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The use of ChatGPT while Maritime English teaching and assessment

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Abstract. ChatGPT is a powerful tool widely used by many students. It is important for educators to understand how it can be utilised to reduce the time spent on repeated assessments. The aim of this study was to enhance the teaching of Maritime English through the use of ChatGPT. The research employed methods such as analysis, systematisation, observation, comparison, generalisation, and interpretation of results. The article explored the potential of using a new AI-powered chatbot in the teaching of Maritime English and in the assessment of future marine engineers. By leveraging ChatGPT's capabilities, Maritime English instructors were able to offer students an interactive language learning experience that simulates real-life communication scenarios. This innovative approach not only improved students' language skills but also prepared them for effective communication at sea. It was found that ChatGPT can generate coherent and contextually appropriate responses, as it is initially trained on a diverse dataset before being fine-tuned for specific tasks, and processes sequential data – making it particularly effective for understanding natural language. The study outlined the functions of the chatbot and presents a model for implementing ChatGPT in Maritime English teaching. It concluded with challenges encountered during the research and suggested possible solutions. The study highlighted that ChatGPT can provide instant feedback on grammar, vocabulary usage, and communication style, enabling students to continuously improve their language proficiency. It can be used for both oral and written assessments, providing accurate evaluations of students' language competence and communicative abilities. Integrating ChatGPT into existing Maritime English courses can complement traditional teaching methods and increase student engagement. The findings of the study can be used by Maritime English educators to enhance their knowledge of how to effectively integrate ChatGPT into their lessons

Keywords: maritime institutions; marine professionals; digitalisation; LMS MOODLE; e-learning

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INTRODUCTION

Artificial intelligence (AI) in education is gaining immense traction these days, and for good reason. Traditional education often takes a one-size-fits-all approach, neglecting individual learning styles and needs. AI, however, can tailor learning experiences to each student, offering personalised learning paths, materials, and feedback. Educators spend a significant amount of time on administrative tasks and repetitive assessments. AI can automate these processes, freeing up valuable time for teachers to focus on more meaningful interactions with students, like providing guidance, fostering creativity, and building stronger relationships.

Indian researchers recommend that though Chat GPT is still in the formative stages of its development, it can be used as a tool for Teaching and Learning but only responsibly (Sharma & Yadav, 2023). Their opinion was that teachers' English assignments submitted to Chat-GPT produced results that were better than those of many of their pupils. P. Ruchika & P. Ritvik (2022) listed advantages and disadvantages of integrating this chatbot technology into Indian system of education. Their findings can be used to compare with maritime education and training worldwide. R.M. Varghese (2023) analysed how ChatGPT works, the ways AI and Machine learning can transform higher education in India, possible consequences. His works show the importance of a comprehensive transformation in the education system to embrace and integrate AI tools effectively.

The survey among teachers was conducted by N. Iqbal *et al.* (2022) to find out teachers' attitude towards using ChatGPT to revolutionise education. The results of their research suggest that teaching staff needs more information and training on the use of ChatGPT to make informed decisions about this AI chatbot because even while pre-survey stage most of the faculty members had a negative perception and attitude towards using ChatGPT. Z. Xiaoming (2022) suggested to adjust learning goals (e.g. students should be able to use AI tools to conduct subject-domain tasks and education should focus on improving their creativity and critical thinking rather than general skills). His another recommendation is "researchers should design AI-involved learning tasks to engage students in solving real-life problems".

Researcher P. Chew (2024) has created a method with the help of which it is possible to overcome errors in ChatGPT while studying marine engineering. His findings hold the potential to revolutionise the mathematical aptitude of ChatGPT. D. Satterwhite (2024) has shown the impact of ChatGPT as a tool to be used in the Marine Engineering Technology curriculum. He pointed out that the pedagogical strategies should be changed and utilise ChatGPT must perpetually evolve. The group of scientists Z. Zheng *et al.* (2023) has proposed to use ChatGPT as a base of new vision-language model specially designed for the marine domain – MarineGPT. It already involves specific knowledge on marine industry and is able for adapting.

Although, the studies on the use ChatGPT while Maritime English teaching and assessment weren't found, so the

aim of the study was to simplify the teacher's work when using ChatGPT in teaching maritime English.

