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APPLYING QUEST-BASED TECHNOLOGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) TO STUDENTS SPECIALIZING IN PRACTICAL PSYCHOLOGY

The article discusses the WebQuest technology as an effective form of active learning that promotes the development of critical thinking, analysis and synthesis skills, and information literacy in students. Web quests involve students' independent work with various web resources, which helps them not only to absorb foreign language information but also to actively engage in its search and processing. This contributes to the development of important competencies, such as the ability to find, compare, and classify information, which is extremely important in the context of the digital transformation of education.

The author emphasizes that the main aspect of WebQuests is their flexibility and distinguishes between different types of WebQuests: short-term, long-term, role-playing, and research, which allow teachers to adapt tasks depending on the goals and level of students' preparation. Short-term WebQuests help students quickly learn key concepts and skills, while long-term WebQuests promote deep immersion in a topic, developing research and analytical skills. Role-playing and research quests, in turn, develop creativity and independent work skills. The article notes that the focus of WebQuests on group work develops cooperation and communication skills, which are especially necessary in professional fields such as psychology and other practical disciplines. The use of WebQuests is very effective in teaching English for Specific Purposes (ESP), as they allow you to integrate professional vocabulary and contexts into the learning process, which contributes to more successful learning. The WebQuests technology allows teachers to flexibly control the learning process, adjust tasks, take into consideration individual student characteristics, and stimulate creative initiative and independence. Publishing the results of students' work in the format of web pages or websites allows not only to present the results of the study in an interactive form, but also to develop skills in working with digital technologies, which is especially important in the context of the modern educational process. In this paper, the author offers a scenario of a web quest for psychology students in English classes. In conclusion, the author determines that web quests are a powerful tool for active learning that not only helps to better master foreign language content, but also develops important professional and cognitive skills in students.

KEY WORDS: *WebQuest, active learning, critical thinking, information literacy, group work, English for specific purposes (ESP), independent work, digital technology*.

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Problem statement

In recent years, certain successes have been achieved in the use of intensive methods of teaching foreign languages. In the practice of application of these methods, progressive tendencies of linguistics, psychology and pedagogy are realized. These methods encourage student engagement with the material, leading to better understanding and retention of knowledge. Such approaches emphasize using modern technologies, games, problem-solving situations, and communication practices to develop reading, writing, listening, and speaking skills.

One of the key aspects of intensive methods is the integration of language into students' professional activities. This is especially relevant for students learning English for Special Purposes (ESP), such as psychology. Interdisciplinary approaches enhance learning by showing students the practical benefits of their studies, making it more effective and motivating. Foreign language teaching methods are evolving with new approaches and technologies to help students learn the language for professional use.

Learning a foreign language at an engineering university involves challenges in mastering speech and understanding complex scientific and technical vocabulary, including its different functions and styles. The teacher should take into account the two-dimensional nature of the practical goal of foreign language teaching in engineering universities: ensuring a harmonious combination of professional-business and sociocultural orientation and formation of communicative ability of a future bachelor [1]. Thus, a teacher of a technical university should be able to realize two tasks: development of general foreign language communicative competence and development of special foreign language communicative competence. Formation of communicative competence provides the formation of productive ability and readiness of a person to act as a participant in situations of intercultural communication of business and scientific orientation.

Literature review

Some authors believe that modern technology, like social media and interactive quests, enhances learning in English for Specific Purposes (ESP) [2,3]. Researchers are exploring the impact of social media and web quest platforms on English for Specific Purposes (ESP) learning. Research indicates that platforms like TikTok and Instagram significantly enhance the speaking and writing abilities of ESP students. Their work also demonstrates how the use of web quests and social media helps to increase students' confidence in learning specialized English [4,5]. Various authors highlight the significance of mobile learning in English for Specific Purposes (ESP). They point out that digital technologies, including web quests, contribute to the development of language competence and help to keep students motivated, especially in areas such as business [6,7,8]. These studies show that mobile applications and interactive tasks play an important role in maintaining interest in learning English for special purposes [9,10]. Scholars also investigate active learning methods, such as web quests, in the context of ESP teaching [11]. They emphasize that these methods promote students' analytical and critical thinking and help them to become more familiar with professional vocabulary and context. These authors demonstrate that quest technologies work effectively in combination with interactive and mobile learning platforms to enhance the performance and motivation of ESP students.

