

POTENZIALE DER QUEST-TECHNOLOGIE IN DER ENTWICKLUNG DER WIRTSCHAFTLICHEN KOMPETENZEN VON SCHÜLERN

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Abstrakt. Dieser Artikel befasst sich mit den Potenzialen, Methoden des Einsatzes von Quest-Technologie bei der Entwicklung wirtschaftlicher Fähigkeiten von Studenten im Hochschulbereich und den Phasen der Organisation der Ausbildung. Es wurden auch Experimente durchgeführt, um den Wirkungsgrad der vorgeschlagenen Technologie zu bestimmen. Die im Experiment erhaltenen Ergebnisse wurden unter Verwendung des xi-Quadrat-Kriteriums analysiert.

Schlüsselwörter: Quest, xi-Quadrat, wirtschaftliche Leistungsfähigkeit, Kompetenz, Didaktik, Motivation, Fähigkeit.

POTENTIALS OF QUEST TECHNOLOGY IN THE DEVELOPMENT OF STUDENTS' ECONOMIC SKILLS

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Abstract. This article deals with the potentials, methods of using quest technology in the development of economic skills of students in higher education, the stages of the organization of training. Experiments were also conducted to determine the level of efficiency of the proposed technology. The results obtained in the experiment were analyzed using the xi-square criterion.

Keywords: quest, xi-square, economic ability, competence, didactic, motivation, ability.

INTRODUCTION

In order to further improve the system of higher education in the world and improve the quality of education, special attention is paid to the development of economic skills of students, using the opportunities of quest technology. Mechanisms developed in the framework of international organizations and programs serve to develop economic skills and integration in the process of higher education, as well as to improve the methodological framework of teaching.

Ensuring continuity to improve the quality and effectiveness of education internationally, integrating teaching and identifying synergistic approaches between learning participants, developing students' economic skills through the use of methods that encourage high motivation, particularly quest technology scientific research is underway. The results of the research are related to the diversification of teaching economics in higher education, the introduction of quality management, improving the mechanisms to ensure continuity and the formation of the necessary competencies in students, strengthening the theoretical foundations of modern science teaching. It is important to increase the scale of development.

Consistent measures are being taken in our country to raise the education system to a new level in a market economy, to improve the quality of teacher training on the basis of advanced international standards and to increase the coverage of higher pedagogical education. In recent years, improving the quality and efficiency of the education system in the country, the development of economic skills of students

on the basis of modern educational technologies, close cooperation and integration between education systems and science, requires systematic work to ensure its connection and continuousness.

MATERIALS AND METHODS

Scientific research on pedagogical conditions for the development of economic knowledge and skills in students, methods of effective formation of professional competencies in students of higher education in economics, the development of professional training of future teachers of economics in the use of information technology have been researched by the scientists such as K.N.Kamalova, A.Sh.Saipnazarov, G.A.Nabiev, Z.N. Sayfullayeva, I. B. Ilkhomov, P.N.Podlavlilchevya, P.V.Skripchenko, I.N. Smirnova, F.I. Filchenkova, M.A. Pautova, S.A. Boroday, Y.V. Puzienko, Y.Y. Ovakimyan, and G.M. Morozova in the country and in the Commonwealth of Independent States.

Moreover, research on the potentials of quest technology, the theory and practice of using quest technology in the development of students' competencies were investigated by the scientists Y.I.Baguzina, O.V.Volkova, G.A.Vorobyov, Y.V. Tolmacheva, Y. M. Shulgina, B. Dodge and E. A. Igunnova.

Although the above-mentioned investigations put forward some theoretical and practical approaches to the formation and development of economic skills of students in the system of continuing education, very little research has been done on the use of quest technology for the development of economic skills of students in higher education institutions.

RESULT AND DISCUSSION

Quest technology is a modern technology designed to solve a problem independently by searching for it [1, 2, 3].

The word "quest" comes from the English language, which means "search", "object sought", "adventure search" [4, 5].

A quest is a form of teacher-student interaction that helps develop problem-solving skills based on a choice of options through the implementation of a specific plot. It is also a technology that has a clearly defined didactic task, a game plan, mandatory leadership (coach), clear rules and is implemented to develop the knowledge and skills of the learner [5, 6, 7].

Quest is a game technology designed to find solutions and puzzles by searching for different information. This technology can be used both in and out of the auditorium. Quest technology is a team game, the idea of the game is simple - the team moves through the dots and performs various tasks. However, the main aspect of this organization of play activities is that after completing one task, participants receive advice for the next task, which is an effective tool to increase the activity of participants, focus on learning and research, and increase motivation [8].

