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EDUCATIONAL OPPORTUNITIES OF THE INTERNET
FOR TEACHING SOCIAL AND HUMAN SCIENCES

The article provides an overview of possible applications of the Internet in education and the educational process of high school. Due to the ever increasing availability of the Internet and satellite TV connection, students and teachers have the opportunity to acquire new knowledge at the same time. However, they have different rates of their production, different perceptions, different motivation. Intensive development of modern information and communication technologies and the recognition of the importance of education throughout a person's life determines the need for extensive use of information technology in education in general and in teaching social and human sciences in particular. Under present conditions, when the means of Internet technology creates unique intellectual and emotional space, the immediate problem is a combination of classical pedagogical techniques with innovative information technology training. Creating optimal conditions for the teacher as the subject of adaptation is only possible when it takes innovation of information. Successful mastering of information community technologies by the teacher depends on understanding it as how and whether all possible or necessary to adapted. The paper attempts to examine methodological aspects of educational resources online teachers in the teaching of the social sciences and humanities. The author has proposed a classification of Internet resources, depending on the purpose of their use. It is analyzed some of the pedagogical problems encountered with the development and availability of the Internet, as well as offer a way to address them, in particular, a description of the use of internet resources for the organization of student participation in the thematic Internet projects. The author describes several different ways to organize a dialogue through the Internet for the purpose of interactive communication.

Key words: information and communication technologies, educational resources on the Internet, the system of postgraduate education.

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COMMUNICATION IN PROFESSIONAL ACTIVITY OF SEAFARERS

In the article, following concepts are being considered «communication» and «professional-communicative activity of a seaman». The author gives definitions of these concepts made by different scientists. He makes a contrastive analysis of these definitions and gives the main generalizing definition of the concept «communication», characterizes its main components. The author pays special attention to the need to master communicative skills to be able to use them at any

Besides, the author considers existing communicative skills, mastering which is one of key elements for fulfilling the International Regulations for Preventing Collisions at Sea of the year 1972 for providing safe navigation. He also makes a comparative analysis of different communicative skills of seamen, and how they answer the stated International Regulations.

Key words: communication, professional communication, communicative competence, International Regulations for Preventing Collisions at Sea.

In today's world, communication plays a significant role, since nowadays people, regardless of their occupation, spend the majority of their lives communicating with other people, receiving and transferring information.

It is widely known that communication is very important for representatives of such professions, who during their work have to directly communicate with people like teachers, consultants, experts, political scientists etc., but, still, there is a range of professions, whose

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representatives don't have much communication during their work, but accuracy of information transfer and correctness of its understanding is of vital importance for them. One of such professions is seaman's profession. For seamen, mistakes in transferring and understanding information may result in cargo damage, causing harm to the environment and also ship and cargo loss, ecological catastrophes and loss of human lives.

The aim of this article is to show the meaning of the term «communication», to define the role of communication in professional activity of seamen, and to outline partial lack of information exchange or full absence of communication between crew members in different situations at sea.

To reach the aim of the article, it is needed to study the term «communication».

This term appeared in scientific literature at the XXth century and comes from Latin terms «communicatio» – unity, transfer, union, message; and also term «communicare» – make something common, carry on a conversation, connect, inform, pass [2, p. 6].

In scientific literature, the term «communication» has a great variety of meanings. Thus, S. Borysniov, under the term «communication» understands socially stipulated process of transferring and receiving information under conditions of inter-individual and mass communication, which eventuates via different communication channels and with the help of different means of communication [2, p. 14].

In accordance to S. Vishnjakova, «communication» is the process of information exchange; relations between two or more persons, who are connected to each other by information exchange (messages, ideas, knowledge etc.), at the same time communication may be verbal and nonverbal, and also direct and indirect, and may be performed by the use of a wide variety of channels and means of communication [3, p. 130].

Under the term «communication» M. Andrianova believes that one should understand semantic aspect of social interaction [1, p. 10].

In turn, I. Pysarevskiy and S. Oleksandrova understand «communication» as a socially conditioned process of transfer and receiving information in both interpersonal and mass communication through different channels of communication using verbal and nonverbal means [10, p. 8].

In general, communication is a technical process of information exchange between two or more persons or groups of persons and may be used in following meanings:

- social communication, communication between people and other social subjects;
- connection with the help of technical means;
- definite system, which help to provide connection between remote objects, for example: underground communications, transport connections, canalization connections etc [8, p. 19].