Purpose

The aim of the work is to demonstrate the effectiveness of using WebQuest technology in the educational process as an active learning tool promoting the development of critical thinking, analysis and synthesis skills, information literacy, as well as the ability to work with digital resources. The article also aims to examine different types of WebQuests and their adaptation for professional disciplines, including English for Special Purposes (ESP), with a focus on the development of students' autonomy, responsibility and creative skills.

The statement of the main material

Practical experience shows that WebQuest technology leads to productive classes by helping students plan their time effectively and engage in searching, comparing, analyzing, and classifying information. This approach is an effective form of active learning. The main goal of the WebQuest is for students to not just passively assimilate information, but to actively engage in the process of searching and processing it, thus developing critical thinking, skills of analysis and synthesis, as well as the ability to work with information from various sources [12,13].

In the course of completing the WebQuest tasks, students interact with various online resources, which contribute to the development of information literacy and skills in the digital environment. In addition, this class format encourages group work, which develops cooperation and communication skills, especially important for future specialists in the field of practical psychology.

The use of WebQuests in training allows the teacher to control the learning process, to adjust the tasks depending on the level of students' preparation, as well as to give them the opportunity to show creative initiative in problem-solving. Thus, WebQuests contribute not only to better learning of educational material, but also to the formation of students' independence, responsibility for the results of their work and the ability to apply the acquired knowledge in practice.

Depending on the goals and objectives set by the teacher, WebQuests can be subdivided into:

- Short-term WebQuests. This type focuses on students mastering a specific topic or skill within a short period of time, usually one or two classes. The main goal of these quests is to help students quickly absorb new information, understand key concepts, and apply them in practice. Short-term WebQuests are often used to reinforce certain topics or practice skills.

- Long-term WebQuests. This type of WebQuests involves longer and more in-depth work on a task, which can take several weeks or even an entire academic semester. In the process of long-term quests, students delve deeper into the study of a topic, complete projects, analyze a large amount of information and present the results in the form of presentations, reports or research papers. Such quests promote analytical and research skills as well as planning and time management skills.

- Role-playing WebQuests. This type of quest is based on role-playing, where students assume certain roles (e.g. psychologist, client, researcher), performing tasks according to the chosen role. Role-playing quests promote creativity, critical thinking, and the ability to find solutions within a given situation, which is especially useful for students majoring in practical psychology.

- Research WebQuests. These quests involve in-depth study of complex topics and independent research to find answers to problematic questions. Students collect, analyze, and classify data while exploring various aspects of a topic. Exploratory WebQuests focus on developing independent information retrieval and evaluation skills, which are especially important in the context of students' professional development.

Each of these types of WebQuests can be adapted to the specifics of teaching English for Special Purposes (ESP) and are used to build different skills: linguistic, cognitive and professional.

The peculiarity of educational WebQuests is that part or all of the information for students' independent and / or group work with it is on different websites.

The result of work with the WebQuest is the publication of students' work in the form of web pages and websites (locally or on the Internet). WebQuest tasks are separate blocks of questions and lists of addresses on the Internet, where you can get the necessary information. The questions are formulated in such a way that when visiting the site, the student is forced to make a selection of material, highlighting the important and necessary from the part of the information he/she finds.

An important feature of educational web quests is their focus on the development of students' independent work with information. In the process of performing web quest tasks, students work with various websites where they need to find and analyze information. The

goal is to teach students to select important and relevant information from a large dataset [14].

Each block of the web quest includes questions and links to websites with relevant resources. The questions are designed for students to independently find and evaluate information relevant to the task. This enhances critical thinking, analysis and synthesis skills, and the ability to use Internet sources effectively.

In addition, such tasks are oriented to group work, which develops the ability to cooperate and work in a team. Web quests help students not only to develop language skills but also to immerse themselves in a professional environment, especially when it comes to teaching English for Special Purposes (ESP) [15].