If we look at the history of quest technology, it was introduced in 1995 by B. Dodge, a professor of educational technology at the University of San Diego, USA, who developed a methodology for using the Internet to integrate into the learning process in problem solving.

For more than two decades, B. Dodge provided more than 30,000 designs on his personal site, Quest Garden, which has been translated into many languages (Spanish, Portuguese, French, German, Italian, Dutch, Greek, Arabic, and Indonesian). [11].

In August 2007, MERLOT program of the California State University awarded his resource with the Merlot Classics Award. The panel of judges noted that, “The use of Web Quest is a powerful aid to research in educational activities. The problem has always been technical. How to make web quests easier for all educators to create when they need them? B. Dodge solves this problem by providing a tool that teachers can use and provide pedagogical support in their professional activities. This technology is used to organize activities organized by teachers around the world, and its students are used to solve real problems.” [12]

Educational quest is a completely new form of educational and entertainment programs, with the help of which the learner is fully immersed in what is happening, has a positive feeling and takes an active part in the training. The quest not only allows each participant to demonstrate their knowledge and skills, but also is a good way to encourage communication between participants and bring them together, helping to develop communication skills between participants. They also contribute to the development of analytical skills, imagination and creativity [9].

In Quest technology-based activities, the teacher sets the learning objectives of the search, plans the game, evaluates the process and end result of the participants' activities, and organizes the search and research activities [3, 11].

Therefore, it is advisable to use quest technology in the teaching of subjects in higher education, especially in economics [4, 12].

In preparing and organizing quests in economics classes, it is necessary to define the goals and objectives of the professor and write a scenario, taking into account the category of participants, the venue [6, 10]. To do this, you must first develop the organizational steps. Here are some steps you can take to begin the process of developing students' economic skills:

Phase 1. Introduction. At this stage, the main roles of the participants and the scenario of the quest, the initial work plan, the general appearance of the whole quest are clearly described.

Phase 2. Give an assignment. At this stage, the final result of the independent work is clearly defined (a number of questions to be answered are asked; the problem to be solved is announced; the position to be based is determined; processing the results based on the collected data and the presentation is determined).

Phase 3. Used literature and e-learning resources will be provided. At this stage, a list of literature and information resources required to complete the task (in electronic form, CDs, video/audio media, paper, handouts, links to Internet resources, site addresses on the topic) are provided.

Phase 4. Business process. At this stage, each student will be able to complete the task independently.

Phase 5. Rating. At this stage, assignments completed by students are evaluated.

Phase 6. Conclusion. At this stage, the tasks performed by students are summarized and concluded. The optimal solution is selected and recommended to the students.

Here is an example of a quest that can be used in a lecture on the subject of economics and methods of learning.

№	Task: Set compatibility	
1	A. Economy B. Economic activity C. Main content of the economy	1. Effective use of limited economic resources to produce and deliver to consumers the means of subsistence necessary for human survival and development is said in a one word.... 2. Consists of large private farms, collective farms, joint stock companies, state farms, financial and banking systems, inter-farm, interstate associations, corporations, concerns, joint ventures, various economic relations between states a very complex social system. 3. Achieve the goal of meeting the ever-growing needs of the population through the rational use of limited economic resources, finding ways to properly allocate resources and products. 4. In ancient times, the main form of economic activity took place in the household. Therefore, in the works of ancient Greek scholars (Xenophon, Plato, Aristotle), economics was defined as the laws of the household and its management. 5. Cash, natural resources, skilled labor, means of production, and consumer goods are all limited.
2	A. Macroeconomics B. Microeconomics C. mega economy D. meso economy	1. The world economy. 2. The country's economy. 3. National economy. 4. Network economy 5. Regional economy. 6. Enterprise or firm economy. 7. Family economics.
3	A. K. M. Keyns B. Alfred Marshall C. F. Khayek, I. Shumpeter D. A. Smit	1. Advocate that state intervention in the economy should be kept to a minimum and private entrepreneurship should be encouraged. 2. He argued for the need for state regulation of a developed market economy. 3. Such an arrangement shows that it is possible to influence inflation, employment, primarily by influencing aggregate demand. 4. Advocated the idea of limiting government intervention in a market economy.

