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USING SERVICES OF MARINETRAFFIC.COM FOR CREATING ACTIVE LEARNING TASKS AT THE LESSONS OF MARITIME ENGLISH

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Summary: the thesis includes examples of instructions based on the services of marinetraffic.com for teaching Maritime English; the tasks listed are applied for junior learners or learners studying ship types and dimensions, but the instructions themselves are of a wider use.

Key words: active learning, lessons of English, marinetraffic.com, Maritime English, online tasks, teaching English.

The academic staff who teach professional (i.e. specialized) English or any professional subject in English are familiarized with the lack of trust-worthy and quality resources. The maritime field might look an exception due to an enormous number of conventions, codes, protocols, and other related documents. One can think that teaching English for mariners may be bound to working on all the documents regulating the seafarers' work and trying to make learners understand them which is nonetheless far from reality or strictly speaking only a part of the job.

The possibilities presented by modern technologies available at educational establishments, learners' interests and goals, already applied active learning techniques – all of these stipulate a teacher to use available Internet-resources one of which is marinetraffic.com [2], a web-site with numerous services and valuable

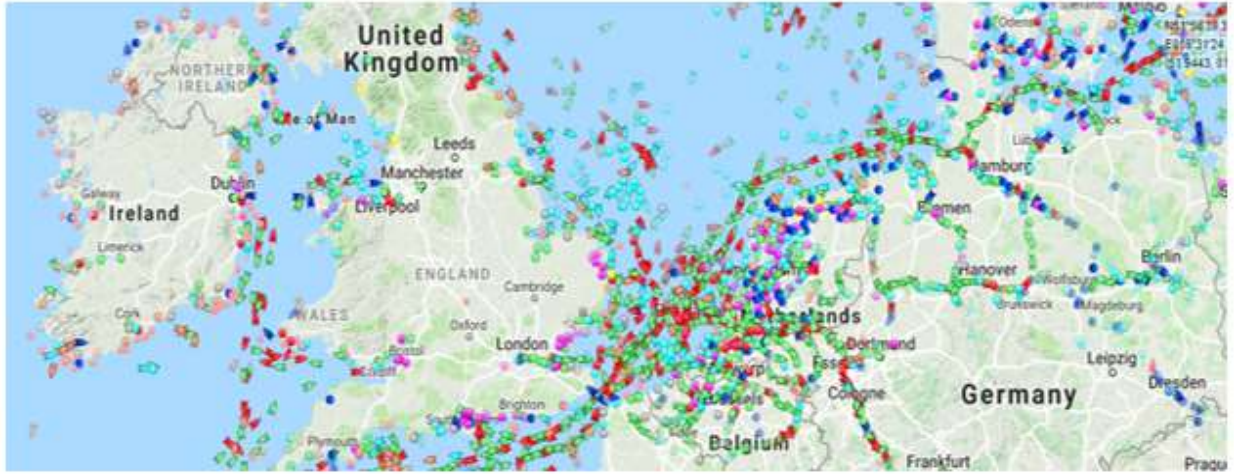
information. How to use the services at the lessons of English is a question to discuss.

The easiest type of task based on marinetraffic.com is a descriptive task. In Welcome Aboard Student's Book [1; p. 155] I use a map from marinetraffic.com to encourage learners' conversation (Pic. 1). The same task may be continued by asking learners to describe prevailing vessel types using the verbs of perception (I can see, I have noticed, I can distinguish, etc.).

Starter

Study the map and discuss.

1. What area is there in the picture?
2. What ports are located in this area? What do you remember about these ports?
3. What do the markers in the map indicate?
4. Why are they of different shapes and colours?




Picture 1 – A task to encourage learners' conversation

A better result and a more productive discussion may be achieved when letting learners work with the web-site online. They will be able to study the map as a whole and make some conclusions on the variety of vessel types and their working areas.

One more task which is not time consuming when preparing but efficient at lessons and aimed at learners' work fully is a comparative task. A teacher may make learners compare by giving an instruction exclusively (*Compare ship types in the North Sea and the Black Sea*) or adding a plan to follow, conditions to meet, etc. (*Compare ship types in the North Sea and the Black Sea using Present Continuous*).

The tasks based on comparison may be complex and done in several steps. To organize a successful comparative task in Welcome Aboard Student's Book [1; p.

204] I listed three instructions utilizing services of marinetraffic.com (Pic. 2). Two of the instructions are motivating learners to communicate (firstly ask and answer questions and then compare). But without a preparatory stage (instruction 15) the rest of the instructions are useless and impossible to be implemented. Moreover, the instructions shown are based on exercising both learners' writing and speaking skills as well as their ability in information search and analyses.



15 Surf for information about any ship on <https://www.marinetraffic.com/> and complete column A.

A: Your ship	B: Your groupmate's ship
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Name		
Type		
Gross Tonnage		
Deadweight		
Length Overall		
Breadth Extreme		
Draught		

16 In pairs, interview each other to complete column B.
Model:
S1: What's your ship's name?
S2: Her name is Marina.

17 Compare two ships.
Model: Both ships are of the same type. My ship has 7m draft and so does Ivan's ship.

Picture 2 – A set of instructions to provide a comparative task

Marinetraffic.com is a web-side representing a valuable database and allowing a teacher to create active tasks based on describing and comparing. Most of the tasks are less time consuming, the others – need a dozen minutes to be prepared. Still, instructions based on marinetraffic.com services are one way to utilize active learning techniques at lessons of Maritime English or in some cases to conduct the whole

lesson fully devoted to work with marinetraffic.com creating the sets of instructions leading one to another.

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ЕСТЕТИЧНЕ ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ МИСТЕЦТВА

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Актуальність теми. У статті розкривається поняття, роль та завдання естетичного виховання дітей молодшого шкільного віку на уроках мистецтва.

Естетичне виховання дитини – це багаторічний процес, який створюється під впливом різних життєвих відносин і дій; це здатність до творчого самовиявлення. У педагогіці це поняття розглядається як розвиток відчуття, сприймання та розуміння краси навколишнього світу, мистецтва.

Молодший шкільний вік є найсприятливішим для естетичного виховання, адже саме в цьому віці у дітей образний тип мислення, вони починають розуміти і переживати естетичні почуття, висловлюють свої думки про красу речей, явищ, тощо.

Спостереження за діяльністю учнів молодшого шкільного віку дають змогу зрозуміти те, що естетичні уявлення у них переплітаються з уроками мистецтва.