

EDUCATIONAL QUEST IN THE FORMATION OF PROFESSIONAL
COMPETENCES OF PEDAGOGICAL UNIVERSITY STUDENTS

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Annotation: *The article substantiates a number of advantages of the educational quest as an innovative form classes of students, reveals the possibilities and mechanisms for the formation of professional competencies of future teachers through a game form of training and control.*

Key words: *motivation, competence, education, university, globalization, live quest.*

The concept of "professional competence" in modern Russian science is considered "as the willingness and ability of a future teacher to make effective decisions in the implementation of professional activities" [1; With. 132]. The preparation and approval of professional standards for specialists in the educational sphere is one of the steps to improve the professional training of teachers.

Qualified specialists should have a number of qualities that contribute to a quick response in today's dynamic environment of education: readiness for change, mobility, ability for non-standard work activities, responsibility and independence in decision-making. The acquisition of these valuable qualities while still a student is impossible without mastering innovative educational technologies, without expanding the space of pedagogical creativity.

In modern higher professional education, several problems can be identified that lead to a decrease in the quality of specialist training. These include:

- weak professional and cognitive motivation of students and the use of ineffective types of motivation by teachers [3];
- "reduction", mosaic and fragmentation in the content of education with the increased importance of the applied aspect;
- insufficient or incorrectly implemented interdisciplinarity of teaching.

The solution of these problems can be facilitated by innovative forms of conducting classroom and extracurricular activities, interactive teaching methods, and activity-type technologies.

All the necessary characteristics of the modern learning process (active and creative approach, interactivity) are fully possessed by an innovative form - an educational quest.

As noted by M.N. Kicherova and G.Z. Efimova, quest (from the English "quest" - search, riddle game) - "a specific form of gaming activity that requires participants to search for solutions to the tasks" [4; With. 4] and this concept denotes various types of on - line and off - line games that take place in virtual and/or real space.

In professional literature, a quest is defined as an intellectual game [4], as an adventure team game in which it is necessary to solve problems to advance along the plot [2], as a type of research activity organized in a special way [7].

The quest can combine active and interactive methods of conducting classes: training, a quiz, a game, microgroup work, debates, discussions, conversation, testing, and others [2].

The use of interactive teaching methods in the teaching of pedagogical disciplines within the framework of the "Pedagogical Education" training area allows future teachers not only to update pedagogical theory, gain their own experience in interactive education, but also contributes to the development of personal and professional qualities and abilities.

Various types of quests are used in vocational education today [6], but web quests and "live" quests are the most theoretically substantiated and empirically verified.

"Live" quests are quest technologies conducted in real mode, "aimed at performing a certain problematic task that realizes educational goals, with elements of a plot, a role-playing game related to the search for places, objects, people, information. At the same time, to achieve the goal, the resources of the territory within which the movement takes place, information resources can be used" [7].

"Live" quests - team games. The team, using their knowledge, intellect, ingenuity, creativity, must complete all tasks and overcome the distance in a certain time. The game includes a sequence of "points" (stages, locations) and tasks, united by a common scenario. After completing the task, the team receives a direction to the next location or task, and so on until the finish line. The number of "points" and their complexity is determined for each game separately.

Options for the formation of game teams for students to complete the quest in the learning process, according to V.V. Istomina, may be as follows:

- division of the group into subgroups;
- each team is a separate study group;
- uniting students from different groups in one team [2].

An educational quest can be intra-subject (based on the material of one discipline) and interdisciplinary (involves the use of knowledge and skills of different academic disciplines).

The main tasks of the educational quest in the process of teaching students are:

- increasing motivation for educational and cognitive activities;
- development of creative thinking and problem-solving skills;
- development of analytical abilities and skills in working with information processing, creating the final product of a specific format (motivator, advertising booklet).

The educational tasks of training future teachers using the quest can also be called:

- expansion of ideas about the integrity of the pedagogical process through the implementation of interdisciplinary connections;
- the formation of ideas about the educational possibilities of gaming technologies and the features of organizing a gaming lesson in the form of a quest on their own experience.

Quest as a form of control at the final stage of the study of pedagogical disciplines allows:

- include each student in the process of intermediate certification in an active form;
- involve the student in the situation of applying theory in practice;

- analyze the knowledge and skills of the psychological and pedagogical interaction of the subjects of the educational process on the issues of education presented by students.

