

форма організації змісту освіти на основі загальності та єдності законів природи, цілісності виховання. Доцільно використовувати в освітньому процесі закладу дошкільної освіти інтеграцію різних, раніше розгалужених галузей знань. Одним з показників розвитку творчої активності особистості, на думку ряду вчених, є цілісність сприйняття дітьми твору мистецтва, під якою розуміється інтеграція форми й змісту.

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#### **THE USAGE OF WEATHER WEB-SITES FOR CREATING ACTIVE LEARNING TASKS AT THE LESSONS OF MARITIME ENGLISH**

Traditional teaching environment which surrounded modern teachers when they were students themselves affected their and the parents' perception on what is efficient and what is harmful at lessons. In the minds of thousands, a smartphone is a device to lock, some will allow using online dictionaries, a few – google (or any other) search for problem solving.

Younger and more progressive teachers often bring ppt-presentations to their classes, give instructions based on the Internet search, try to incorporate technology. Three tendencies will prove that these means are not enough. Firstly, the

learners' shift of focus from *What should I know?* to *Where should I search for information which I might need?* Secondly, the amount of information to be processed which simply cannot fit one lesson and therefore is left for self-studying. Thirdly, the possibilities. Modern educational establishments finally have the Internet-access, SMART-boards, computers; modern students have phones. So, the question is not what technologies to use, it is how to use the technologies which students and I already have.

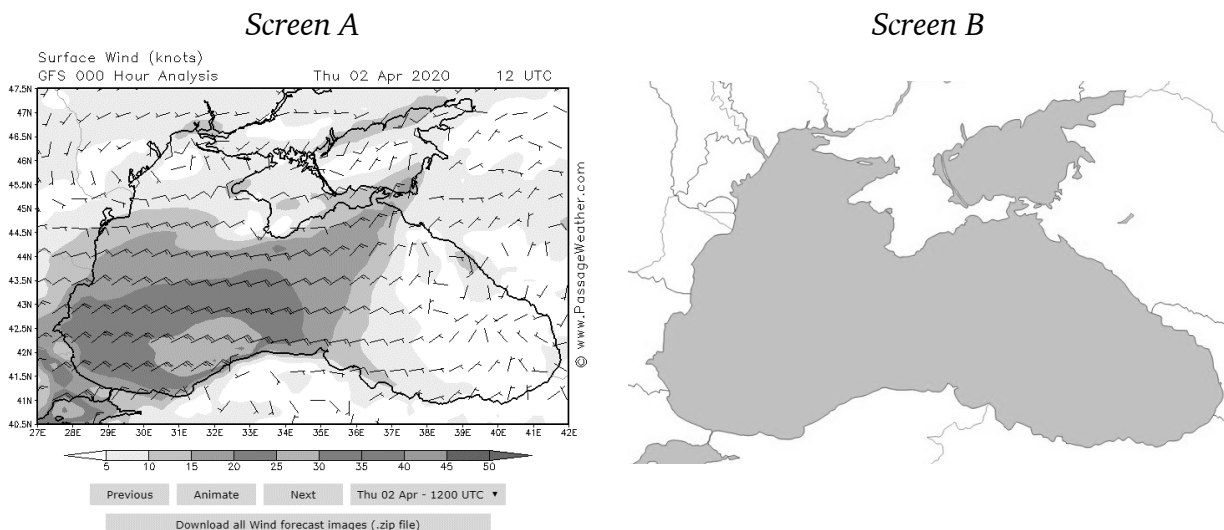
Teaching maritime professionals, especially senior students, demands much substantial factual information, the information they study and the tasks they are given shall be based on practical implementation and professional analysis. In this thesis the means of weather web-sites are shown as one of the ways to create active learning tasks based on computer technologies with regard to students' professional needs.

The web-site to discover is PassageWeather.com [1], a free online-resource about weather information including waves, pressure, winds, visibility, precipitations, cloud cover, sea temperature provided for each Admiralty Sailing region. Its weather forecast charts are based on the most reliable administrations and authorities' data. All the authorities are mentioned on the front page which, besides the list of data suppliers, includes a world map divided in already mentioned regions.

Assuming the lesson topic is *Wind Force and Direction* here are several instructions to be implemented:

1) *Have a look at the weather outside and guess wind characteristics namely force and direction.* After a short discussion the students are given the second part of instruction – *Click onto an appropriate region in the map and check your guesses.* This is needed for students to assure that some of their suppositions were correct. A teacher can also ask the class to name a student who was the closest to a correct answer which will provoke one more wave of responses. This activity is good in several aspects. Firstly, it switches on the thinking process and the process of evident-search (students will need to prove their point of view with all possible means such as the angle of the tree, the direction the flag is pointing, the forecast s/he has looked through in the morning). Secondly, it works out students' listening and memorizing skills as they need to remember what other students told and what they told themselves.