The main stages of a web quest can be divided into several key steps that help to organize the learning process and guide students to achieve their goals:

1. Introduction. In this step, students are introduced to the topic and objectives of the WebQuest. The instructor describes the context of the assignment, explains why the quest should be done, and what outcomes are expected. It is important that students understand the purpose and relevance of the task.

2. Task. This step involves describing the specific task to be accomplished in the web quest. The task should be clearly stated and aimed at achieving a specific result, whether it is the creation of a report, presentation, web page, or any other product.

3. (Process). Here, students are given step-by-step instructions that they must follow to accomplish the task at hand. The instructor may suggest a list of resources (websites, articles, etc.) that students will work with. It is important that the process is clearly structured, allowing students to move from one step to the next.

4. Resources. This step provides links to materials and resources that will assist students in completing the assignment. These resources may include various websites, articles, videos, and other digital materials that aid in finding and analyzing information.

5. Evaluation. This section describes the criteria for evaluating the completion of the WebQuest. The instructor determines what will be emphasized when evaluating student work (e.g., quality of analysis, depth of research, design of the result).

6. Conclusion. This stage serves to summarize the results. The instructor summarizes what the students learned from the WebQuest and may suggest additional questions for reflection or further discussion.

7. Reflection. (Optional step): After completing the activity, students can discuss their impressions of the task, analyzing what went well and what needed more attention.

Each of these stages helps to structure the work with the WebQuest, making the learning process interactive and aimed at developing both language and research skills.

In our work we would like to propose a scenario of a web quest for psychology students in English language classes (ESP).

The topic of the web quest is ―Investigating the impact of stress on mental health‖. The web-quest aims to enhance psychology students' skills in using English scientific sources, critical analysis, information synthesis, and professional communication. The main task is to study the impact of stress on mental health and present the results in the form of a presentation.

Stages of the web quest:

1. You are a team of psychologists conducting a study on how stress affects mental health for an international conference. Your goal is to examine the effects of different stressors, propose coping strategies, and present your findings in a presentation.

Key questions:

- What is stress in terms of psychology?
- What types of stress are there?
- How does stress affect mental health?
- What methods are used to overcome stress?

2. Task. Each group of students should gather information on the following aspects:

- Definition of stress and its types.
- Physiological and psychological effects of stress on health.
- Factors causing stress (e.g. work, study, family problems).
- Methods of coping with stress: cognitive behavioral therapy, meditation, relaxation techniques.
- Modern research in the field of stress psychology.

Format of the final work. Creating a presentation in English with the use of infographics, charts and graphs, which will be presented at the ―conference‖.

3. Process. Students work in groups and complete the following steps:

Step 1: Research the materials and sources provided (articles, websites, videos).

Step 2: Collect information for each part of the assignment and assign roles in the group, such as who will find theories and who will gather research data.

Step 3: Analyze the information gathered, highlight key points.

Step 4: Create a presentation in English (PowerPoint or Google Slides), adding visual elements to enhance the experience.

Step 5: Prepare to defend your findings to the class.

4. Resources. The following websites and articles are provided to students: Article on Stress Types: Stress Types and Their Effects. Research on the Effects of Stress on Health: The Effects of Stress on the Body. Video on Managing Stress Techniques. Additional Resources: National Institute of Mental Health (NIMH). American Psychological Association (APA). Articles in scientific journals: Psychology Today, Journal of Stress Studies.

5. Evaluation criteria: thoroughness of research, quality of analysis and synthesis, clarity and design of presentation, fluency in English and ability to support conclusions, and teamwork skills.

6. Conclusion. At the end of the session, the instructor reviews the results, evaluates student performances, and discusses the strengths and weaknesses of the presentations. Students share their impressions and make suggestions for improvement.

7. Reflection. Students can discuss ways to improve their work and share the challenges they faced in researching and preparing their presentations in English. This will help them develop self-reflection skills and recognize their weaknesses. Create a presentation in English on how stress affects mental health, using professional terminology and concepts.

