FROM THE EXPERIENCE OF TEACHING ENGLISH FOR THE STUDENTS OF NON-PHILOLOGICAL SPECIALITIES Chepelyuk N. PhD, Associate Professor Associate Professor at Linguistic Training Department Odesa State University of Intelligent Technologies and Telecommunications Developing and teaching an ESP course (ESP – English for Specific Purposes) to students of different levels in terms of Language Competency at the non-philological Universities can be a demanding task for English teachers of any higher institution. It is especially challenging for those who have been dealing with the students majoring in such spheres as the Internal Affairs namely the future police officers. Such courses presuppose a unique combination of complicated but motivating activities in grammar and, samples of linguistic analysis and thought provoking speaking and writing exercises, accompanied by engaging topics for discussion and extensive practical ESP vocabulary building which helps the learners to master real life modern knowledge and skills necessary for a quickly changing field in the current conditions of the pandemic and unprovoked and unjustified war of the Russian Federation against Ukraine. 97 The COVID crisis as well as the full-scale attack have caused a complete rethinking of the delivery of education at all levels and of every academic subject. With the necessity of social distancing to control the spread of the virus, many educational institutions have looked at online instruction as a means to continue to deliver the education they were contracted to provide [1]. While earlier studies have addressed aspects of online learning [2; 3; 4], none have addressed the problems of the current crisis that have necessitated the wholesale movement to online/distance learning then switching over to face-to-face mode and using a blended mode. This is especially true for internationally directed learning because of the time zone differences. Here is an attempt of sharing some working experience in the current conditions that, hopefully, will be useful for the colleagues. While working at Odesa National Academy of Telecommunications (ONAT), currently: The State University of Intelligent Technologies and Telecommunications (SUITT), in Ukraine in the middle of January 2020, reports began to appear on international news about a new flu in Wuhan, China. Since then we, the students and teachers, have been advised to be aware of the situation and follow the common recommendations of WHO (World Health Organization) to stay home. In the Team-Teaching Mode Dr. Hall, the ESL and IT Peace Corps Volunteer of the USA, and me cast about ideas of how we could set up classes for the students so they would not lose their English proficiency and IT knowledge but continue to be able to enhance them both. The VSPP (Volunteer Service Pilot Program), instituted by the US Peace Corps, was an attempt a vehicle of instruction based on online teaching methodologies already developed by American universities. These methodologies provide a framework for the development of online classes and to help any other professor who might want assistance. Teaching online ended up being both a blessing and a curse. It was a blessing because we could continue with instructing the 98 students. It was a curse because the personal, in-class touch was missing and, because of internet connections on the Ukraine side, not all the students could connect through Zoom with video. We had many classes where the vast majority of the students were black screens with their names. Undaunted by the internet problems and the times of the classes – 4:30 p.m. for Cybersecurity from Monday to Thursday, 6:00 p.m. for the Telecommunications, Software Engineering, and Computer Science (the 6:00 p.m. classes being optional), with allowing students not in the classes to log in and participate, and our spending 3-6 hours per lesson developing materials to be put online, the VSPP was a success. The Year 2 Cybersecurity students who had had lessons in class made a smooth transition to online. The Year 1 Cybersecurity students had to learn the particular quirks of online learning, as well as those of the persons involved. The other classes, while interested in the subject matter, really just wanted to talk about whatever was on their minds – history, culture, politics, whatever. Thoughts and ideas that they had mulled over but never had the chance to voice. This included several sessions with an evening class that lasted for approximately 5 hours at the end of February 2022. This happened many times in March as well, perhaps not for 5 hours, when students would stay after class just to talk. Alternatively, they would contact their teachers and ask if they could, so a time was arranged, noting the 8-hour difference. The project started in 2016 has been continued up to now as the students are still doing some optional courses on SQL and a few other disciplines related to ICT. In conclusion, even with all the drawbacks associated with longdistance online learning, the students were able to enhance their knowledge of cybersecurity, software engineering, and IT in general, as well as discuss thoughts and ideas about personal issues, history, culture, and the future. 99 Literature 1. B. Herold. The Scramble to Move America's Schools Online. 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