The whole essence (zest) of the quest is in the tasks. They are selected in such a way as to be as original, interesting, and appropriate to the situation as possible.

The quest may contain tasks of different types:

- tasks at the level of mandatory learning outcomes, in the form of learning information, its application in standard situations;

- tasks at the level of increased difficulty, requiring the application of the acquired knowledge in a variety of pedagogical situations, when the ability to analyze, compare, generalize is necessary;

- assignments at the level of creative, research activities.

According to V.V. Istomina, the content of tasks can also be presented in different versions: tests, questions, logical tasks, situations, video clips, and others [2].

A variety of types of tasks allows us to solve the problem of forming competencies that constitute the necessary prerequisites for future teachers to perform labor functions fixed in the modern professional standard [5].

Possible correlation of tasks in the educational quest based on the materials of pedagogical disciplines with the requirements of the professional standard "Teacher".

Taking into account the possibilities of a "live" quest, in order to consolidate and test the knowledge and skills necessary for the implementation of the labor functions of educators, teachers of the Department of Psychology and Pedagogy of the Institute of Natural and Socio-Economic Sciences of the Novosibirsk State Pedagogical University developed an educational quest "With Alice in Wonderland", which combined the content of several academic disciplines: "Theory and Methods of Education", "Social Pedagogy" and "Psychological and Pedagogical Interaction in the Educational Process".

The theme of the quest appeared thanks to the association "Country of Childhood - Wonderland".

Two teams took part in the game at the same time, formed as a result of a draw, which included students of two faculties: psychology and foreign languages (mixed teams).

The incentive for students to participate and win was the inclusion of a quest in the amount of classroom time (within one pair) of pedagogical disciplines and a bonus program for winning students (crediting a number of independent tasks that are part of the final portfolio of three academic disciplines).

The structure of the game is connected with the key characters and events of literary history (built "based on" the work):

- White Rabbit - "In the bowels of the rabbit hole";
- Blue Caterpillar - "Meeting with the Blue Caterpillar";
- Hatters Mouse Dormouse - "Mad Tea Party";
- The Duchess and the Cheshire Cat - "Royal Croquet";
- Queen of Hearts - "Court".

All literary events in the game have been transformed. At all stages, game situations were offered containing tasks integrating educational material in several "didactic units" of the three above-mentioned academic disciplines: modern problems of raising a child,

interaction between teachers and parents; pedagogical situations and tasks; commandments of raising a child in a family; methods, forms, means of education.

Each team at the stage of entering the game received route sheets and proceeded to complete the quest. There were five locations in total, and at each location the players had to complete a certain task in 10 minutes, then they had to return to the collection point. Together with reflection, the quest lasted 1.5 hours.

Classrooms, a library, a computer class, and a department room were used to locate the locations. At each "point", the players were met by the heroes of the story, who performed the functions of organization and control.

Moving along the route (following the White Rabbit), students at each stage received a task, the formulations of which in a playful way interpreted educational (pedagogical) tasks.

How it is implemented in the game is shown in Table 1.

Stage (mise-en-scene)	Exercise
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"In the bowels of the rabbit hole"

On the tables lie and stand books on pedagogy (12 - 15 pieces, editions of the last 5 years; popular science literature for parents about raising children). Nearby are carrots with instructions (images or dummies) and forms for the announcement of the selected work.

Write an announcement text urging (parents, teachers) to read the selected book about raising children. In the form: "3 reasons to read this book."

"Encounter with the Blue Caterpillar"

In front of the Blue Caterpillar on the table are sheets with the rules of family education (Each "ticket" has different rules in the form of unfinished sentences and the same list of phrases - the endings of phrases). On the computer monitors there is a folder called "Motivators" containing 50 story photos (key words: children, upbringing, etc.).

Present in integrity one of the "golden" rules for raising a child, correlating the first part (an unfinished sentence) with the second part of the phrase from the proposed list of phrases.

Create a motivator by selecting an image from the proposed photos that matches the augmented rule.

"Crazy Tea Party"

The Hatter and Dormouse Mouse are drinking tea. There are cups, saucers, spoons in a chaotic order on the tables. A card with a picture is attached to the bottom of each cup; to the bottom of each saucer - a card with a word (or phrase). At the corner of each table there are trays (total - 3 pieces) with the inscriptions "Forms of education", "Methods of education", "Means of education". Match the image with the name of the method, form or means of education.