MATERIALS AND METHODS

The following methods were used in the research: theoretical methods of research (analysis of scientific and methodological literature, systematisation, generalisation of different approaches to the presented problem); empirical methods (observation, comparison, thematic assessment of students' knowledge) and genealogic (generalisation and interpretation of research results). Students of the second year of Maritime Applied College of Kherson State Maritime Academy, Odessa, Ukraine (aged 17-18, male) took part in the experimental research process. The study used a complex of empirical and theoretical methods that provided a comprehensive study of the problem and justification of the results obtained.

The students were divided into two groups: experimental (26 students will be trained using ChatbotGPT while Maritime English for future ship engineers course) and control one (27 students will be trained using the traditional methods of e-learning: LMS MOODLE, Zoom video-conferences). By the end of the study, participants in both groups will be assessed using a standardised Maritime English test on LMS MOODLE. The study involved conducting a diagnostic assessment on the previous topic by testing, which allowed determining the Level of students' knowledge and identifying key difficulties in mastering the educational material. Analysis of the results showed that a significant part of the students have an insufficient Level of basic professional vocabulary, shortcomings in the grammatical design of speech, limited vocabulary, and also face difficulties in understanding the content of professional texts.

During the pedagogical experiment, one of the key methods of collecting empirical data was the observation of students' learning activities during English classes for professional purposes. This made it possible to determine the Level of interest in completing educational tasks, as well as to assess the degree of their initiative and independence. The results of the observation showed that at the initial stage of learning, the activity of students remained low: most of them showed passivity in group work, and avoided the use of English in everyday communication. However, in the middle of the experiment, students began to show interest due to personalised learning that met their individual needs, the availability of materials that allowed students to study at any time, as well as the opportunity to communicate for conversational practice.

All processes carried out in the study comply with ethical standards and do not violate the respondents' honor and dignity; the students' psychological characteristics, including age, were taken into account. During the experiment, no one's rights were violated, and anonymity was maintained by the recommendations on the ethical aspect of conducting pedagogical research, developed by authoritative organisations, in particular the American Educational

Research Association (2011) and the British Educational Research Association (2018).

RESULTS AND DISCUSSION

To systemise the data found and analysed in recent research on ChatGPT in education the following unified term on AI chatbots were proposed. They have been seen as applications which use AI technologies to simulate human-like conversation and interaction. One of the most popular AI chatbots is ChatGPT where GPT stands for Generative Pre-trained Transformer. It means this chatbot is able to generate coherent and contextually relevant responses, it is initially trained on a diverse dataset before fine-tuning for specific tasks and it processes sequential data, making it particularly effective for natural language understanding.

To study the problem on how to use this technology during Maritime English education the purpose of Maritime English courses was first of all determined. Maritime

English is found as one of the essential tools for ship engineers, navigators, electrical engineers, and others working in the maritime transport industry. It includes a wide range of terminology and phraseology for communication between seafarers from different countries while on watch, as well as for communication with port services and other authorities. Learning Maritime English can be a daunting task. This is because Maritime English has its own vocabulary, which differs from spoken English with many technical terms.

The goal of Maritime English education is in the formation of communicative competence of future seafarers in order to communicate effectively while working in the maritime industry (e.g. onboard the vessel, in the engine room). To find the ways of ChatGPT use while teaching and assessment ChatGPT was proposed to create a list of them. A free version of ChatGPT which is open to anyone for research purposes was used. Figure 1 represents the answer generated by ChatGPT.

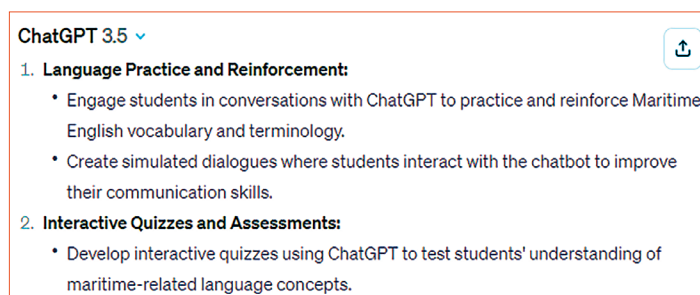


Figure 1. ChatGPT's list of possible ways of its use while Maritime English teaching

Source: prepared on the basis of ChatGPT

AI chatbots can be used to teach Maritime English for several reasons. First, they can provide personalised training that meets the individual needs of the user. Second, they can be available 24/7, allowing users to learn at any time. Third, they can be used to practice speaking with native speakers, even if native speakers are not available. Thus, the Assignment with the instruction to simulate a conversation with ChatGPT was created on LMS MOODLE Maritime English course for future ship

engineers of Kherson State Maritime Academy. External link to free and open version of ChatGPT was also added for students' convenience. Assignment on LMS MOODLE is type of activity which allows teacher to collect the works of students in any format (e.g. documents, figures). Figure 2 represents LMS MOODLE page from Maritime English course (Module 3: Ship's Systems) where instructions of teacher can be seen (Assignment activity).

