DEVELOPMENT OF COMMUNICATIVE SKILLS OF FUTURE SHIP MECHANICS ON THE BASIS OF LMS MOODLE IN THE COURSE OF LEARNING MARITIME ENGLISH

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Abstract. *The problem of quality maritime e-learning organization while martial law in Ukraine. The object of the research was to assess the effectiveness of MOODLE-based Maritime English courses in enhancing the technical communication skills of future ship mechanics. The aim of the research is to*

analyse the impact of online courses on LMS MOODLE on the quality of Maritime English training. To achieve the research aim, we used empirical observation methods of the state of training of future ship mechanics for professional activity to identify the levels of the specified training on technical communication skills. The respondents were students (122 in general) of different years of study and with different work experience according to their employment and shipboard practice duration (1–6 moths) who took part in survey. The developed online courses have been implemented in LMS MOODLE of maritime educational institutions and investigated for solving the problems of Maritime English training organizations during the state of martial law. Detailed development of the issue showed improvement in cadets' technical communication skills during MOODLE-based maritime English training. The war in Ukraine has a bad influence on the mental conditions of future officers. A stressful environment doesn't contribute to motivation and desire to learn. MOODLE-based courses give the possibility to use different learning formats, elements of gamification, and different types of tasks. Variability and innovations help to involve cadets in the studying process as a result cadets receive technical communication skills and knowledge. There is feedback from crewing companies that cadets receive promotions and show high levels during shipboard practice and that is confirmation that the MOODLE-based maritime English training system works.

Keywords: *e-learning, MOODLE, communicative competence, maritime professionals, digitalization.*

INTRODUCTION, PROBLEM STATEMENT

Maritime education and training (MET) in Ukraine have recently gained significant importance. Ukraine, with its strategic location on the Black Sea and rich maritime history, has established itself as a hub for MET. It is worth noting that the government of Ukraine actively supports its development and expansion of employment opportunities for Ukrainian seafarers and the development of the country's marine industry.

The main aspect of the Law of Ukraine "On Higher Education" (2014) is integration with Europe, openness of higher education institutions and access to educational materials for students anywhere and anytime. Especially given the current situation, many educational institutions have shifted their focus to enhancing their e-learning capabilities through various online platforms. This allows students to continue their studies remotely and ensures that learning can still take place despite the challenges of war. Platforms can support this transition by providing access to a wealth of educational resources and facilitating communication between students and teachers. Educators can use these tools to create interactive lessons, organize virtual classrooms, and offer personalized guidance to students.

MOODLE platform became the most commonly used educational environment as has established itself versatile open-source LMS while usage during pandemic years. The main advantage for teachers is that the system is highly flexible and can be customized to suit the specific needs. MOODLE accommodates different styles providing tools for diverse content types. The platform has a responsive design and user-friendly interface which is easy to navigate. It is important that MOODLE initiates collaborations among users through group activities, discussion forums, shared recourses and internal messenger. Ans such communication is very important in situation of distant learning and isolation of every cadet within apartment.

The structure of MOODLE-based course suits well for developing the technical communication skills. While designing the course the teacher creates communicative tasks based on real-life situations on-board. Adding of modern maritime documents and manuals, links to articles in maritime magazines and videos from engine room develops technical communication skills on useful working material which is taken from modern-day ships. The biggest advantage is that course in MOODLE became encyclopaedia of knowledge which cadets can consult while practice onboard.

Constant feedback of cadets and assessment modules in MOODLE show that cadets acquire knowledge. And results of interview with representatives of crewing companies suggest that cadets show high level of technical communication skills which are enough to work on board in position of engine cadet and keep watch in the engine room under the supervision of watch officer.

The object of research is the process of future ship mechanics Maritime English e-learning on LMS MOODLE. The process of providing Maritime English e-learning for future ship mechanics through MOODLE can be organized effectively using set of tools and activities.

The subject of research is to measure the effectiveness of using the MOODLE learning platform in enhancing the technical communication abilities of ship mechanics who undergo Maritime English training.

The purpose of the work is to increase the quality of Maritime English training on LMS MOODLE online courses.