In one of his scientific works, F. Dance pointed out approximately 95 definitions of the term «communication» and grouped them into 15 categories. In turn, H. Walińska de Hackbeil gave over 200 definitions, which she found at the literature of United States and grouped them into 18 semantic categories [8, p. 21]. Polish communicologist T. Goban-Klas pointed out seven typical definitions of the term «communication»:

- communication as information, ideas, emotions, skills transmission (broadcasting, transfer);
- communication as understanding others, when we by ourselves strive for others to be able to understand us (communication as mutual understanding);
- communication as the way of influencing people by means of signs and symbols;
- communication as means of uniting people (creating the community) by means of language or signs;
- communication as interaction by means of symbols;
- communication as knowledge exchange between people, who are unique in their way of understanding, desires and positions;

– communication as a component of social process, which expresses standards of a group, performs social control, distributes roles, reaches efforts' coordination etc. [13, p. 43].

In one of his scientific works M. Vasilik showed the list of definitions of the term «communication» made by different scientists, in accordance to which communication is:

– mechanism, with the help of which existence and development of human relations including all mental processes are secured. In turn, it provides existence and development of human relations, including all symbols of thinking and means of transferring them in space and preserving them in time (Ch. Kuli).

– in wide understanding of the term, it is a social unity of individuals created with the help of language and gestures, establishment of rules sets important for everybody which are used for different purposeful activities (K. Cherry).

– information connection of a subject with one or another object – person, animal, unit of equipment (M. Kagan).

– specific information exchange, process of transferring the emotional and intellectual contents (A. Zverintsev, A. Panfilova) [9, p. 11].

Having analyzed different definitions of the term «communication» it is possible to come to a conclusion that all these definitions do not contradict but supplement each other.

Thus, communication is a conditioned by the situation process of information transfer between individuals or groups of individuals, which is expressed in perceiving and understanding information and consists of collecting, preserving, analyzing, processing, designing, expressing and also transmitting, perceiving and understanding information, setting and keeping connection by the use of verbal or nonverbal means. Herewith, communication may be direct or indirect, and also may be performed using a wide range of communication channels.

In the narrow sense, communication consists of information exchange between those, who communicate. In this context it means joint activities, in the process of which people exchange different ideas, interests, concepts, feelings etc.

If we consider communication between people from the point of view of the theory of information, only formal side of the issue is fixed: in what way information is transferred, when in conditions of communication between people information is not only transferred but also formed, specified and developed [11, p. 76].

In the process of information exchange by means of the system of signs, partners may influence one another, that in turn is obligatorily expressed in changes of interlocutor's behavior. This influence is nothing more than psychological impact of one communicant over another aiming to change his behavior. As a result, efficiency of communication may be measured in how far successful this influence was [5, p. 172].

Herewith, it is necessary to remember that to reach the desired result during the process of information exchange it is possible only by the conditions when interlocutors are using a unique information coding and decoding system.

All that acquires special meaning when working in ships' crews, because in such case even a slight misunderstanding between crew members may cause a catastrophe.

Now, let us consider the process of communication for seafarers, and find out what problems may arise during the process of communication at sea.

Crew's life is filled with continuous communication. Herewith, this communication is rather polyhedral and diverse, and also depends on a great number of factors. So, during the work seamen (especially navigators) may communicate to representatives of different organizations, services and other persons among which there are crews of other vessels, representatives of port services, passengers, ship owners, charterers, representatives of crewing companies, classification societies, custom service, insurance agents, pilots, VTS etc. In this case, communication with crews of other vessels deserves special attention, because their coordinated work has a great influence on providing safety of navigation.

In this context, one of the most important places occupy International Regulations for Preventing Collisions at Sea (COLREG) 1972 [7]. In accordance to this document, to provide safety of navigation regardless of the situation, all seamen have to master the range of communicative skills, which are considered in the following chart 1.

Chart 1

Communicative skills, needed to fulfill the International Regulations for Preventing Collisions at Sea of the year 1972 (COLREG 72)

Communicative skills	Rules of COLREG 72
To be able to accept and understand radio messages, which come from other vessels; to be able to settle radio connection with other vessels and to support it.*	5, 7, 8, 12, 13, 14, 15, 16, 17, 18, 19
To know and understand meanings of ship lights, signs and flags, and also their placement; depending on the situation to be able to use them.	5, 6, 8, 9, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
To know and understand meanings of ship signs, flags and signals indicating vessel's need to be provided with help or vessel being in emergency state.	5, 6, 18, 30, 36, 37
To know, to be able to discern and understand meaning of sound and light signals, to know in what cases and using what equipment what sound signals have to be transmitted.	5, 6, 8, 9, 18, 19, 32, 33, 34, 35, 36, 37
To know and understand meanings of buoys and their light signals; to know and understand meanings of light signals of lighthouses.	5, 6, 9, 10

* the one should always bear in mind that while keeping navigational watch, there has to be held a twenty-four-hours radio watch. In addition to that, radio contact with other vessels which may somehow relate the planned maneuver should obligatory be kept. Also, the one should always remember that when navigating at outer lanes and also at international waters there exists a great possibility to communicate using English.