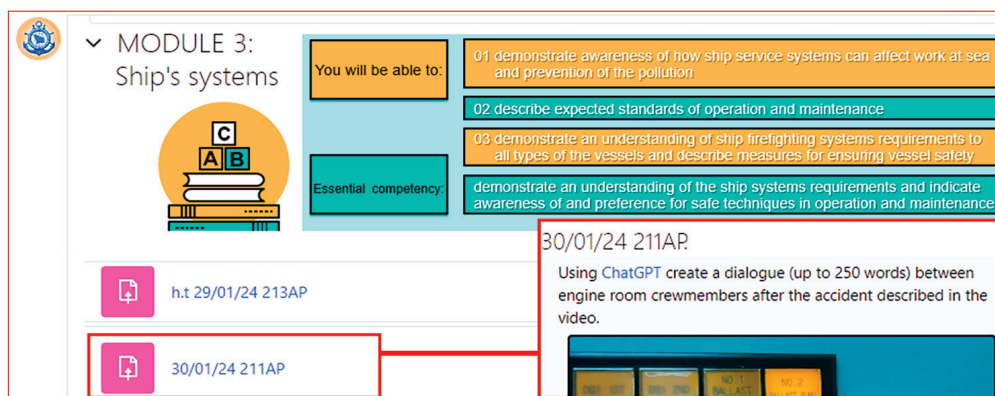


Figure 2. Assignment created by teacher for future ship engineers of KSMA

Source: Maritime English course on LMS MOODLE of KSMA

Students usually have a fairly easy time with simple reading texts, but when it comes to dialog, they often find it difficult to find the words, let alone talk to a foreigner (Sakib *et al.*, 2021). Performing roles in specially created imaginary conditions to reproduce (or simulate) the activities of the ship's engineers and the relationships between them on the watch or during training is important during the lesson. In such a game, all mental qualities and features of the student's personality are formed most intensively. Game activity affects the formation of arbitrariness of behaviour and all mental processes - from elementary to the most complex. In the game conditions, students concentrate better and remember more, than in a task, for example, to read a text (Sherman *et al.*, 2020).

The game affects the mental development of the student. Acting with substitute objects, he begins to operate in an imaginary, conventional space, and gradually the game contributes to the fact that the student moves to thinking in terms of images and ideas and develops creative and critical thinking. In addition, playing different roles in the game, the student takes different points of view and begins to see

the subject from different angles (Semerikov *et al.*, 2020). Communication, which is so important in an international crew, unfolds mainly in the process of a compatible game, during which they begin to consider each other's ideas and actions, defend their point of view, and build and implement compatible plans (Schaffzin, 2016).

There are also possible ways to simulate real-life conversations which could happen between student and some else. In this variant student doesn't role play (pretend he is someone else) but simulate real situation which could happen with him (e.g. interview to crewing company). One of the examples of such activities is described further. To practice communication skills, the task of Maritime English teacher is to use list of interview questions from LMS MOODLE (Page activity) and to create a conversation using ChatGPT. The interview questions can be chosen from real crewing company (e.g. V. Ships (n.d.) provides list of questions mutual and different for navigators, ship engineers and electrical engineers on their official website). Figure 3 shows MOODLE and ChatGPT pages with teacher's task and ship engineering cadet's question to ChatGPT.

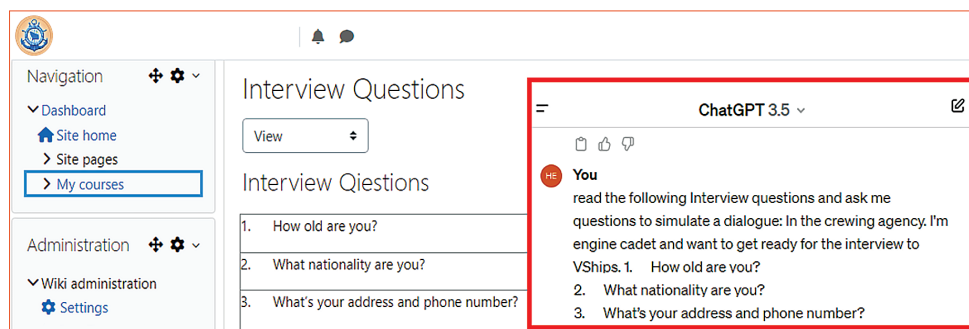


Figure 3. Assignment created by teacher and ChatGPT's question of cadet to simulate a dialogue

