

The use of 'Quest' technology in teaching puzzle texts to primary school students

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ABSTRACT

This article analyzes the application of the 'Quest' technology in teaching puzzle texts to primary school students. The effectiveness of the 'Quest' technology in developing students' reading skills and its positive impact on enhancing logical thinking and creative approaches are discussed. By engaging students in interactive tasks and problem-solving, learning opportunities are provided, making the educational process more engaging and effective. The results of the study demonstrate that quest technology increases student engagement, develops logical thinking, and strengthens their interest in education. The article highlights how the web-quest methodology creates valuable opportunities for improving students' success in the reading process. This methodology is widely applicable in primary education, enhances students' motivation for learning, and contributes to improving the quality of education.

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Boshlang'ich sinf o'quvchilariga topishmoq matnlarni o'rgatishda "Kvest" texnologiyasidan foydalanish

ANNOTATSIYA

Kalit so'zlar:

boshlang'ich ta'lim,
kvest texnologiyasi,
topishmoqli matnlar,
mantiqiy fikrlash.

Ushbu maqolada boshlang'ich sinf o'quvchilariga boshqotirma matnlarni o'rgatishda "Kvest" texnologiyasining qo'llanilishi tahlil etilgan. "Kvest" texnologiyasining o'quvchilarning o'qish ko'nikmalarini rivojlantirishdagi samaradorligi, shuningdek, ularning mantiqiy fikrlashi va ijodiy yondashuvini takomillashtirishdagi ijobiy ta'siri ko'rib

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chiqilgan. O'quvchilarni interaktiv topshiriqlar va muammolarni yechishga jalb etish orqali ta'lim olish imkoniyatlari yaratiladi, bu esa o'quv jarayonini yanada qiziqarli va natijali qiladi. Tadqiqot natijalari shuni ko'rsatadiki, kvest texnologiyasi o'quvchilarning faolligini oshiradi, mantiqiy fikrlashini o'stiradi va ularning ta'limga bo'lgan qiziqishini kuchaytiradi. Maqolada veb-kvest metodikasi o'quvchilarning o'qish jarayonidagi muvaffaqiyatini oshirish uchun muhim imkoniyatlar yaratishi ta'kidlangan. Ushbu metodika boshlang'ich ta'limda keng qo'llaniladi, o'quvchilarning o'qishga bo'lgan ishtiyoqini oshiradi va ta'lim sifatini yaxshilashga xizmat qiladi.

Использование технологии «Квест» в обучении текстам-головоломкам учеников начальной школы

Ключевые слова:

начальное образование,
квест-технология,
тексты-головоломки,
логическое мышление.

АННОТАЦИЯ

В данной статье анализируется применение технологии «Квест» при обучении текстам-головоломкам учащихся начальных классов. Рассматривается эффективность технологии «Квест» в развитии навыков чтения у учащихся и ее положительное влияние на совершенствование логического мышления и творческого подхода. Вовлекая учащихся в интерактивные задания и решение проблем, создаются возможности для обучения, что делает образовательный процесс более увлекательным и эффективным. Результаты исследования демонстрируют, что квест-технология повышает вовлеченность учащихся, развивает логическое мышление и укрепляет их интерес к образованию. В статье подчеркивается, как методика веб-квеста создает ценные возможности для улучшения успехов учащихся в процессе чтения. Данная методика широко применима в начальном образовании, повышает мотивацию учащихся к обучению и способствует улучшению качества образования.

INTRODUCTION

In the modern world, new pedagogical approaches aimed at developing students' reading and imagination are being actively explored in primary education. Pedagogical approaches must adapt to modern requirements to organize the educational process effectively. These approaches make the reading process more interesting and interactive while fostering the development of students' intellectual and creative abilities. Pedagogical technologies, especially 'Quest' technology, can be effective tools for increasing student activity and developing their critical thinking and analytical skills.

"Quest" technology (or web-quest methodology) is an innovative approach that enables students to acquire new knowledge by solving problem-based tasks. In this methodology, students are engaged in intellectual activities through the use of game elements, encouraging them to immerse more deeply in the learning process. One of the key advantages of this methodology is that it develops students' logical thinking,

analytical abilities, and creative approaches. This process allows students to solve specific problems by completing multi-step tasks. In such a learning process, students are offered the chance to examine and analyze texts from various perspectives.

Puzzle texts are an important tool in developing students' logical thinking and analytical abilities. These texts are usually complex and require students to understand and analyze their meaning. Puzzle texts not only enable students to read but also allow them to apply their acquired knowledge in practice. This approach draws them into an interactive learning process and helps develop their critical thinking abilities. In particular, students analyze the structure and content of texts by completing various tasks during the quest process, enhancing their analytical skills. Therefore, the use of "Quest" technology in teaching puzzle texts to primary school students has shown to be effective. This approach increases students' interest in reading and analyzing texts. For example, through interactive questions and tasks, students strive to identify the main ideas of the text and understand their interrelationships. This process promotes the development of students' critical thinking and their ability to make independent decisions.