Current situation in Ukraine has negative influence to studying process because attendance of classes is not regular by cadets. Recurring air alerts interrupt the classes, absence of electricity isolate people from information, dangerous environment decreases the ability to perceive studying material.

The only one working method is to create distance studying courses. The advantage is possibility to realize synchronous studying process. Students can access educational materials, complete assignments, and participate in discussions at their own convenience, without needing to be present at a specified time. Such approach helps students to master the educational material independently. As a result, students go through all professional topics and have base of knowledge with user-friendly navigation and round-the-clock access.

LITERATURE REVIEW

The spread of the coronavirus has accelerated the digitalisation of education, which has intensified the implementation of virtual formats by educational institutions (Sysoieva, 2021). E-learning is a complex concept that encompasses various approaches to learning using information and communication technologies (ICT).

Previous studies have focused mainly on e-learning environments, but there is still a lack of detailed research on the characteristics and impacts of lecture and practical learning environments during the COVID-19 crisis and martial law. The way Moodle's use affects classroom performance, these factors have not been fully explored. Against this backdrop, this research is positioned as an attempt to fill the aforementioned research gap. The basis is the analysis of the impact of online courses created on the LMS MOODLE platform on improving the quality of education.

Distance learning is a relatively new phenomenon in Ukraine, and the use of electronic educational resources, in particularly multimedia, in education, higher education and language disciplines teaching in particular is actively researched by such scholars as Bykov et al. (2008), Zayachuk & Oleksyshyn (2022), Hurzhii et al. (2023), Semerikov et al. (2023), Spivakovsky et al. (2023) and other national and foreign researchers. In particular, Bykov et al. (2008) fully described the technology of creating a distance learning course.

Distance learning is a process of acquiring knowledge at a distance, remotely. You can stay in any part of the country, the world and get knowledge from your teacher, ask questions, lead dialogue, see the teacher and the audience. You can practice remotely using live video lessons in real time.

The Moodle platform allows students to use a wide range of educational tools interaction of the teacher, students and the administration of the educational institution. In particular, it provides an opportunity to submit educational material in various formats such as text, presentation, video material, web page, lesson.

In addition, the system has a wide range of tools for monitoring students' educational activities, for example: regarding total working time of the student/student with a specific educational subject, relevant topics or components of the educational material, the overall success of the student or class in the process of performing test tasks, etc.

METHODOLOGY

MOODLE is a virtual learning environment in which instructors can relatively easily create and extend face-to-face online courses, i.e. blended learning. In other words, MOODLE is used to support and combine face-to-face interaction with e-learning or mobile learning.

The main emphasis of MOODLE courses is the practice of effective interaction, where students can listen to audio recordings, watch videos, answer questions, expand vocabulary, take part in quizzes that deal with grammatical, intercultural, lexical, professional topics, write in forums or online chat rooms with the participation of other students and the teacher.

MET is a very responsible process, therefore it is necessary to attract and motivate competent teachers in the field of theoretical training, as well as experienced officers in the field of practical training, and successful shipping companies must provide students with appropriate training. This approach will help students to be motivated and interested in learning because, firstly, the student will get the necessary knowledge, and secondly, the student will know for sure that he will have practice in a certain period of time.

The main motive behind the implementation of e-learning with MOODLE is the possibility of professional development since the strict requirements for attending lectures and exercises and the limited number of deadlines for passing exams do not meet the needs of seafarers who are on board ships for several months, but would like to improve their knowledge.

The benefits of MOODLE are numerous, teachers use whiteboards, forums and assignments, upload carefully prepared materials (text, audio and video) to their page, provide links to relevant websites and educational games and improve the education of seafarers based on the implementation of e-learning. Students, future ship mechanics, can learn while on board the ship with access to the MOODLE platform with all the essential materials and self-assessment tests. This allows them to work, study and achieve career achievements at the same time (Alyahya & Aldausari, 2021).

The respondents were students (122 in general) of different courses and with different work experience according to their employment and practice duration (1–6 moths). The survey was conducted at three different periods: at the beginning, in the middle, and at the end of the studying year. The Table 1 shows the percentage of surveyed students who chose the advantages and disadvantages of e-learning on the MOODLE platform.