Source: ESP course on LMS MOODLE of KSMA

Creating tests takes up a huge amount of teacher's time. Every module should contain at least one or two tests due to which students can see the problems they have in vocabulary or grammar and what to repeat or study. Maritime English course for second year cadets includes seven tests: five tests are done by the end of every module and called Stop and Checks, in the middle of studying (after third Stop and Check) and by the end of the year students also do Progress Tests (Volkova, 2021). ChatGPT can be used to perform different types of tests and save time for teachers to write them. Tasks such as multiple choice, true/false, essays and matching can be performed by ChatGPT, but inaccuracies in the use of vocabulary can be one of the drawbacks (Thorp, 2023). Also, test surveys are very popular in crewing agencies (e.g. Marlins test). After all, they allow future seafarers to check the Level of their assimilation of the material quickly and effectively and automatically construct statistical data on success based on the results of the work performed (Van Dis *et al.*, 2023). Figure 4 represents MOODLE's Question bank which includes Categories. There are three big groups of questions: Level 1, Level 2 and Level 3.

According to each level, the teacher must prepare a separate number of questions. For example, for Level 1 there should be 18 special tasks ("match" words and definitions, label pictures, "multiple choice", drag and drop into text/onto images/markers, choose the correct option (where only single or multiple responses are correct), listen to the dialogue and mark the correct picture, etc.) two points for each correct answer (36 points in total). For Level 2 there should be 10 tasks (match half statements, grammar exercises, true/false statements, multiple choice (choose the correct heading for a paragraph/advertisement), put the words in the correct order to make a statement, choose the correct word, fill in the gaps, put dialogue cues in the correct order, complete the chart, etc.) five points for each correct answer (50 points in total). Level 3 contains two tasks (write an essay, read the text and mark the true/false statements after the text, write down the words (with vocabulary from the module, the correct grammatical tense) every 7 points (14 in total). So, for each test, the teacher must prepare 30 tasks using special vocabulary for each module (Striuk & Semerikov, 2022). To facilitate the work,

the teacher can use ChatGPT and the AI can do it in a few seconds. The task for the teacher is only to edit and review

all created questions to ensure accuracy and relevance to learning objectives (Haleem *et al.*, 2022; Dubovyk, 2024).



Figure 4. Question bank which includes categories of Stop and check 3 questions with description

Source: ESP course on LMS MOODLE of KSMA

As can be seen Level 1 is the biggest one and the simplest and the third Level has only two tasks, but they are the heaviest, and students try to do them the last and sometimes have not enough time to complete all tasks. Also, using tools like ChatGPT to help create tests for teachers can be a double-edged sword (Biswas, 2023). While it offers potential benefits like saving time (ChatGPT can quickly generate a variety of question formats, from multiple choice and matching to open-ended and essay-based, helping assess different learning styles and objectives, freeing up teachers' time for more complex tasks like designing assessments, providing feedback, and individualising instructional, there are several potential drawbacks and ethical considerations to keep in mind:

- ChatGPT can contain inaccuracies (Zhai, 2022);
- it primarily generates factual questions, which may not effectively assess higher-order thinking skills like analysis, evaluation, and synthesis (Valko *et al.*, 2021);
- and of course “academic integrity” because students could be misused for plagiarism or cheating on tests (Patel & Lam, 2023).

Training of future ship engineers to modern professional activity should be not only practically oriented but also filled with the content of innovative technologies. Among the most effective methods of preparing future ship engineers for professional training activities is the case method. The case method is the use of specific cases (situations,

stories, the texts of which are called “case”) for joint research and analysis, discussion, or development of solutions for a specific situation or as an innovative method that promotes the development of critical thinking, teaches systematically in a close circle the relationship between theory and practice to solve current problems of education and future professional activity (Stokel-Walker, 2022). Teachers specially prepare educational material for the class, which contains a structured description of the situation, which is borrowed from real practice. A case immerses the student in a problem and forces him to find a solution to a specific task (Dyagileva *et al.*, 2021).