"Pererva's research has highlighted the effectiveness of quest methodologies in teaching English. The study emphasized that quest technology helps make the learning process more efficient and interesting. As students interact with learning materials, they participate more actively in the educational process. Furthermore, this methodology provides students with the opportunity not only to acquire knowledge but also to apply what they have learned in practice. In Pererva's research, the application of quest technology in teaching English not only contributed to language learning but also played a significant role in students' personal growth. This method opened up new and interesting ways for students to learn the language, thereby increasing their interest in learning and enhancing their chances of success."

METHODOLOGY

In this study, the methodology employed aims to assess the effectiveness of "Quest" technology in teaching puzzle texts to primary school students. The objective of the research was to investigate the effectiveness of the "Quest" technology in primary education and determine what opportunities it creates in teaching puzzle texts. During the study, the experience of applying the "Quest" technology was explored among primary school students. Students read puzzle texts through various interactive tasks and responded to questions based on them. The research focused on students' interest in the reading process, their analytical thinking skills, and creativity. The main goal of this technology is to engage students, encourage them to solve problems, and acquire new knowledge through the application of game-based methods.

Students were presented with interesting and moderately difficult puzzle texts. Each text had its own logical, linguistic, and moral challenges. During the quest process, students completed various tasks, simultaneously developing their thinking abilities and creative approaches. Students were divided into groups, and each group was given several puzzle texts. The groups discussed the texts and worked together to find answers to the questions.

In the quest process, each group was motivated to complete the quest in order to find its "treasure." Questionnaires, surveys, and tests were developed to observe and assess students' activities. The results and participation levels of students were analyzed.

RESULTS

The results of the study indicate that the application of 'Quest' technology considerably increased students' interest in reading puzzle texts. Through interactive tasks and questions, students not only read the texts but also analyzed the main ideas and identified logical connections. This methodology led to an increase in students' critical thinking abilities and creativity. Furthermore, students' knowledge improved as they not only read the texts but also had the opportunity to apply what they learned in practice. The quest activities helped develop students' logical thinking abilities and strengthened their problem-solving skills.

The results also show that students' success in learning puzzle texts is directly related to the effectiveness of quest technology. The majority of the groups that participated in the quest activities demonstrated excellent outcomes.

DISCUSSION

The application of 'Quest' technology in teaching puzzle texts in primary school helps students develop independent thinking, logical reasoning, and analytical abilities. By encouraging students to learn through interactive tasks and questions, this approach increases their interest in education and improves the learning process. Furthermore, this method assists in the development of students' social and personal skills. With their motivation and active participation, the learning process becomes more engaging and effective. This interactive teaching method not only reinforces knowledge but also encourages a positive attitude toward learning. Additionally, one of the positive aspects of 'Quest' technology is that it allows students to apply their knowledge in practice. Puzzle texts help students view problems from different perspectives and develop their cognitive abilities. Moreover, quest activities foster teamwork and promote collaboration and the ability to express thoughts clearly, which further contributes to the development of social skills.

CONCLUSION

Quest technology has been demonstrated to be an effective tool in making the learning process more engaging and interactive. Its application in teaching puzzle texts in primary education contributes to improving the quality of education and increasing students' interest in learning. The primary objective of this technology is to enhance students' cognitive and creative skills. Typically, quests involve tasks and activities structured in a game format, allowing students to acquire knowledge on a particular topic. This method ensures students' active participation, making the educational process more effective. The use of interactive methods in education transforms students from passive listeners into active participants. Quest technology encourages students to engage with puzzle texts actively, enabling them to understand the text more deeply and consolidate the material they have learned. Furthermore, quest technology creates opportunities for students to apply their knowledge in practice. For example, in the process of reading puzzle texts, students are required to complete various tasks, which develop their logical thinking and problem-solving skills.

Quest games provide students with the opportunity to acquire new knowledge at each stage, making the learning process more interesting and motivating. Another important aspect of quest technology is that it enhances students' logical thinking and creativity. During the process of reading and analyzing puzzle texts, students are required to devise strategies, consider different options, and find new approaches to

solve difficult problems. This process enhances their critical thinking and problem-solving abilities. Moreover, quest technology enables students to generate new knowledge and make innovations, further stimulating their creativity. By applying this method in education, students not only learn but also have the opportunity to express their thoughts freely and propose creative solutions.

The application of quest technology in primary education significantly increases students' interest in learning. Quest games are generally engaging and motivating for students as they solve various tasks and acquire new knowledge. Moreover, quest technology provides students with the opportunity to assess their success, boosting their self-confidence and strengthening their motivation to learn.

Studies show that the introduction of quest technology into the educational process significantly impacts students' results and overall achievements. Quest games generally facilitate the acquisition of educational material, as students learn to apply their knowledge practically. Moreover, this technology views education not just as a one-way transfer of knowledge from teacher to student but as an active process in which students are key participants.

In conclusion, the use of quest technology in teaching puzzle texts in primary education makes the learning process more interactive, effective, and engaging. This technology helps develop students' logical thinking and creativity and improves the overall quality of education. The wider use of quests in primary education not only increases students' interest in learning but also enhances the overall educational quality.

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