Define a pair (image - title) in one of the groups of "tools" of education: means; methods; forms.

"Royal Croquet"

The Cheshire Cat and the Duchess are playing croquet. They offer to read the description of the video fragment and watch an episode of the film without sound (screen, video projector, fragment of a feature film with a situation of interaction between teachers

and parents). After viewing, students fill out a form with three positions (pedagogical problem, teacher's tasks in solving this problem, tactics of interaction with parents). Each correct answer is accompanied by a game of croquet (the player scores a goal for the Cat and the Duchess). After reading the description of the video episode and watching the video fragment without sound, analyze the situation of interaction between the teacher and parents, determine the tactics of interaction with the parent of the student in order to assist the family in solving the issues of raising a child. Fill in the form with three positions (pedagogical problem, tasks of the teacher in solving this problem, tactics of interaction with parents). Voice over an episode of the film by roles.

"Court"

The Queen of Hearts sits at the card table. In front of her is a deck of cards (4 pcs.) With pedagogical situations, and 4 stacks of cards are laid out to the side (there are several in a stack) with solutions (in accordance with pedagogical situations). The students, having consulted, cover the map with the pedagogical situation with the map with the chosen solution. Having chosen a map, analyze the pedagogical situation, choose a solution from the proposed options (by discussion in a team), justifying the choice in terms of solving pedagogical problems

In the quest "With Alice in Wonderland" there are tasks of different types:

- to consolidate knowledge in new conditions (correlation and classification of concepts and phenomena);
- analytical tasks (analysis of pedagogical situations, analysis of the situation of interaction between the teacher and the child's parents);
- creative tasks (creating a product of a specific format: a motivator, an advertising booklet). It is possible to solve the problem of forming professional competencies not only through the game

form of training and control. But the implementation of the educational quest has a number of advantages related to features of this innovative gaming technology:

1. A new model of educational activity, in which it is possible to expand the scope of the educational space, to implement an active-activity approach to learning, to change the position of the teacher-"tutor" to the position of the teacher-"constructivist" (consultant, organizer and coordinator of problem-oriented educational and cognitive activity of students).

2. One of the strengths is the psychological and social component of the game. The "live" quest is built on communication interaction between the players, which contributes to communication, the formation of teamwork skills. On the other hand, quests contain elements that require the ability to work with information (analysis, synthesis, comparison, classification, transformation into some form).

3. Quest teaches you to quickly mobilize, apply theory in practice and solve non-standard tasks.

4. Quest - a shell for modular content (tasks on an organizational basis, mini projects, etc.)

5. Unobtrusive training: stimulates the cognitive motivation of participants (a plot that allows you to create intrigue in the promotion; removal of psychological barriers to the

perception and assimilation of information on the problem; gradual, "staged" performance of feasible tasks on the way to the goal).

The effectiveness of the game form of organizing control is evidenced not only by methodological and scientific publications, but also by the quantitative and qualitative results of passing the quest by students.

As a quantitative result, the following indicator can serve as evidence - 100% of the participants expressed positive feedback on participation in the project.

The qualitative results of using the quest in teaching pedagogical disciplines are evidenced by the statements of students at the stage of reflection (in parentheses are quotes from student reflective works):

- positive emotional feedback from students ("lifts the mood"; "causes interest in the subject"; "emotional, exciting"; "thanks for the emotions");
- the presence of readiness to use the experience gained in future professional activities ("the experience that I will use in my teaching activities"; "I will definitely try the quest in my work");
- determining the usefulness of this form for consolidating and repeating educational material ("repeated a huge amount of material without straining"; "refreshed their old knowledge"; "it was not only very fun and interesting, but also consolidated the material covered");
- an indication of the practical significance of the tasks ("allows you to see the benefits of theoretical knowledge");
- marking the opportunity to take a completely new look at their comrades and teachers ("it was interesting to see my classmates in an unusual role for them"; they noted: artistry, creativity of students; well-coordinated work of the organizers; modernity of teachers and their possession of innovative approaches to teaching).

The analysis of students' reflection allows us to highly appreciate this game technology, since all the pedagogical tasks set by the teachers-organizers of the quest at the preparation stage were solved.

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