An artificially created professional environment makes it possible to combine independent cognitive activity of students, theoretical training and practical skills necessary for creative activity in the professional sphere. In the process of solving a problem situation, students update the set of previously acquired knowledge necessary for this. Moreover, situational tasks are selected taking into account the specifics of the specialty (maintenance and repair of auxiliary mechanisms on ships, fire training, bunkering, etc.). In addition, Chat GPT can help create cases of problematic professional situations to solve during lessons (Shen *et al.*, 2023).

Despite all the advantages of using chat, it cannot replace authentic texts, but you can also set tasks for cadets. The example of teacher's task is “Compare the case created by ChatGPT with the described authentic marine accident”.

Students observed that the case written by ChatGPT has superficial content, inaccurate data and sometimes unclear course of events, while the authentic text taken from the marine journal provides an understanding of the event and how to prevent it next time. Seafarers need to develop writing skills, because they need to fill out a lot of documents on the ship (as in the engine room and on the navigation bridge also), and ChatGPT can help in creating such documents as log entries, incident reports, oil record books, training record books, and other relevant maritime documents. And the teacher can use such created documents at the lessons (Yakhontova, 2003). All generated documents (texts, dialogues, cases) by ChatGPT can be used by teacher when they will be loaded on a slide and displayed on the screen during e-learning (e.g. Zoom videoconference). Before the teacher decided to use ChatGPT, a survey on MOODLE was conducted. The question was following: "How do you think will ChatGPT help you in learning Maritime English?". According to statistics the results are shown in Figure 5.

Before the experiment: "Will ChatGPT help you in learning Maritime English?"	
Yes	No
43.7%	56.3%

Figure 5. Survey results

Source: prepared on the basis of research data collected on LMS MOODLE of KSMA

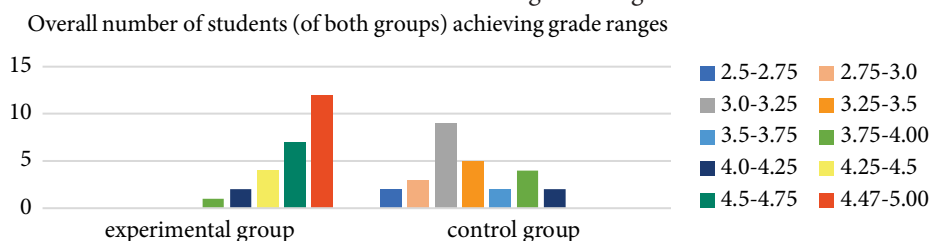


Figure 6. Maritime English course: Progress test 2 results

Source: prepared on the basis of research data collected on LMS MOODLE of KSMA

After the experiment, experimental group students to rate the following questions:

- Did the chat help you in your studies?
- What is the biggest advantage of using it?
- What did you like/dislike? (Tyron et al., 2020).

Figure 7 shows the percentage of students' answers, where:

- 88.3% admitted that ChatGPT helped them in studying Maritime English;
- 56.7% pointed out that it advised them in solving problems and helped students with ideas what to write in an essays (Gucma et al., 2023);
- 73% of respondents stressed that it was convenient for them to have quick answers;
- 22% conceded that chat could give not accurate information (Semerikov et al., 2023).

Also, the students were advised to use ChatGPT as a starting point, not as a finished product and emphasise ethical academic integrity. Encourage them to develop critical thinking skills that cannot be easily replicated by AI. In the study, a reasonable choice of research methods and the survey results of students who worked with the Chat GPT were made, and a thematic assessment of student's knowledge before and after using the chat was made. To assess student's knowledge on Maritime English two test, namely English Proficiency Test and Progress Test II were created on LMS MOODLE.

By the end of the experiment, Progress Test II was conducted to assess the Level of Maritime English knowledge of future seafarers. Figure 6 shows Test results of the students from experimental group by the end of a course and control group. There are no marks in a range of 2.5 up to 3.7 in experimental group at all, while the control group has these grades, which is 77.7% of the group, and only 7.4% (including only 2 students) wrote test with positive grades, the quality of knowledge in the group is only 14.8%. The experimental group has a better percentage of knowledge acquisition and higher grades, 3.37-4.00 – is 3.8% (1 student), 4.00-4.25 – 7.6% (2 students), 4.25-4.50 – 6.6% (4 students), 4.50-4.75 – 26% (7 students), 4.75-5.00 – 46% (12 students), the quality of knowledge in the group is 96%. Maritime English using a chatbot performed significantly better than those who learned Maritime English using traditional methods of e-learning.