Table 1.

The results of the students` survey

"+" and "–"	**Parameters**	**%**
Advantages of e-learning	possibility of learning from home /working place;	59.63 %
	reducing the traveling costs and time saving;	23.04 %
	access to the instructional materials (video, audio) any time;	21.13 %
	self-knowledge evaluation through on-line tests;	13.20 %
	ability to communicate via the net with teachers	10.50 %
Disadvantages of e-learning	possibility of learning from home /working place;	40.13 %
	inability to put a question and get the answer immediately;	33.17 %
	e-learning requires a strong will, self-discipline, and high level of concentration;	16.23 %
	stressful exams, due to limited time, and present fear if the technique will/will not function properly	12.47 %

Source: Compiled by authors based on KSMA students' surveys, 2025

The largest percentage of students chose as for advantage "the opportunity to study at home / at work", as well as for disadvantages the largest percentage of students chose e-learning for "lack of direct contact with teachers" and "the inability to ask questions and get an answer immediately". In this case, we can admit that, on one hand, motivated students are able to study themselves and improve their knowledge but, on another hand. they are lack of communication and need to be corrected under supervision not only in writing tests, but also in the communication during the learning process. Therefore, not a lecture for the whole lesson, but communication with the teacher – is a great need of future ship mechanics, because students must communicate freely in the future in the international crew (according to the rules of the STCW) and carry out a safe watch (International Maritime Organization, n.d.).

According to Table 1, it is also important for students to "assess their knowledge through online tests" because they can learn what information or grammar material to repeat. In addition, if a student is not motivated to learn, especially in e-learning, which requires a strong will, self-discipline and a high level of concentration, it is difficult for him to force himself to learn.

Also, among the disadvantages of e-learning, students attribute the stress of taking some exams and tests online. Mostly because one attempt is given to pass the exam, and if the exam is online, there may be unforeseen circumstances, such as power outages, lack of Internet, etc. In this case, the student is given one more attempt, but it is not known whether all systems (Internet, etc.) will work well.

Encouraged by the students` feedback and the enormous interest generated by e-learning tools, the teachers were eager to improve and add new activities, which could widen the learning communicative environment (Yurzhenko et al., 2022).

Learning Maritime English on LMS MOODLE is extremely relevant: from simple classroom management to fully interactive e-learning. By adding traditional learning models with the help of modern information technologies and combining the positive aspects of subjective communication and online learning, because during classes, students can improve their interaction skills with each other and the teacher. Those students, who are enthusiastic about the use of computer technology in education have been consistently attending classes, highly rated mixed-type learning with individual and group tasks, and especially liked working on projects as part of a team. The students themselves noted an overall improvement in mastery of the English language, separately highlighting listening, speaking and project demonstration skills. The basis of the successful use of innovative technologies for learning English is the human factor because the MOODLE platform itself does not stimulate teaching or learning, its effectiveness lies in the active and interactive participation of teachers (Gluchmanova, 2018).

MAIN RESULTS

Kherson State Maritime Academy makes an effort to prolong the studying process despite the relocation because of occupation and continuous shelling after the reoccupation of Kherson (Ukraine). Communication channels were established and all students were given instructions how to study distantly. The studying process on the base of LMS MOODLE was tested in pandemic periods and is developed now. The academy implemented the system of additional educational services which gives possibility to conduct five English classes in a week. In situation of war the academy continues to provide this system because high frequency of English lessons gives positive effect.

Before starting the course of English, teachers join students of group to the studying course. Students receive information about teacher, period of course and necessary studying materials. Then they make students acquainted with the aim and structure of the course. The aim and list of subtopics can be found at the beginning of every topic such as "Environmental protection", "Auxiliary machinery", "Safety onboard", "Pumping system operations", etc.

