators (Dodge, 1997; March, 2004). As stated in the literature review, Webquest can also be effective for enhancing students' motivation and creativity (Aly Amer, Mohamed El-Okda, 2006) and this assumption was confirmed by the results of the study. Another reason for implementing this technology is that Webquests stimulate students to work in groups and actively participate in team discussions. Since Webquest tasks covers voluminous and complex topics, teachers should not expect that each student will be able to cover absolutely all aspects of the task. This is precisely why they share roles among themselves. In addition to this, each student gains experience and receives recognition from his peers for his individual work (March, 2004).

Study results showed that the lack of digital skills of younger students can be one of the possible reasons for resisting Webquest technologies. However, investigations on children's readiness for using digital technology identified that technology can increase physical and psychological development of primary students under the proper circumstances (Pittman, 2003). Furthermore, today's generation are evolving simultaneously with innovative gadgets and smartphones, thus requires implementation of various digital technologies including Webquests in a learning process (Dzhussubaliyeva, 2019).

Even though teachers believe that their digital skills are not satisfactory as indicated before, surprisingly they are able to work with those programs that necessary for creating Webquests. Dudeney and Hockly stated that organizing a Webquest does not require any detailed technical knowledge, in contrast, analytical thinking, word processing and research skills

are fundamental for this activity (2007). Therefore, foreign language teachers should discover the essence of Webquest technologies and apply them in a learning process.

Conclusion

Teaching foreign languages to primary school students is closely associated with formation of communicative competence and implementing various novel approaches to achieve this task. Analysis of theoretical sources established Webquest technologies as one of the functional tools for encouraging, motivating and educating learners at different stages. The results of the study revealed that foreign language teachers have positive mindset for using Webquests to form and develop younger students' communicative competence. Regardless of their abilities to work with essential computer programs, teachers were biased towards the lack of digital literacy. It is mainly due to teachers' unfamiliarity with main characteristics and aspects of creating Webquest technology. Due to the time limitations, only a small number of primary school teachers could participate in a survey and consequently it cannot show the attitudes and perceptions of all foreign language educators. Main directions for further research would be: a) to find ways of introducing and distributing Webquest technology as a tool for forming foreign language communicative competence among primary school children; b) to conduct an experiment involving control and focus groups to test the effectiveness of Webquests in forming communicative competence among younger students.

References

1. Amer, A., & El-Okda, M. (2006). Using Web Quests in teaching and learning English. *Language Learning in the Cyber Age: Innovations and Challenges*, Sultan Qaboos University, Oman, 19-20.
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.

3. Chomsky, N. (2014). *Aspects of the Theory of Syntax*. MIT press, (11), 259
4. Dodge, B. (1995). WebQuests; a technique for Internet-based learning. *The Distance Educator*, 1(3), 10-13.
5. Dodge, B. (2001). FOCUS: Five rules for writing a great WebQuest. *Learning and leading with technology*, 28(8), 6-9.
6. Dudeney, G., & Hockly, N. (2007). *How to teach English with technology?* Pearson Education Limited, 57
7. Dzhussubaliyeva, D. (2019) New Content of Education for Generation "Z" Students. *Bulletin of Ablai Khan Kazuirandwl Series "Pedagogical Sciences"*, (54), 7-14
8. Dzhussubaliyeva, D.M., Sharipov, B.Zh., Seri, L.T., Tashkin, E. (2021) Distance learning in the digital age. *Polilingua Press*, Almaty, 222
9. Dzhussubaliyeva, D. (2022) Modern education in the context of digitalization of society. *Materials of the international round table "Pedagogical science and education: yesterday, today, tomorrow"* Kazakh National Pedagogical University, 32-37
10. Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.
11. Kaiyrgazy, A. (2022). Webquests as a Means of Forming A Foreign Language Communicative Competence Of Primary School Students. *Norwegian Journal of Development of the International Science*, (86), 21-23.
12. Khutorskoy, A. V. (2018). Methodological foundations for applying the competence approach to designing education. *Vysshee obrazovanie v Rossii= Higher education in Russia*, (12), 85-91.
13. Kleemans, T., Segers, E., Droop, M., & Wentink, H. (2011). WebQuests in special primary education: Learning in a web-based environment. *British Journal of Educational Technology*, 42(5), 801-810.
14. Kunanbayeva, S. (2013). The modernization of foreign language education: the linguocultural-communicative approach (pp. 48-50). London, UK: Hertfordshire Press. Tarvin L.D. *Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence*. Research Gate, (2.1.3214.2807), 9
15. Lebedeva, N. Formation of Students' Communicative Competence. *Bulletin of the Perm State Humanitarian Pedagogical University. Series No. 1. Psychological and pedagogical sciences*, (2-2), 97-103.
16. March, T. (1998). Why webquests. An introduction. Available: <https://tommarch.com/writings/why-webquests/>
17. March, T. (2004) What WebQuests Are (Really) <https://tommarch.com/writings/what-webquests-are/>
18. Marzano, R. J. (1992). A different kind of classroom: Teaching with dimensions of learning. Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314 (ASCD stock no. 611-92107, \$15.95, plus \$2.50 handling), 126
19. Mayorov, I. A. (2013). Analysis of the concept of foreign language communicative competence in the scientific literature. *Proceedings of the Samara Scientific Center of the Russian Academy of Sciences*, 15(2-2), 343-348.
20. Mykytiuk, S. (2013). Webquest in language teaching. University "Yaroslav the Wise Law Academy of Ukraine", 137-142
21. Pittman, J. (2003). Preparing teachers to use technology with young children in classrooms. *Information Technology in Childhood Education Annual*, 2003(1), 261-287.
22. Sakharova, N. S. (2003). Development of foreign language competence of university students. Moscow: Sphere, 12(8).
23. Vásquez, G. C., & Arciniegas, L. P. (2017). A Webquest tool to develop communicative competence in EFL students with an A2 proficiency level. *Zona próxima: revista del Instituto de Estudios Superiores en Educación*, (26), 82-98.
24. Zimnyaya, I. A. (2009). Key competences as effective target basis of competence approach in education. *Experiment and Innovation in the School*, (2), 7-14.
25. Link to the survey: https://docs.google.com/forms/d/e/1FAIpQLSf2UfGjwP557AoXyc5exo21ArLBFTzd9yxkAY2LcZ6GQW-9sA/viewform?usp=sf_link