To receive the feedback from experimental group's students after experiment second Survey was created by the end of Maritime English course on LMS MOODLE (Lishenko, 2024). Using ChatGPT students said that it can have both positive and negative effects, for example:

- ChatGPT can provide a personalised and responsive experience while studying Maritime English;
- it can access a lot of information and provide relevant answers, helping students learn and discover new things;
- making posters, projects, and home tasks with ChatGPT can save time and resources by reducing human effort and costs.

Students also confessed that they had problems with using ChatGPT by their own, namely the following:

- inaccurate or biased responses – ChatGPT can make mistakes;

● ChatGPT may not fully understand the context or intent of users' requests, leading to misunderstandings;

● using ChatGPT involves processing user data, and raising concerns about privacy, data storage and security.

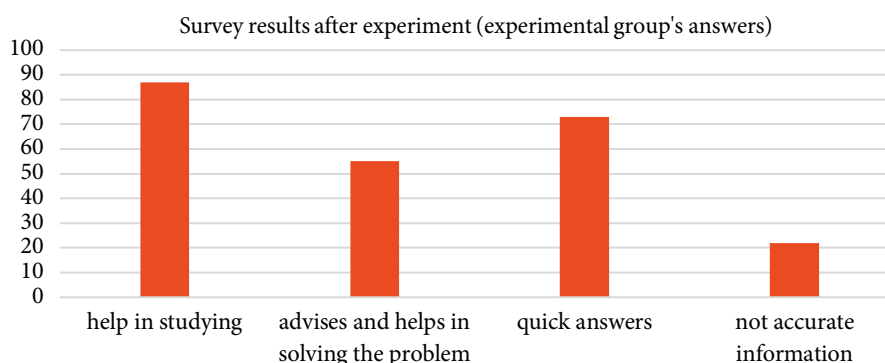


Figure 7. Survey results after experiment

Source: prepared on the basis of research data collected on LMS MOODLE of KSMA

The results of the research show ChatGPT's impact on students' performance while Maritime English studying (e.g., students' engaging in learning process and efficiency. It allows students to simulate dialogues on professional topics and explore real-life scenarios more effectively. The results of the last test (Progress Test II) showed that the experimental group using ChatGPT far outperformed the control group, achieving a 96% knowledge quality rate versus 14.8%. It is a notable improvement in students' communicative competence. Comparing the results of the experiment with others, it can be concluded that while medical writing, the use of ChatGPT has the potential to revolutionise this field, but it is not yet able to fully replace human medical writers (Biswas, 2023). Though it can fully support the routine needs of the social structure (Haleem *et al.*, 2022). Other results of different experiments show mostly the same conclusions: potential opportunities to use this technology, but the need for a real person to review the output of a generative AI model before it is used (Patel & Lam, 2023; Ruchika & Ritvik, 2022; Shen *et al.*, 2023).

Also, it is of high importance the ChatGPT is not always available, if students must speak verbally (take an exam or interview), then it will not be able to help them in any way, and only the knowledge that the students acquired while studying the topics of the course (for a student, it can be from 12 to 16 subjects per semester) can help them in passing not only written but also oral exams. Maritime English requires precise terminology and understanding of technical concepts but ChatGPT responses may not always be accurate or reliable.

The specifics of a future seafarer's work require both general and specialist competencies in maritime activities. These include the following abilities:

- to keep a safe watch in the engine room;
- to ensure fire safety and the ability to fight fires on ships;
- to operate the main and auxiliary mechanisms and related control systems;
- to operate fuel, lubrication, ballast and other pumping systems and related control systems;

● to perform the necessary actions, calculations and records during operations with petroleum products;

● to use in-ship communication systems, etc.

Ship engineer must possess these competencies not only as knowledge, but also in practice, because knowing and being able to complete the task is a big difference, and therefore ChatGPT can teach, but the student should not constantly turn to him for help every time. He should be responsible in his duties and work in team and individually. ChatGPT may not fully reproduce the depth of human interaction, but it still provides valuable help and information in a text format. It has impressive capabilities, but the student is more likely to interact with people on the ship than with a computer, so communication skills are vital to safety and efficiency. Teachers can identify and respond to students' emotional states, encouraging, de-escalating anxieties and creating a supportive learning environment. ChatGPT does not have this capability, which can leave students feeling confused or unsupported.