Teachers improve the English courses constantly and create new video lectures, articles, tasks and games, add e-books, manuals, materials. Students understand what competences they will have by the end of the studying period. All students know the form and periods of assessment which is usually combined. Educators often choose assessment method based on learning objectives and in case of teaching Maritime English it is oral exam and test. Students pass the test showing their technical knowledge and then pass the speaking competency. Test is opened for certain period of time and students have possibility to pass it during suitable time. Every test has only one attempt that prevents cheating and limited time makes impossible to search answers in the Internet. Besides technical settings of LMS MOODLE give possibility to open test with prohibition to open the same windows of browser and blocked attempts to find information. Speaking competency is scheduled and conducted in form of interview when student calls teacher via Zoom and answer the questions. Such form of assessment is used to prepare student to interview with crewing companies. The managers of company provide distant passing of interview during martial law and such passing the competency in academy increase the level of knowledge and confidence of the students.

The process of studying is held synchronously and asynchronously. Teacher conducts classes every day via Zoom and students who attend may acquire knowledge synchronously. Teacher duplicates every lesson in LMS MOODLE in form of test or tasks. Students who study asynchronously have special form where they can add photos or any document with done tasks. Home task is recorded in LMS MOODLE too.

The most useful instrument in LMS MOODLE is register which helps students and teachers to check marks quickly and predict final mark or topics which must be re-taken (Flores-Piñas et al., 2022).

Students of Kherson State Maritime Academy and cadets of Maritime Applied College of Kherson State Maritime Academy (Ukraine) took part in experiment. Four teachers of Professional English for ship mechanics investigated academic performance of learners after finishing the first studying semester. All students are male learners of second and third studying year. The age of students in control group varies from 16 to 20. The level of English can be determined as pre-intermediate and intermediate.

The results of assessment were investigated in eight groups among 122 students. Results of session after previous studying semester and current results were compared. Such investigation show that the level of knowledge didn't change and level of technical communication skills didn't decrease. This confirms that MOODLE-based English course has positive impact to skills and can be compared with classical offline process of studying.

The Table 2 shows the results of students after finishing the first studying semester of 2023–2024 academic year. And it may be compared with results in Table 3 which show the results of these students after finishing previous academic year.

Table 2.

Results in 2023–2024 a.y.

	Total amount	**Finished course successfully**	**Sufficient level**	**Medium level**	**High level**
2nd year students	77	100 %	10 13 %	60 77 %	7 10 %
3rd year students	45	100 %	6 13 %	31 69 %	8 18 %

Source: Compiled by authors based on KSMA students' surveys, 2024

Table 3.

Results in 2022–2023 a.y.

	Total amount	Finished course successfully	Sufficient level	Medium level	High level
1st year students	77	100 %	10 13 %	59 75 %	8 12 %
2nd year students	45	100 %	8 17 %	29 65 %	8 18 %

Source: Compiled by authors based on KSMA students' surveys, 2023

Analysing the results in tables we can review that the level of knowledge of control group didn't change significantly. This mean that English course based on MOODLE give students qualified material and knowledge and possibility to implement their knowledge. Moreover, the confirmation of this idea can be the results of interview with crewing companies. And according statistical information 10 cadets of control group took part in interview with managers of crewing company "V.Ships". 8 cadets (80%) passed this interview successfully and prepare to start their first shipboard practice in March 2024 when practice will start according to studying curriculum.

The LMS MOODLE is a full-featured system for organizing distance learning and creating multifunctional course. And the successful usage of it during two studying semesters proves the benefits of this system. Course of professional English for future ship mechanics is designed with the main aim to improve communicational skills.

The framework of the course for ships mechanics has certain necessary elements. Teacher describes her personality at the personal profile page and adds the link to profile page on the course page. It's important for establishing friendly relationships between teacher and students (Diahyleva et al., 2021). Students can read such information about the teacher as name, surname, e-mail address, city, country, time zone, teacher's experience, qualifications and interests. The User Images of teacher is displayed next to the teacher's username.

Every e-course must have the objective of the course, essential competencies, the syllabus and the forum. The description of the course (Fig. 1) gives cadets understanding of topics and period when they will have new communication skills.

The syllabus is a special document which lists the topics which cadet will study and period of time which student needs to complete the full course. Student can find in this document description of different types of activities including tests, quizzes or exams. The syllabus describes that STCW requires to form certain competencies during teaching of ship mechanics and the content of the discipline must have lexical material related to topics (e. g. technical operation and operation of marine engines and auxiliary equipment and mechanisms of engine room). Formation and improvement of English-language communicative competence of the future marine mechanics can be performed successfully based on e-course (Belozerteva et al., 2021).

