



QUEER TECHNOLOGY AS A MEANS TO FOSTER COGNITIVE INTEREST IN PRIMARY EDUCATION

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Abstract: *This article describes the essence of the concepts of "Quest", "Web-Quest" technology, a technological map of the learning quest, its types, advantages and characteristics. It also outlines the unique features of the use of learning quest technology in elementary schools.*

Keywords: *quest technology, learning assignments, technological map, interactive story, group and individual work.*

In accordance with the latest requirements in the field of education, the teacher must create situations that allow students to find answers and solutions to assignments assigned to students in the classroom themselves, taking into account the age, psychological characteristics and health of the students.

One of the modern pedagogical technologies is "quest technology". Initially, the name "questest" was developed by Sierra On-Line and used in the name of some computer games: King's Quest, Space Quest, Police Quest. Later, a kind of active extreme and intellectual game began to be called a "quest". In 1995, University of San Diego teacher Bern Dodge presented the web quest model as the most successful way to use the Internet in class [4, 144 b.].

It should be noted that the essence of the quest is close to some didactic games in a pedagogical fan , where tasks are performed "at stations" and directed with obstacles ("Road Seekers," "Treasure Hunt," and so on).

Many researchers have noted that gaming is still a powerful motivation for learning. The development of cognitive interest is faster due to the game, as it has more motivations than educational activities. In addition, attention, perception, imagination, and thinking develop further during the game [5, 6 b.].

Quest technology is a pedagogical technology that combines problematic, design, and amusing teaching technologies to achieve specific educational goals and is based on systematic- activities and personal approaches aimed at fostering students' cognitive activity and motivation, which develops a student as an active participant in the pedagogical process [3, 5 b].

Quest technology differs from traditional games in pedagogy in performing problematic tasks and searching for information from the internet. Web quests are characterized by deep penetration into the open data area (providing quest results on the Internet on the website or on social networks [9, 163 b.], using special programs).

The learning quest is a problematic, combining methods of teaching research, entertainment, and information and communication, which is a problematic form of



conducting classes based on targeted searches, based on the gradual performance of tasks with adventures and games, and a particular system allows a child to self-discipline and self-development [1, 164 b.].

The basis of the educational quests is the problematic situation, where students learn new knowledge and acquire skills and skills in the process of solving it. [2, 46 b.].

I. N.Sokol classifies the curriculum as follows:

- according to the format of the transfer (computer games- quests, web quests, QR quests, media quests, quests of nature);
- in accordance with the procedure laid down (in real order; in virtual order; in an combined order);
- by implementation period (short-term; long-term);
- according to the form of work (grouped; individual);
- object by content (monolith; interdisciplinary research);
- by the structure of the plots (linear; nonlinear; circular);
- in terms of the information education environment (traditional educational environment or virtual learning environment) [6,119 b.].

E.A.Igumnova, I.V. Radetskaya has developed a technological map for the successful design of the learning quest. It must be structured as follows:

- title,
- the direction of the quest,
- goals and objectives;
- duration,
- the age of the students (target group),
- problem,
- heroes or roles for the quest,
- the main task (idea),
- Story and advertising
- tasks and obstacles;
- navigators, resources,
- evaluation criteria;
- quest results;
- educational product;
- requirements for the development of the academic quest [7, 39 b.].

According to A.A. Karavka[8], "The main goal of technology is to independently search for information needed to study, transforming students from passive objects of academic activity into its active subjects, increasing motivation for the process of 'learning' knowledge and accountability for knowledge." [8, 150b.].

N.G.Budanova prefers to use active teaching methods to use quest technology [3, 5 b.].

Another advantage of web quests, according to Tom March, is the use of active learning methods. A web quest can be developed for both group and individual work [9], which is suitable for working in small groups, while there are also web quests designed for the individual work of the reader. You can encourage readers to invite them to choose roles



themselves (e.g. travelers, detectives, archaeologists, reporters, historians, etc.) in addition to performing a web quest and to act according to their role [9,165 b.]. A web quest can be designed for one or more topics at a time. Summary can be used to develop cognitive interest in primary education, and the capabilities of queer technology are enormous. It will be effective to use the forms of input of game elements, animation to the content, active teaching methods and work with younger students. Students will achieve many achievements by participating in the quest. Their worldview expands, and at the same time, they acquire the ability to actively apply knowledge and skills in practice .

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