TECHNOLOGY OF TEACHING ENVIRONMENTAL DISCIPLINES FOR BACHELORS OF AGRICULTURAL ENGINEERING IN CONDITIONS OF DISTANCE EDUCATION

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The system of higher education in Ukraine and Europe and the training of specialists in environmental sciences is important from the point of view of technological development. Bachelors of the specialty "Agroengineering" must use new production technologies in the field of agro-industrial complex, processing of livestock and crop production, production and repair of agricultural machinery. While studying at a higher education institution, a bachelor of the specialty "Agroengineering" is in the process of continuous accumulation of information, development of materials, equipment and technologies, emergence of new approaches to solving engineering tasks, which causes difficulties in updating the material and technical base. Therefore, the preparation for the professional activity of such a specialist acquires an innovative character.

The employer prefers a specialist who is able to act effectively in modern conditions; focuses on the future specialist capable of self-learning and self-improvement in the conditions of technical progress with the help of an online learning environment in order to gain experience in future professional activity [1]. Studies were conducted on the training of students of higher education in engineering specialties in the conditions of distance learning [2]. The perspective of the development of engineering education in the distance learning format is related to the actualization of electronic education systems. In addition to traditional materials, educational content provides higher education students with interactive learning opportunities [3].

Environmental disciplines refer to the various fields of study and practice that focus on understanding, managing, and addressing environmental issues. These disciplines play a crucial role in promoting sustainability, conservation, and the responsible use of natural resources. Here are some key environmental disciplines for bachelors in Agricultural Engineering. Environmental science is a broad field that integrates various scientific disciplines, including biology, chemistry, physics, geology, and ecology, to study the environment and its components. Environmental engineering involves the application of engineering principles to design and implement solutions for environmental problems, such as water and air pollution, waste management, and sustainable infrastructure. Ecology is the study of the relationships between organisms and their environment. It explores how living organisms interact with each other and their surroundings. These disciplines often overlap, and interdisciplinary collaboration is common in addressing complex environmental

challenges. As our understanding of environmental issues evolves, new disciplines and specializations continue to emerge. There are outlined the technology of teaching environmental disciplines for bachelors in Agricultural engineering in the conditions of distance education.

The target block is characterized by the definition of modern leading ideas for the training of bachelors in the specialty "Agroengineering", namely: satisfaction of the social order for the training of a specialist in the specified field; increased need for self-improvement during life; updating training requirements in the context of technological progress. The general goal of the target block is the training of bachelors in the specialty "Agroengineering" in the conditions of distance learning of a higher education institution [3].

The conceptual block takes into account methodological approaches and tasks of training bachelors in the specialty "Agroengineering" in the conditions of distance learning. Among the methodological approaches, the following are distinguished: competence-based, professional, and technological. The competence approach involves a reorientation on the formation of professional competence; it teaches bachelors of the specialty "Agroengineering" to perform professional functions, as well as to analyze problem situations and be able to make optimal decisions based on this analysis, which would take into account the content and structure of their professional activity.

The content block describes the content of education at each of the levels, namely: elementary level disciplines (1-2 courses), bachelor's level disciplines (3-4 years), training and internship. This block provides for the unity of the content of the academic disciplines, the unity of the methods of mastering the content and their correspondence to this content. The content of education is determined by educational programs of preparation, programs of academic disciplines, other normative documents, educational and methodological literature.

The technological block includes educational technologies, forms of education and means of teaching bachelors in the specialty "Agroengineering". Learning technologies include remote, interactive, problem-based, and practical. Forms of education include lectures, laboratory, practical, seminar and independent work. Let's consider the educational tools that are used in the process of training bachelors in the specialty "Agroengineering" in the conditions of distance learning. A video lecture is a logically completed, scientifically based, consistent and systematized presentation of a certain scientific problem, topic or section of an educational subject in the form of a video film, which can be accompanied by slides, video fragments, tasks and contain elements of an interactive part. Online laboratory work is a form of education in which a student of higher education, under the guidance of a teacher, personally conducts simulation experiments with the aim of practically confirming certain theoretical propositions of a separate discipline in the online environment of a higher education institution.

The *result block* provides monitoring of the professional training of bachelors in the specialty "Agroengineering", which is carried out on the basis of certain criteria: motivational (determines the level of educational and research motivation); operational (determines the degree of integration of individual skills into professional training in an online educational environment); integration (ensures the choice of professional tools in the process of working with tasks in the field of electrical engineering); creative (determines the motivation of professional self-development in learning conditions).

The application of the technology of teaching environmental sciences for bachelors of the specialty "Agroengineering" in the conditions of distance learning is substantiated. The outlined approach is able to contribute to the quality of assimilation of the content of studies in the chosen specialty. The content and purpose of each of the blocks of the developed technology is described. Prospects for further research may be the development of interactive online tools for the preparation of bachelors in the specialty "Agroengineering". Teaching environmental disciplines for Bachelors of Agricultural Engineering in the context of distance education involves leveraging technology to create an engaging and effective learning environment. When implementing distance education for environmental disciplines in agricultural engineering, it's essential to maintain regular communication, provide technical support, and ensure that the technology used aligns with the learning objectives of the course. Regular assessments and feedback mechanisms can help gauge the effectiveness of the distance education approach.

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