The Forum performs the important function of learning by means of discussion. This element can be used as home task when cadets must answer the question of teacher but in process of adding the answers the question arises in debate between cadets. Motivation to use technical terms and to discuss professional topics has great impact for improving communication skills. Also, cadets can write questions and their groupmates help with difficult topics even when cadets are on board the vessel during the first practice. Cadets add comments and photos of engine room mechanisms during the practice in special topic of Forum. They can write comments and clarifications of material which have been learnt. It's important to apply theoretical knowledge in real working environment. The students of junior courses receive

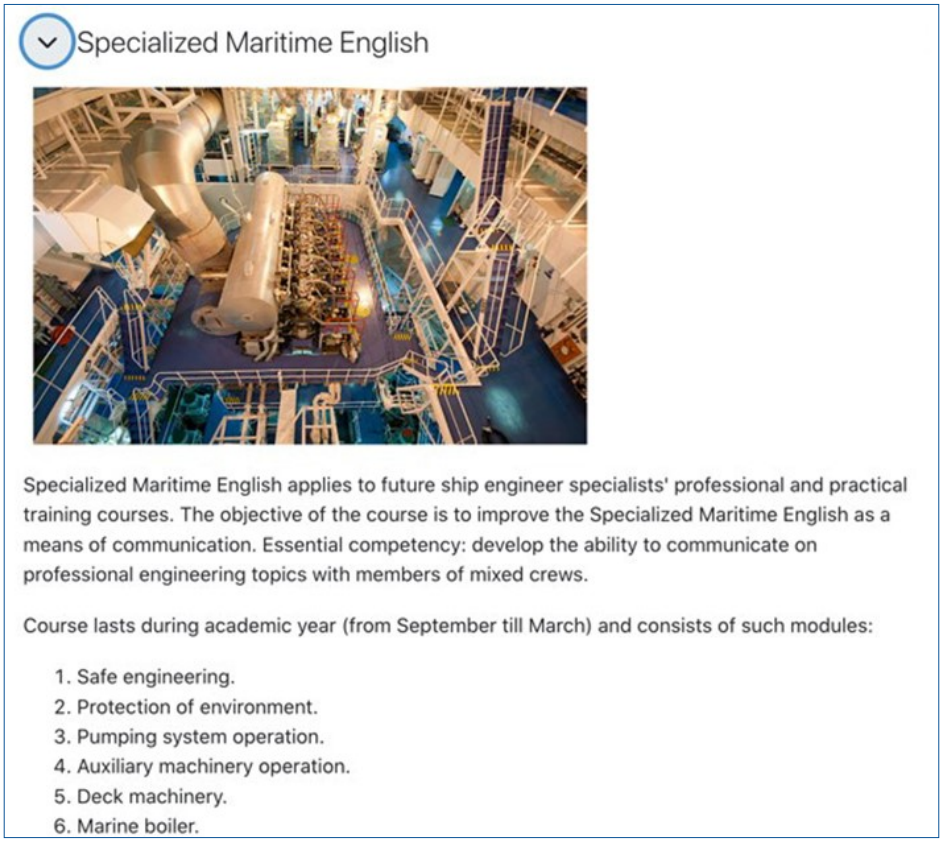

Figure 1. LMS MOODLE course description

Source: Compiled by authors based on: mdl.ksma.ks.ua, 2025

motivation to improve their English when they see real examples that topics in courses are connected with working environment in the engine room.

The learners of the course can use The Module Glossary of LMS Moodle and search needed definitions which were created and updated by cadets and teachers. As terms and definitions for ship mechanics are rater specific it's important to have glossary. Teacher can add useful expressions (Fig. 2), explain the terms, download pictures and attach additional materials (video, key words, animation and links).

