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## **EFFECTIVE TRAINING METHODS FOR MARITIME ENGLISH COMMUNICATION SKILLS**

**Key words:** *e-learning, maritime professionals, communicative competence, MOODLE, Maritime English, digitalization.*

**Introduction.** Communication skills are crucial for marine industry as seafarers need to communicate while working in mixed crew to ensure safe passage, especially during emergencies. Maritime English is course which is one of the most important while maritime education and training (MET). Cadets have possibility there to increase oral and written skills, as they are needed while working with maritime regulations, guidelines, and documentation on ship. Clear communication can become the matter of life or death while emergencies (e.g. fire, collision, grounding).

Every year e-learning becomes more popular while MET. That's why modern Maritime English teachers seek for new effective methods of cadets' training.

**Objective.** The goal of this research is to analyze effective training methods while Maritime English e-learning.

**Results.** Online course for future seafarers, namely ship engineers, was created on LMS MOODLE of Kherson State Maritime Academy (KSMA), Ukraine. The course participants are first-year cadets of ship engineering department (abridged program). Total number of participants is 39 (37 cadets and two teachers).

The course summary contains information on course objective which is to master Maritime English as means of communication on ship (e.g. in the engine room). Course

includes two types of activities necessary to check oral and written skills. Oral activities are checked while BigBlueButton sessions synchronously. Cadets at the beginning of every module (there are totally four of them) have access to Check your competency pages. These pages include the number of questions which help teacher to check the topic. Example of this activity is given in figure 1.

The screenshot shows a Moodle course interface. On the left is a navigation sidebar with sections for 'Navigation' (Dashboard, Site home, Site pages, My courses) and 'Administration' (Page module administration, Settings, Roles, Permissions, Check permissions, Filters, Competency breakdown, Logs, Backup, Restore). The main content area is titled 'Module 2' and features an activity titled 'SPEAKING COMPETENCY DEMONSTRATION' with the sub-heading 'Safe engineering watch'. Below this is a photograph of two men in a control room. Underneath the photo is the heading 'List of questions' followed by three numbered items: 1. Departments on board. Levels of responsibility. Watch participants. 2. Duties of watch participants when operating UMS. 3. Requirements for UMS ships.

Fig. 1 Check your competency page which includes 15 questions on LMS MOODLE

Teacher uses BigBlueButton activity to create online sessions according to the schedule. BigBlueButton is an open-source web conferencing system designed for virtual classrooms. It provides real-time audio, video, and screen sharing capabilities, making it suitable for remote teaching of Maritime English. One of the advantages of its use is free option of recording. Recorded sessions can be accessed by participants who were unable to attend live sessions. The example of such session is given in figure 2.

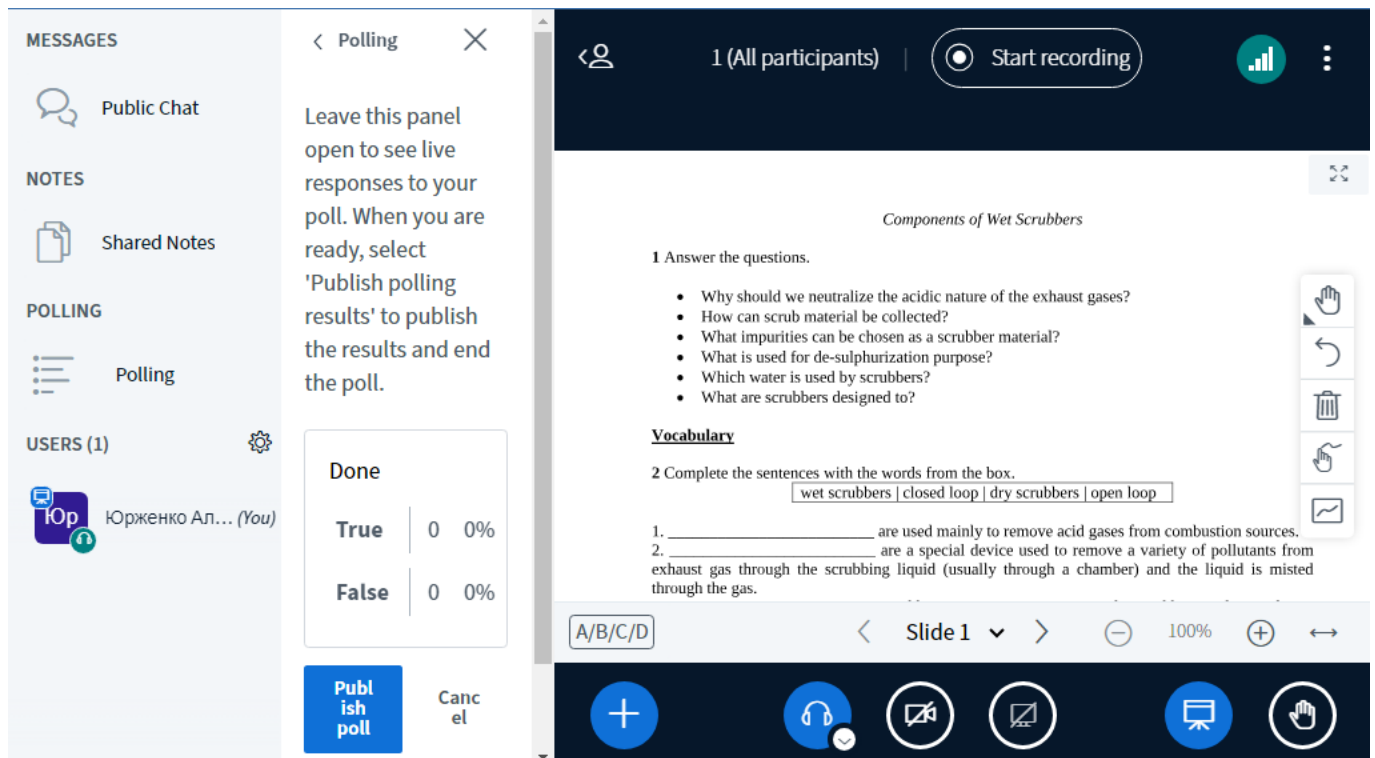


Fig. 2 BigBlueButton use while Maritime English session

We believe effective e-learning methods for teaching Maritime English incorporate a combination of language learning activities on LMS MOODLE (e.g. pages and BigBlueButton sessions). Written skills can be checked using Quiz activity of LMS MOODLE.

**Conclusions.** In response to the increasing popularity of e-learning while MET, this research is aimed to analyze effective training methods for Maritime English communication skills. The results demonstrate the development and implementation of an online course for future seafarers (ship engineers) using LMS MOODLE of KSMA in Ukraine. The course objectives centered on mastering Maritime English as a means of communication within the maritime industry. Two primary types of activities were utilized to assess cadets' oral and written skills: synchronous BigBlueButton sessions and competency assessment pages within the MOODLE platform. Additionally, the Quiz activity within MOODLE served as a valuable tool for evaluating written proficiency. Overall, the findings suggest that effective e-learning methods for teaching Maritime English involve a comprehensive approach that integrates interactive activities, synchronous online sessions, and assessment tools within a digital learning environment. These methods not only enhance language proficiency but also provide flexibility and accessibility for

maritime professionals undergoing training, ultimately contributing to safer and more efficient maritime operations.

**Prospects of further research.** We believe the research can be further conducted while analysis of additional external tools which can help to develop communication skills of future seafarers (e.g. ship engineers, navigators, electrical engineers).

**Conflict of interest.** There are no apparent conflicts of interest to declare in this research. No external funding or affiliations that could potentially bias the results or interpretations of this study have been disclosed.

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