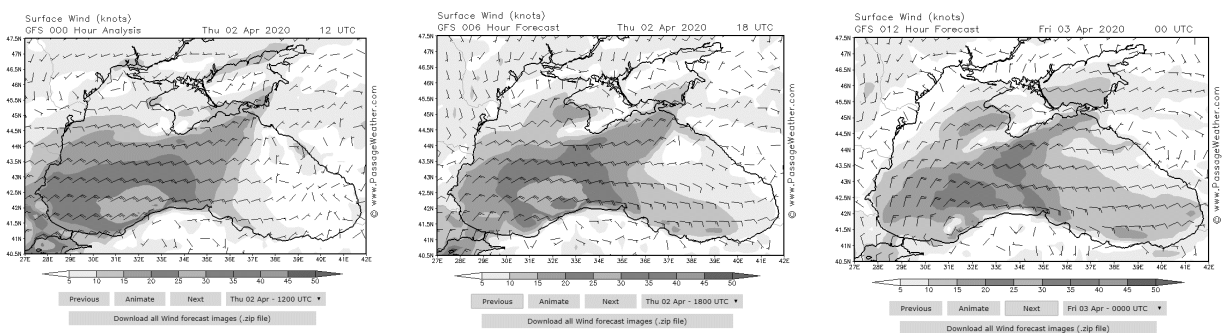
2) *Describe the wind force and direction in the given region.* This is a simple description-based instruction aimed at training the skills in charts reading. To make the activity less usual it is needed to change the instruction into, for example, *Work in pairs. Student A, describe wind force and direction; Student B, draw the chart symbols on the chart. When finished, compare the charts.* Picture 1 demonstrates how the students' screens look like for completion of this activity. The advantage of this task lies in incorporating pair work and developing students' speaking skills for understanding an opponent. The later comparison provides a further discussion and solution search, the basis for proving someone's ideas.



Pic. 1 – A screen view for activity № 2.

3) Compare wind force and direction in two (or more) regions. This activity is aimed at demonstrating students' abilities to compare conditions and as well as it requires pair or group work to be more productive.

4) Compare wind force and direction in the same region at different times. As the web-site provides the view of previous and further charts as well as an animating view it is a simply organised activity which doesn't require a long preparation period. The students can be asked to comment on weather changes and / or predict further forecasts. Picture 2 illustrates three images which students are supposed to study gradually to accomplish the task.



Pic. 2 – Screen views for activity № 4.

5) Situational tasks. Such tasks shall include a situation given and require a comment or a solution. For example: *The vessel leaves the port of Kherson right now. She sails to Istanbul. Her estimated time in voyage is 52 hours. Calculate her time of arrival and comment on wind conditions she is likely to face.* One more instruction can be *and complete NAVTEX messages for departure and arrival times.* The difference in two instructions lies in the skill trained – either speaking or writing. Notwithstanding the skill, the students need to understand the basics of Maths, Geography, shipboard equipment and documentation, etc. The tasks of this kind are

highly productive and require critical thinking. They may be complicated by naming the time of departure and speed. The students may be given a plotted course and asked to comment on wind conditions at each waypoint or decide if the course is applicable under anticipated weather conditions (possibly there going to be a hurricane and students will need to agree on either course alterations or a reluctant anchorage).

The list of activities described is limited to one topic and only one chart present on PassageWeather.com and still it can cover the whole lesson from its beginning to the end. Weather web-sites offer a big variety of learning possibilities and factual sources, they are effective for pair and group work, description and comparison activities, situational tasks not only at weather-lessons but in topics connected with passage planning, pilotage, accident prevention, watchkeeping responsibilities, navigation challenges and visibility at sea. Despite the need of the Internet access, the activities are easy to implement and do not consume much time for being organized.

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### **ФОРМУВАННЯ ГРОМАДЯНСЬКИХ ЦІННОСТЕЙ В УЧНІВ ЛИЦЕЮ НА УРОКАХ ВІТЧИЗНЯНОЇ ІСТОРІЇ**

З початку 90-х років ХХ століття Україна стала на шлях самостійного розвитку, що обумовило фундаментальні зміни в економіці, суспільному житті та духовній сфері. Трансформувалися і цінності, як суспільні, так і особистісні. Ці зміни в першу чергу відобразилися на вихованні молодого покоління громадян, адже від пріоритетів у ціннісному світогляді молодих людей залежить майбутнє України. Від того, яким змістом наповнена особистісна система цінностей учня залежить, наскільки вона може бути головною силою розбудови демократичного, стабільного, гуманістичного суспільства. Тому цінності шкільної молоді це не тільки і не стільки особиста справа кожного учня, скільки проблема суспільства.

Як відомо, процес формування цінностей у освітніх закладах спрямований на розвиток в у молодого покоління духовності, орієнтирів на загальнолюдські та національні цінності, виховання любові до своєї держави, землі, народу, готовності брати участь у процесах державотворення,