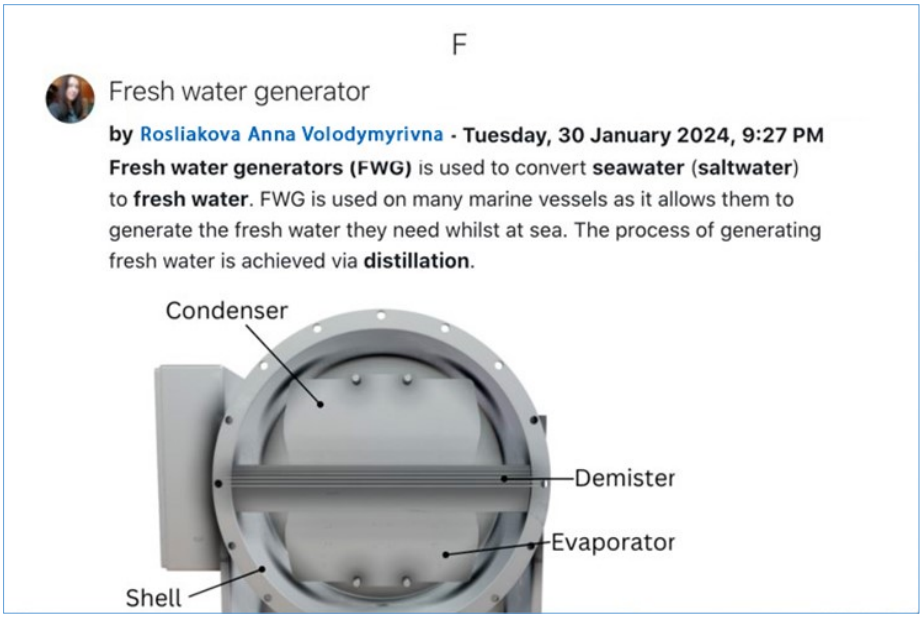

Figure 2. LMS MOODLE Glossary example

Source: Compiled by authors based on: mdl.ksma.ks.ua, 2025

At the end of the module cadets pass the test. Questions are divided according to the levels and test is created with the aim to check not only lexical knowledge, ability to read and understand texts, but also grammar questions and questions about technical terms. The test usually has one attempt and is limited in time. Students see the results of the test immediately after finishing the test. Teacher receives information with surname and name of student, his identical number and e-mail in LMS MOODLE system. Teacher can check the time of passing the test and time which student spends for passing it. Students pass test after every module and after three modules they have review test which is called Progress test (Fig. 3). For this test Teacher gives time limitation more than 60 minutes because this test includes creative task with description of technical project according to the topic. Students review the terms, definitions, topics of previous modules and check their knowledge. The task of the teacher is to keep the received knowledge by means of constant review and refreshing information. The starter of every lesson is performed in form of interview questions in previous topics and progress tests have the same purpose to actualize, refresh and review technical terms and knowledge of previous modules (Kristanda & Hansun, 2019).

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7378893	s7378893@ksma.ks.ua		Completed	12 October 2023 14:00 PM	12 October 2023 15:25 PM	1 Hour 24 minutes	4,15
7409683	s7409683@ksma.ks.ua		Completed	13 October 2023 09:14 AM	13 October 2023 11:24 AM	2 Hour 9 minutes	3,20
7517371	s7517371@ksma.ks.ua		Completed	13 October 2023 10:28 AM	13 October 2023 12:07 PM	1 Hour 39 minutes	3,62
7344689	s7344689@ksma.ks.ua		Completed	13 October 2023 11:41 AM	13 October 2023 13:46 PM	2 Hour 5 minutes	4,19
7311737	s7311737@ksma.ks.ua		Completed	13 October 2023 11:41 AM	13 October 2023 13:13 PM	1 Hour 31 minutes	4,26
7494094	s7494094@ksma.ks.ua		Completed	13 October 2023 13:12 PM	13 October 2023 15:30 PM	2 Hour 18 minutes	3,01

Figure 3. LMS MOODLE Quiz results

Source: Compiled by authors based on: mdl.ksma.ks.ua, 2025

As the training of technical communication skills is the main aim of the course it's impossible to check it only via test in LMS MOODLE. Students pass competency orally turning on the camera in Zoom (Fig. 4).