Nonverbal communication such as cues, facial expressions, gestures, and tone of voice are critical to understanding meaning and establishing relationships. ChatGPT currently has no way to efficiently interpret or generate these subtleties. Teachers can adjust their lessons, explanations, and interactions to meet individual student needs and unexpected situations. ChatGPT's responses, while flexible, are still limited by its programming and data, making it less adaptable to unique situations. Teachers can guide students through complex maritime scenarios, encouraging critical thinking and problem-solving skills. ChatGPT can provide information and practice, but it cannot replicate the interactive process of collaborative problem solving. Teachers can personalise their approach by adding humour, real-world examples, and storytelling to keep students engaged and motivated. ChatGPT interactions, while informative, tend to be more formulaic and may not hold students' attention for long periods of time. However, while ChatGPT is not a substitute for human interaction, it can be a valuable additional tool for teaching Maritime English.

CONCLUSIONS

The study demonstrates that integrating ChatGPT into Maritime English education significantly enhances both teaching effectiveness and student engagement. By providing instant, personalised feedback and simulating real-life communication scenarios, ChatGPT helps future marine engineers to develop their communicative competence. This approach complements traditional methods, offering an interactive solution for modern maritime training environments.

The results of the study indicate that AI chatbots can be an effective method of teaching Maritime English. They can provide personalised training that meets the individual needs of the user. They can also be available 24/7, allowing users to learn at any time. In addition, they can be used to practice speaking with native speakers, even if native speakers are not available. Based on the results of the study, it can be concluded that AI chatbots have the potential to replace traditional methods of teaching Maritime English. They can make learning Maritime English more effective and accessible to seafarers. Chatbots can be used to deliver

a personalised curriculum tailored to each student's needs. Chatbots can also be used to practice spoken English. It can be difficult for ChatGPT to understand the full context of a question. This can lead to inaccurate answers or incomplete understanding of the user's request. Sometimes they may provide incorrect or insufficiently verified information. A stable Internet connection is required to use ChatGPT or any other.

Prospects for further research can be seen in the analysis of the use of ChatGPT in Collaborative Online International Learning, namely Maritime English for future ship engineers and electrical engineers.

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CONFLICT OF INTEREST

None.

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Використання ChatGPT під час викладання та оцінювання Морської англійської мови

Анотація. Як потужний інструмент ChatGPT використовується багатьма здобувачами освіти. Важливо знати, як його можна використовувати педагогам, щоб витратити менше часу на повторне оцінювання. Метою дослідження було покращення викладання морської англійської мови за допомогою ChatGPT. У дослідженні використовувалися такі методи як аналіз, систематизація, спостереження, порівняння, узагальнення та інтерпретація результатів. У статті досліджувалися можливості використання нового чат-бота зі штучним інтелектом у викладанні морської англійської мови та оцінюванні майбутніх суднових механіків. Використовуючи можливості ChatGPT, викладачі морської англійської мови змогли надати студентам інтерактивний досвід вивчення мови, який імітує реальні сценарії спілкування. Цей інноваційний підхід не тільки покращив мовні навички студентів, але й сприяв підготовці їх до ефективного спілкування на морі. Визначено, що ChatGPT здатний генерувати узгоджені та контекстуально відповідні підходящі, він спочатку навчається на різноманітному наборі даних перед тонким налаштуванням для конкретних завдань і обробляє послідовні дані, що робить його особливо ефективним для розуміння природної мови. Перераховано функції чату та описано модель використання ChatGPT у навчанні морської англійської мови. Дослідження завершується проблемами, які виникли, і пропонуються можливі шляхи їх вирішення. Підкреслено, що ChatGPT може надати миттєвий зворотний зв'язок щодо граматики, використання словника та стилю спілкування, що дозволяє студентам постійно вдосконалювати свої мовні навички. Його можна використовувати для усного та письмового оцінювання, забезпечуючи точні оцінки рівня володіння мовою та комунікативних здібностей студентів. Включення ChatGPT в існуючі курси морської англійської може доповнити традиційні методи навчання та підвищити залучення студентів. Результати дослідження можуть бути використані викладачами морської англійської мови для вдосконалення своїх знань щодо використання ChatGPT під час занять

Ключові слова: морські заклади освіти; морські фахівці; діджиталізація; LMS MOODLE; електронне навчання