As we can see from the presented chart, to fulfill 29 out of 38 rules of International Regulations for Preventing Collisions at Sea it is obligatory to master communicative skills. In turn, it evidences the importance of the role of communication in the work of seamen especially in questions touching upon cooperation with other vessels at sea.

One more element, which has great influence on providing safety of navigation is communication between crew members of each separate vessel. Their correct coordinated actions influence not only safety of the vessel and her cargo but also preservation of the environment and safety of human lives. Thus, during last three years two serious accidents at sea happened which shuddered the international community – ship wreck of Russian diesel-electric ship «Bulgaria» and Italian cruise liner «Costa Concordia». They were different vessels, built in different time with different navigation areas and different passenger capacity etc. In spite of that, they were equal because of absence of enough communication between crew members, crew members and passengers in general and after the emergency situation happened, and also because of violations in organizing the work of crews of both vessels in issues of keeping navigational watch.

Thus, on the 10th of July, 2011 Russian diesel-electric ship built in the year 1955 «Bulgaria» sank in Kuybyshev Reservoir of the Volga River near the village Syukeyevo of Kamsko-Ustyinsky District of the Republic Tatarstan of the Russian Federation. As a result of this accident 122 persons died. Commission of Rostransnadzor (Committee organizing control over deciding issues connected to safety of navigation of the Russian Federation), which investigated this case has established a great number of reasons which largely influenced loss of the ship. One of them is low qualification level of crew members and lack of discipline which first of all resulted in lack of communication between crew members, crew members and traffic control service. In turn, it resulted in emergency situation to occur and in crew members' actions to be absolutely not coordinated when the emergency happened. For

example, Master didn't inform the dispatcher and the vessel left port without permission; actions of the navigation bridge and the engine room were not coordinated – Chief Engineer switched off the main diesel-generator without receiving the appropriate order from the bridge; crew members didn't inform passengers about the need to close all illuminators because of bad weather conditions [6].

In a half of a year on the 13th of January, 2012 another much-talked-of event happened – the Italian cruise liner «Costa Concordia» built in the year 2006 grounded off the Italian coast near the Giglio island (Isola del Giglio) at the Mediterranean. As a result 32 persons died. On the ground of investigation of this catastrophe held by the Ministry of Infrastructure and Transport of Italy the detailed report has been made. We may learn some interesting facts from this report. For example: mistakes in the work of crew members on the bridge in issues of organizing watch-keeping took place; language used for communication on the bridge and on the vessel in general was Italian and this has led to the fact that some crew members same like passengers partially or absolutely could not understand Master's and other crew members' orders (wherein the crew consisted of representatives from 38 nationalities, namely: 294 Filipinos, 202 Indians, 169 Indonesians, 149 Italians); deviations from performing standard emergency procedures at sea took place, same like unconformity in crew members' actions during rescue operation; poor information awareness of crew members which indicated lack of holding briefings between crew members and discussions of the situation which occurred; shore services and passengers had been informed about the danger with a great delay, from the reason of which rescue operation started also with a great delay (for example, general alarm was sounded only in 48 minutes after the crew received full information about what really happened) etc.. The pointed out facts and many others indicate that one of reasons which influenced the loss of the vessel and low level of organizing rescue operation from the side of the crew was lack of communication between crew members, shore services and also members of the crew and passengers [4].

As statistics show, namely research held by the International Maritime Organization (IMO), despite the growing level of modernization of vessels and accordingly improving working conditions for seamen, it is stated that the reason for 80% of accidents at sea to happen is the so called «human factor». Herewith, the major reason for such poor results is insufficient communicative competence of crew members, or absolute absence of this competence [12, p. 26].

Actually, communication is an integral component of the work at sea and is used almost in any situation and depends on a great number of factors, which in one or another way influence it. Taking into account the fact that first of all communication is a process of information transfer, it may be divided into two kinds: 1) communication between man and man; 2) communication between man and machine wherein, each of these kinds should be considered taking into account the wide range of factors. For the first kind they are language, religion, personal communicative peculiarities of those who participate in the process of communication, quality of their taking and analyzing information, other factors which may influence the process of communication etc.. For the second kind they are automation level of the vessel, peculiarities of design and specific features of the software of ship equipment etc..