Thus, we can emphasize the advantages of using the above-mentioned interactive teaching methodology in English classes:

- activation of the skills of searching and analyzing information. Web quests are built around tasks that require searching for information on the Internet in English. This enhances the ability to find relevant information, improves understanding of English texts, and enables the use of various language styles, from academic to casual;

-interactive activities. WebQuests often include tasks that require active interaction with multimedia resources (video, audio, texts). This enhances language skills—listening, reading, writing, and speaking—while boosting student motivation with technology;

- collaborative learning. Many web quests involve group projects where students use English to discuss tasks, share ideas, and solve problems collaboratively. This develops communication skills by encouraging them to use the language in real-life situations;

- practice critical thinking. WebQuests often include elements of research or problem-solving, which helps develop critical thinking and analytical skills. Students must review materials in English, analyze them, and formulate conclusions in the foreign language.

- motivation and engagement. WebQuests are usually engaging stories or tasks that involve students in the learning process. They may include game elements that make the process of learning English more exciting and interesting;

- integration of cultural aspects. Many web quests immerse students in the cultural environment of English-speaking countries. This helps to broaden their horizons and understand the context of language use in different situations;

- fostering independence and autonomy. Students work with tasks independently, which promotes self-organization and autonomous learning skills, which is especially useful in language learning.

Web quests create an engaging environment for learning English, enhancing key language skills, boosting motivation, and making the process more enjoyable. Web quests for psychology students enhance their professional development by fostering critical thinking, analytical skills, communication abilities, and awareness of ethical and cultural issues in psychological practice. Here are a few aspects of how web quests can enhance their learning and professional development:

- *practical application of psychological theories.* WebQuests often require problem-

solving based on real-life situations. Psychology students can use these tasks to apply psychological theories in practice. A web quest can be created to study human behavior in high-stress situations, helping students understand the applications of cognitive-behavioral therapy and related psychological issues. This interactive method engages learners and encourages them to critically evaluate and use the theories they've learned. Participating in a web quest helps students understand the complexities of human emotions and reactions to pressure. Ultimately, this hands-on experience can foster a deeper understanding of the psychological concepts that underpin our responses to stress;

- *enhancing analytical skills.* The tasks in the WebQuests require a thorough critical analysis of information. Students can study cases, articles, or videos about psychology to enhance their skills in diagnosis, behavior analysis, and data interpretation;

- *delving into ethical considerations.* Psychology is a field where ethical issues are particularly important. WebQuests can feature assignments on moral dilemmas and ethical issues in psychology, helping students explore professional ethics and improve their decision-making skills in challenging situations;

- *collaboration and teamwork.* Psychologists often work in teams, discussing cases, developing interventions, or counseling colleagues. Group assignments in WebQuests help students improve communication, collaboration, and interaction skills, essential for a psychologist's work.

- *research skills.* WebQuests provide an engaging platform for students to actively search for and critically evaluate a wide array of scholarly sources, including articles and in-depth studies. This process improves their research skills while also developing critical thinking and data analysis abilities. Such competencies are vital for aspiring psychologists, particularly for those who envision themselves embarking on research-oriented careers in the future. By integrating WebQuests into their education, students can better prepare themselves for the complex demands of the psychological research field;

- *cross-cultural psychology immersion.* Psychology involves understanding human behavior in different cultural contexts. WebQuests can involve engaging tasks that encourage students to analyze and compare mental processes and behaviors across cultures. This interactive learning method encourages critical thinking and helps understand how different cultural backgrounds. This learning approach encourages critical thinking and helps understand how cultural backgrounds influence individual actions. Participating in these activities helps students become more aware of cultural differences, promoting respect and appreciation for diversity. Through these explorations, learners can gain valuable insights that are essential in today's interconnected world;

- *training in communication skills.* Psychologists must have high communication and empathy skills. WebQuests can include a diverse range of captivating assignments that authentically mimic real-life counseling sessions or different communication WebQuests are diverse assignments that provide engaging simulations of realistic counseling sessions and various communication scenarios. In these tasks, students must show skills like active listening, empathy, and effective communication. By immersing themselves in these situations, learners can develop and refine their ability to connect with others and respond thoughtfully. This hands-on approach not only enhances their interpersonal skills but also prepares them for real-world applications in counseling and communication;

- *develop problem-solving skills.* Web quests often involve solving complex problems, which mirror the daily challenges psychologists face in addressing their clients' emotional, behavioral, or cognitive issues;

-*advancing digital literacy.* WebQuests are online activities that help psychology students enhance their skills in using digital and scientific resources. This is crucial as many counseling and education processes are shifting online.