		<p>5. The main idea of his teaching is liberalism, the minimization of state intervention in the economy, the self-regulation of the market on the basis of free prices formed on the basis of supply and demand.</p> <p>6. The "invisible hand" promotes the idea of regulation.</p>
4	<p>A. Economic growth. B. Full employment. C. Economic efficiency. D. Social Security.</p>	<p>1. Ensuring the livelihoods of the disabled, the elderly and dependents. 2. Achieve maximum results with minimal use of available limited resources. 3. Everyone who is able to work must be employed. 4. To produce as many and better quality goods as possible, to ensure sustainable growth of services.</p>
5	<p>A. General economic laws. B. Special economic laws C. Separately or periodic-intermediate laws</p>	<p>1. Historically, the conditions for their observance have been preserved laws specific to the period. These laws are specific to the relationship that unites and connects different socio-economic systems, rather than to specific systems. 2. It is at all stages of the development of society, laws that apply to the economy regardless of its specific social form. They usually represent the process by which a society develops. 3. For example, slavery, serfdom, the law of "socialist" distribution, and so on. 4. For example, the law of increasing needs, saving time, deepening the division of social labor, and so on. 5. It operates within a certain socio-economic system. They are the laws of development of a particular historical form of economy. 6. For example, the laws of a market economy literally belong to this group.</p>
	<p>A. Dialectics</p>	<p>1. Conducts research on the most multifaceted, interconnected relationships in economics. The basic, important, emerging facts of the economy are distinguished and compared. 2. Nature, society, is the doctrine of the most general laws of development of thought, which puts contradictions at the center of his theory.</p>

6	B. Scientific abstraction C. Deductive D. Economic-mathematical modeling	3. This method allows you to see the conflicting events as a whole, as a result of which they represent not only the contradiction, but also the unity of opposites. 4. Using this method, scientific categories are described, the aspects of the nature of the objects under study are expressed, economic models are considered. 5. When using this method, the theory is transferred to the analysis of economic facts and evidence. A general conclusion is drawn. 6. These methods help to study the quantitative aspects of events and processes and determine their rise to a new level of quality. 7. Using all methods of research, it is possible to determine the relationship of economic events, to predict how economic processes will change.
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Keys: 1. A-2-4, B-1, C-3-5. 2. A-2-3, B-6-7, C-1, D- 4-5. 3. A-2-3, B-4, C-1, D-5-6. 4. A-4, B-3, C-2, D-1. 5. A-2-4, B-5-3, C-1-6. 6. A-2-3, B-1-4, C-5, D-6-7.

Experiments were conducted to determine the level of effectiveness in the development of students' economic skills using quest technology. Experimental work was carried out among students of Bukhara State Pedagogical Institute and Navoi State Pedagogical Institute in the field of Geography and Economics. Mathematical and statistical analysis was conducted using the Xi-square criterion for the effectiveness of experimental work.

Using this criterion, the appropriate averages $\bar{X} = \frac{1}{n} \sum_{i=1}^4 n_i X_i$ for the samples, the coefficients of scattering $D_n = \sum_{i=1}^4 \frac{n_i (x_i - \bar{X})^2}{n-1}$, middle square deviations, $\tau_n = \sqrt{D_n}$, the variance indicators $\delta_n = \frac{\tau_n}{\bar{X}}$, reliable deviations from the assessment $\Delta_n = t_{kh} \cdot \frac{D_n}{\sqrt{n}}$, estimates were used. The calculation showed that the average mastering rate of the experimental group was higher than that of the control group, an increase of 7.8%.

CONCLUSION

Quest technology can be used in the teaching of economics in higher education institutions in classrooms and extracurricular activities. Quest technology, with its almost limitless possibilities, is invaluable to the professor, allowing him to diversify the learning process, making it unusual, memorable, exciting and fun. The advantage of this technology is that it does not require special training of professors, purchase of additional equipment or investment.

Therefore, in order to use quest technology to develop students' economic skills, it is necessary to:

- The tasks assigned to students correspond to their age and individual characteristics;

- The tasks are thought out in a coherent, logical way;
- The student clearly understands the problem;
- Take into account the time interval during which students can find a solution to the problem;
- The course requires the supervision of faculty and students, but they must draw their own conclusions.

In short, quest technology helps motivate students. It also develops students' intelligence, physical abilities, imagination and creativity. Moreover, it develops students' analytical skills and communicative qualities, as well as their competence to negotiate with each other, share responsibilities, and work together.

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