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TEACHING ENGLISH IN A SPECIAL PERIOD OF HOSTILITIES

The purpose of the article is to investigate theoretical and practical conceptual foundations of the studied theme in the conditions of such a tough time for the Ukrainian educational system.

Results. As part of our research, we analyse the process of teaching English at the Donetsk State University of Internal Affairs. Two components, such as distance and classical teaching and all their pros and cons have been considered.

In the conditions of the terrible military actions of the racists against the Ukrainian nation, many of our fellow citizens with their children were forced to leave the borders of their existence, and even abroad. Many institutions of higher education left the occupied territories for safer ones. As an example, the Donetsk State University of Internal Affairs moved with its teachers and students to Kropyvnytskyi. A characteristic feature of this institution is that 95% of students are from the occupied Donbas. Therefore, distance teaching is of utmost importance for them.

PROS:

- safer component;
- no need to be present at the university.

CONS:

- different problems with the internet;
- difficulties with explaining new topics/grammar themes;
- a lot of difficulties with free speaking (monological, dialogical, polylogical);
- wasting time staying in bomb shelters while air alarm (no teaching).

A distinctive characteristic of this educational institution is that almost all cadets live in barracks and dormitories, and teachers live next to the university, therefore, at this time, a decision was made to implement the **classical system** in this institution.

PROS:

- must be present at each lesson;
- no problem with the internet;
- no problem with explaining new topics/grammar themes;
- no problem with free speaking (monological, dialogical, polylogical);
- no wasting time during air alarm because the lesson continues in shelter conditions.

CONS:

- more dangerous component;
- each teacher is personally responsible for all students/cadets during class and an air alarm (in the bomb shelter).

Conclusions. Summarizing all the above mentioned, we must note that each component has its pros and cons, but we are more inclined to the *classical* one, as it allows the students to obtain more thorough knowledge with much better conditions for fluent English communication and activation of study and improvement of the formed skills and abilities.