Conclusions

WebQuests are an effective tool for promoting active learning, enhancing critical thinking, and improving skills in information search, analysis, and working with digital

resources. WebQuests boost student motivation with interactive tasks and enhance learning through independent and group activities. WebQuests can be adapted for different professional fields, including English for Special Purposes (ESP), making them increasingly important in education.

WebQuests allow teachers to customize learning experiences and adapt tasks to meet the individual needs of their students. This adaptability promotes personalized learning and helps students develop essential skills like independence, responsibility, and creativity in tackling complex problems. WebQuests encourage students to take control of their learning, greatly improving their problem-solving skills. Ultimately, this method creates a dynamic educational environment that promotes growth and innovation among learners. An important aspect is the development of students' information literacy and digital skills, which makes their training more modern and in demand in the professional sphere.

Further research can be aimed at an in-depth study of the impact of WebQuests on the development of critical thinking, research and cognitive skills, as well as at adapting the technology for different disciplines and professional areas, which will contribute to improving the quality of education in the context of digitalization.

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ЗАСТОСУВАННЯ КВЕСТ-ТЕХНОЛОГІЙ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ (ESP) СТУДЕНТАМ СПЕЦІАЛЬНОСТІ «ПРАКТИЧНА ПСИХОЛОГІЯ»

У статті розглядається технологія Веб-квесту як ефективної форми активного навчання, що сприяє розвитку критичного мислення, навичок аналізу та синтезу, а також інформаційної грамотності у студентів. Веб-квести передбачають самостійну роботу студентів із різними веб-ресурсами, що допомагає їм не просто засвоювати іншомовну інформацію, а й активно долучатися до її пошуку та обробки. Це сприяє формуванню важливих компетенцій, зокрема вміння знаходити, порівнювати та класифікувати інформацію, що вкрай важливо в умовах цифрової трансформації освіти.

Авторка наголошує, що головним аспектом Веб-квестів вважається їхня гнучкість та виокремлює різні типи веб-квестів: короткострокові, довгострокові, рольові та дослідницькі, які дають змогу викладачам адаптувати завдання залежно від цілей і рівня підготовки студентів. Короткострокові Веб-квести допомагають швидко засвоювати ключові концепції та навички, а довгострокові сприяють глибокому зануренню в тему, розвиваючи дослідницькі та аналітичні здібності. Рольові та дослідницькі квести, своєю чергою, розвивають креативність і навички самостійної роботи. У статті зазначається, що спрямованість Веб-квестів на групову роботу розвиває навички кооперації та комунікації, особливо необхідні в професійних сферах, таких як психологія та інші практичні дисципліни. Використання веб-квестів дуже ефективне в навчанні англійської мови для спеціальних цілей (ESP), оскільки вони дають змогу інтегрувати професійну лексику та контексти в процес навчання, що сприяє успішному засвоєнню матеріалу. Технологія Веб-квестів дає можливість викладачам гнучко контролювати навчальний процес, коригувати завдання, враховувати індивідуальні особливості студентів, а також стимулювати творчу ініціативу і самостійність. Публікація результатів роботи студентів у форматі веб-сторінок або сайтів дає змогу не тільки представити підсумки дослідження в інтерактивній формі, а й розвивати навички роботи з цифровими технологіями, що особливо важливо в умовах сучасного освітнього процесу. У роботі авторка пропонує сценарій веб-квесту для студентів-психологів на заняттях з англійської мови. У висновках статті авторка визначає, що Веб-квести - це потужний інструмент активного навчання, який не тільки допомагає краще засвоювати навчальний іншомовний матеріал, а й розвиває важливі професійні та когнітивні навички у студентів.

КЛЮЧОВІ СЛОВА: *Веб-квест, активне навчання, критичне мислення, інформаційна грамотність, групова робота, англійська мова для спеціальних цілей (ESP), самостійна робота, цифрові технології.*

Конфлікт інтересів

Автор заявляє, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автор повністю дотримувався етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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