On the basis of the stated above, we may come to the conclusion that communication for seamen is of great importance. At the same time lack of communication between crew members of one vessel, same like lack of communication between vessels and also vessels and shore services may lead to great financial losses and loss of human lives.

Thus, taking into account the need of further exploring problems of communication between seamen, it is planned to study peculiarities of communication at sea more in detail and also to continue analyzing national and international legislation which may touch upon this issue.

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Роменский А.В.

КОММУНИКАЦИЯ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ МОРЯКОВ

В статье рассматриваются понятия «коммуникация» и «профессионально-коммуникативная деятельность моряка». Анализируются разноплановые определения этих терминов. Автор обращает особое внимание на необходимость владения коммуникативными умениями как действующими, так и будущими моряками.

Кроме того, детально рассматриваются имеющиеся коммуникативные навыки, владение которыми является одним из ключевых элементов для выполнения Международных правил предупреждения столкновения судов, 1972 года с целью обеспечения безопасной навигации. Важная роль также уделяется необходимости корректного общения как между членами экипажа одного судна в различных ситуациях, так и между экипажами разных судов.

Ключевые слова: коммуникация, профессиональная коммуникация, коммуникативная компетентность, Международные правила предотвращения столкновения судов, общение.

Роменський О.В.

КОМУНІКАЦІЯ В ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ МОРЯКІВ

В цій статті розглядаються такі поняття, як «комунікація» та «професійно-комунікативна діяльність моряка». Наводяться різнопланові визначення цих понять. Автор проводить порівняльний аналіз цих визначень і виводить основне узагальнююче визначення поняття «комунікація», дає характеристику його основних компонентів. Звертається особлива увага на необхідність володіння комунікативними вміннями у будь-яких ситуаціях як для майбутніх, так і для діючих моряків.

Крім цього, розглядаються наявні комунікативні навички, володіння якими є одним із ключових елементів для виконання Міжнародних правил попередження зіткнення суден, 1972 року з метою забезпечення безпечної навігації.

Значна роль приділяється необхідності коректного спілкування як між членами екіпажу одного судна в різноманітних ситуаціях, так і між екіпажами різних суден, які можуть взаємодіяти з метою забезпечення безпечної навігації. Автор наводить конкретні приклади некомпетентності членів екіпажів суден, а також наслідки їх неправильних дій та необачності, а саме: він аналізує аварії двох суден – загибель російського дизель-електроходу «Булгарія» та італійського круїзного лайнера «Коста Конкордія». Це два судна які відрізнялися один від одного районами плавання, пасажиромісткістю та великою кількістю інших характеристик, але їх об'єднувало одне – відсутність комунікації між членами екіпажу, членами екіпажу та береговими службами, членами екіпажу та пасажирами, неузгодженість дій членів екіпажу під час проведення рятувальної операції.

Ключові слова: комунікація, професійна комунікація, комунікативна компетентність, Міжнародні правила попередження зіткнення суден, спілкування.

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ПРО НЕОБХІДНІСТЬ ПІДВИЩЕННЯ ПЕДАГОГІЧНОЇ КВАЛІФІКАЦІЇ НАСТАВНИКІВ АКАДЕМІЧНИХ ГРУП В АГРАРНИХ І ПРИРОДООХОРОННИХ ВНЗ

У статті виділено головні причини необхідності підвищення педагогічної кваліфікації наставників академічних груп у природоохоронних і аграрних ВНЗ. В історичній ретроспективі реконструйовано еволюцію інституту наставництва та розкрито зміну його ролі в умовах сьогодення. Показано залежність ефективного виконання своїх функцій наставником академічної групи від налагодженої роботи з підвищення їх педагогічної кваліфікації. Виокремлено головні складові науково-методичного семінару «Методика виховної роботи наставника студентської групи» в Національному університеті біоресурсів і природокористування України та показано, як вони впливають на формування готовності наставників академічних груп природоохоронних і аграрних ВНЗ до здійснення виховної роботи зі студентами.

Ключові слова: наставник академічної групи, виховна робота, формування особистості студента, аграрні та природоохоронні вищі навчальні заклади, науково-методичний семінар з підвищення педагогічної кваліфікації.

Наставник академічної групи безпосередньо взаємодіє зі студентами. Від якості цієї взаємодії залежить ефективність виховної роботи з формування колективу академічної групи, кожного її індивіда не тільки як професіонала, а й особистості. Тенденції, що розвиваються в суспільно-політичній, соціально-економічній і духовно-культурній сферах глобалізованого світу, переорієнтують усю освітню діяльність

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