Students receive the list of questions for competency at the beginning of the module. It's important for learners to understand the topics they must know and prepare during the period of study. Special lesson is provided for passing oral competency. All cadets of the group have time to answer. During this lesson all cadets speak on topic and answer the questions. Final assessment for topic includes result of the test and result of oral competency. Cadets practice passing the interview during passing competency as the crewing companies perform interview in Zoom too.

As the result the process of studying has its necessary stages. Teacher creates high-quality course and fulfils it with useful technical material, various activities and instruments of as-

Figure 4. Zoom meeting

Source: Compiled by authors based on: mdl.ksma.ks.ua, 2025

sessment. Students have the understanding of the final result and methods of acquiring the knowledge. The final competency shows that student have technical communication skills and are ready for their first practice. System of e-course on LMS MOODLE shows high results and is worth to be used and developed further.

As it was mentioned, Moodle has in its toolkit: assignment submission forms; discussion forums; uploading files; evaluation journal; exchange of messages; calendar of events; news and announcements; online testing; Wiki resource. But during online lesson the teacher can use not only Moodle tools but also Miro White board where students can make different activities during the lesson and work as a whole class, in pairs, or collaborate in groups (Jamaluddin et al., 2022).

Tools for creating online didactic games, exercises, crossword puzzles, tests and surveys will help organize formative assessment, establish feedback with students, and consolidate the acquired knowledge. The most popular tools for creating exercises, worksheets and tests are Learningapps (https://learningapps.org/), Classtime (https://www.classtime.com/uk/), Onlinetestpad (https://onlinetestpad.com/ua), Miyklas (https://miyklas.com.ua), Quizizz (https://quizizz.com/), me (https://wizer.me/), Quizlet (https://quizlet.com/), Rebus1 (http://rebus1.com/), Thatquiz (https://www.thatquiz.org/uk/). For example, Learningapps can be used at the beginning of the lesson as a “starter”, and also as a home task. The teacher can use as readymade exercises, or, using templates, make new activities related to the subject of the lesson (Joshi et al., 2018).

Wordwall is a site where you can create various small games for free: quizzes, crosswords, word searches, mazes, etc. The games are quite bright and animated.

Classtool is a resource for creating didactic games. There are ready-made templates. No registration needed Everything is in English, but Cyrillic is supported when creating exercises (Mintii et al., 2019).

Another assistant on the way to an interactive lesson is Mentimeter (https://www.mentimeter.com/). It helps to quickly conduct a survey in a group and share its results with others (Kerimbayev et al., 2020). In addition, Mentimeter is used to create interactive presentations, in which you can immediately “embed” an interactive created using this platform. To answer the question, complete the exercise, students only need to enter the code on the menti.com website. At the beginning of the lesson the teacher can use Mentimeter (Fig. 5) and make a survey according to the topic of the lesson. This platform is used online, one template can be used and modified many times (Mansor et al., 2020).

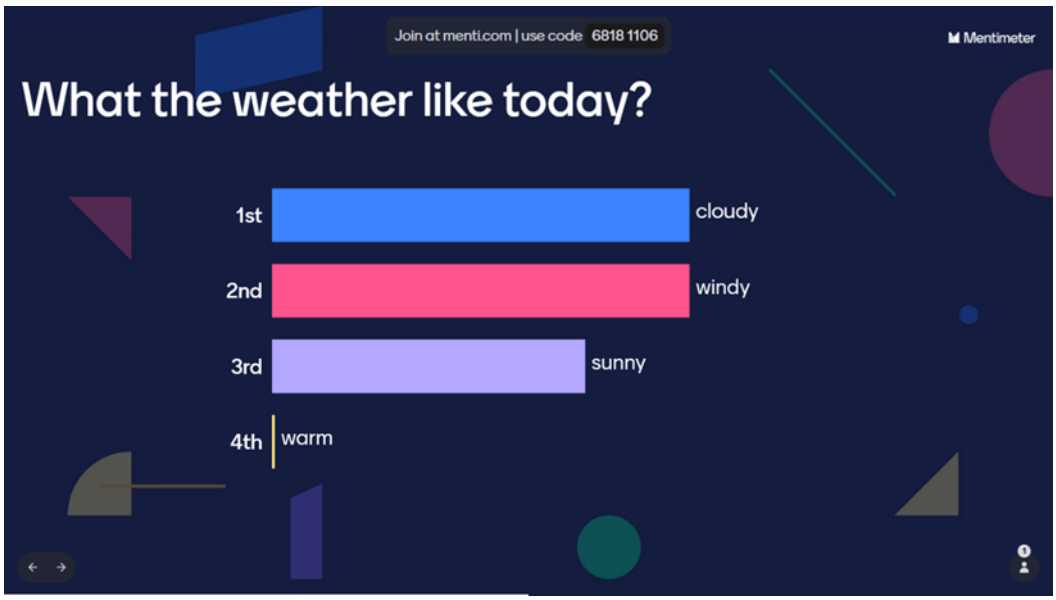

Figure 5. Mentimeter activity to check the mistakes and discuss the question

Source: Compiled by authors based on: mdl.ksma.ks.ua, 2025

Studystack is an English-language resource with the ability to create your own tasks and use tasks from the database. Different types of tasks can be created for each topic and material. Flashcards, "gallows", crosswords, quizzes, tests, "snake". But, unfortunately, the first exercises are free.

Screencastify is an always necessary tool for a teacher is the ability to record a video from the computer screen: either to give feedback to students or to record a mini-lecture. Screencastify (https://www.screencastify.com/) is an extension for Google Chrome that is quite easy to use and helpful for such tasks. In the free version, you can record videos up to 5 minutes long and use it as H5P content in the course (Singleton & Charlton, 2019).

Kahoot is an English-language service where you can create multiple-choice quizzes for the whole class. Students will be able to work through a browser or an application. It can be used as an activity to practice grammar, vocabulary, true/false questions.

With its help, you can create quizzes, tests, educational games. There is also a mobile app and students can play the game on their smartphone. In addition to quizzes, you can simply prepare cards, the answers to which are open, and the student does not choose A, B or C, but already thinks and writes the answer on his own which provides adaptivity in the courses.

There are different interesting generators, including the creation of crosswords, fill words, anagrams, spellings, as well as various types of mathematical problems. With the help of any template, you can quickly generate individual tasks of different levels of complexity – both for preschoolers and for high school students. Each of them can be printed immediately, as well as saved in PDF format. Such results can be also used in the tests on courses. A resource for creating simple applications, which also includes ready-made exercises (there are almost all subjects). You can create your own games to consolidate the material: quizzes, crosswords, "gallows", "Who wants to be a millionaire", "time line", "find a pair", etc. (Komori et al., 2013).

Boring reading of lectures and flipping through slides during a monotonous monologue, fortunately, are gradually disappearing from the arsenal of modern teachers. Learning through games, communication, discussions are much more interesting, easier and more effective. To diversify classes, many services have appeared with the help of which you can create games, surveys, tests, and training exercises (Ovcharuk et al., 2022).

CONCLUSIONS

Implementation and development of e-learning should become one more in a series of incentives for improving the educational process in MET institutions. Also, it is necessary to establish a connection with the maritime industry, e.g. shipping companies interested in providing practical training onboard ships.

Maritime education should ensure quality training of future graduates. Actively act and use in the modern educational space information and communication technologies. Today, digitization allows teachers and educational institutions to diversify the educational process. That helps to let the students learn the presented material better.

Ukraine has the potential to train high-level specialists. For successful management, a modern ship officer must possess a number of competencies which is the basis of using its potential.

Therefore, Ukrainian seafarers are in demand on the global maritime labour market, and that is why effective e-learning is significant, as well as the use of the MOODLE educational platform, which is used to improve the technical communication skills of ship mechanics undergoing English language training.

Maritime education prepares highly qualified and competitive sailors, whose qualification level meets world standards. Therefore, maritime education and the training of specialists is an important issue that needs research and improve.

The practical significance of the obtained results is that English language courses for ship mechanics have been developed, which implements the proposed indicators, and experiments have been conducted to study their properties. The results of the experiment allow us to recommend the Moodle system for conducting online training lessons.

Prospects for further research consist in the study and impact of e-learning on the Moodle platform on further work and the use of the acquired knowledge in practice. Additional services and resources can diversify the learning process and provide students with opportunities for interactive learning of the material

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