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DISTANCE FORM OF EDUCATION IN AGRICULTURAL UNIVERSITIES: FEATURES AND PROBLEMS

Abstract.

In today's pandemic caused by coronavirus infection, the most acceptable option for acquiring knowledge in higher education is gaining more and more attention to distance learning. From a technological point of view, such an organization provides students with the bulk of educational material through interactive interaction of students and teachers in the learning process, giving students the opportunity to work independently with learning materials and in the learning process. In the course of research it was established about the need for an urgent transition to distance learning. This form of education requires revision and modification of methodological categories, including pedagogical theory, concepts, ideas, patterns, principles in combination with pedagogical skills.

Keywords: *distance learning, agricultural education, educational process, development prospects*

Formulation of the problem. Over the last year, the number of students studying non-traditional technologies has probably grown faster than the number of full-time students. This fact confirms the significant increase in the number of leading universities training on such technologies in a pandemic.

The role of information technology in education is growing significantly due to the introduction of new hardware, software, information and communication tools in the educational process. Information and communication technologies become the basis for working with all types of information by electronic means.

The computerization of education has long been a major innovation that has come to schools. At present, a large amount of research is devoted to improving the quality of education and the introduction of the latest information and computer technologies in the educational process.

Interactive teaching methods based on the latest information and computer technologies not only encourage university students to creative search activities, promote their professional development, enable the development of their personality, but also create conditions for the formation of necessary qualities for interaction in modern society in modern realities. The main role in this process is played by distance learning methods, which are based on mastering the skills of modern computer technology and have no equal in the degree

of mobility, the scope of visual fields of knowledge, the number of students and distance.

Analysis of recent research and publications.

Many well-known domestic scientists work in the field of distance learning theory and practice. The works of such scientists as: T. Desyatov, P. Dymitrenko, M. Zhal-dak, V. Mazur, V. Zhulkevskaya, I. Zyazyun, M. Koval, H. Pantsyreva, T. Koycheva deserve special attention. O. Kolgatin, V. Kukharenko, I. Leshchenko, V. Lugovyi, O. Malyarchuk, N. Mukan, N. Nychkalo, V. Oliynyk, V. Pasichnyk, O. Rybalko, S. Sysoeva, K. Mazur, N. Syrotenko, O. Sobaeva, V. Prokopchuk, P. Stefanenko, J. Tsekhmister, O. Chaly, B. Shunevych and others.

The generalization of literature sources on the research topic indicates that these issues have not been the subject of special study to date. Analysis of theory and practice on the problem under study, revealed a number of contradictions between: the rapid development of the information society and the insufficient level of development of scientific and theoretical support for the organization of distance learning in universities, in particular in agriculture; society's need for mobile teachers who have the skills and abilities to use the potential of distance technologies, and the real state and nature of training for the implementation of distance education; the need for the introduction of new infor-

mation and communication technologies in the educational space of agricultural educational institutions and the level of readiness of teachers to implement distance education; the needs of educational development through the introduction of distance learning programs and the lack of organizational, methodological and technological support of the educational process.

The urgency of this problem, the lack of systematic study and separate analysis of the experience of implementing the ideas of distance learning in higher agricultural school, the need to overcome existing contradictions led to the choice of research topic for this problem.

Presenting main purpose. The purpose of the work is to analyze the experience of teaching agricultural disciplines. Identify the main problems that arise in distance learning, consider ways to prevent them and solutions.

Results and discussion. The proliferation of COVID-19 has prompted an urgent review of the possibilities of distance learning technologies and facilitated their introduction as basic learning technologies for ensuring the continuity of the educational process in extreme conditions. A detailed analysis of the most common communications between teachers and students with each other using Viber-chat, Google classroom and Zoom platform, Telegram messenger, etc.

Distance learning in agricultural educational institutions is radically different from traditional forms of education. When considering distance learning as an activity mediated by computer technology, it should be noted that it is characterized by a number of features in comparable to traditional forms of education.

The use of computer technology in distance education of students, allows to improve its cognitive processes. The introduction of distance education fundamentally changes the role positions of teacher – student. In the traditional form of education, the teacher acts as an interpreter of knowledge. With the expansion of the educational space takes the function of interpreting knowledge the student himself, and the teacher acts as a coordinator of this knowledge. He advises students, directs the work of cognitive processes of the student, assumes the functions of support professional development of the student.

In many countries around the world, the development of distance education is progressing as a priority. The leader in this educational activity is the United States of America. The analyzed literature sources revealed the further dominance of distance education over traditional forms of learning and their complete displacement in the future. However, this is not possible for agricultural students, in particular in practical training. Therefore, today the popularity of distance education is growing because it has many advantages.

The main advantage is the number and availability, the number of students enrolled in the same programs at the same university is determined only by the characteristics of communication equipment. Convenience and mobility are among the advantages.

So in general, the main differences and advantages of distance learning from traditional forms of learning are: 1) the ability to practice in a convenient place and

pace 2) parallel training with professional activity, without separation from production 3) the ability to access many sources of educational information (electronic libraries, data banks, knowledge bases, etc.) 3) concentrated presentation of educational information and access to it increases the efficiency of learning the material 4) use in the educational process of the latest achievements of information and telecommunication technologies, teaching and working with them 5) equal opportunities for education regardless of place of residence, state of health, elitism and material security of the student 6) distance learning expands and updates the role of the teacher, who must coordinate the cognitive process, constantly improve the courses taught by him, increase creative activity and skills in accordance with innovations and innovations 7) the quality of distance education is not inferior to the ideal quality of full-time education in the context of theoretical knowledge and skills.

In order for distance learning to be confirmed by efficiency, it is necessary to adhere to a clear organizational structure. Distance learning is based on state standards of higher, vocational and general secondary education and distance learning technologies. Currently, distance learning technology is most often used in higher education, as well as for training and retraining. It allows you to take into account the individual abilities, needs, temperament and employment of the student, who can master the curriculum in any sequence and pace and be able to contact the teacher by phone, e-mail or regular mail, as well as in person.

The latest teaching methods based on information and computer technologies not only encourage university students to activate search activities, promote their professional development, enable the development of their personality, but also create conditions for the formation of the necessary qualities for interaction in modern society. The main role in this process is played by distance learning methods, which are based on modern computer technology and have no equal in the degree of mobility, the scope of visual fields of knowledge, the number of students who study, and reach.

Computer programs for educational purposes should provide the student with an optimal combination of different means of work on the course, which consist of alternating the study of theory, analysis of examples, methods of solving typical problems, practicing problem-solving skills, conducting independent research and motivating further cognitive activity. Computer programs for educational purposes should determine the content and sequence of learning, coordinate the actions of participants in the learning process.

The following forms of interaction between students, teachers and administration of the educational institution are used in distance learning systems of Vinnytsia National Agrarian University: traditional and e-mail, fax, computer technologies, video conferencing using one of the forms of television broadcasting, audio conferencing and video conferencing based on telephone technologies technology. The main tool that mediates, systematizes and contains informative data is the Electronic Management System «Socrates».

For the further successful development of the latest technologies of education in agricultural universities it is necessary to create a single information environment, which will allow for a wide exchange not only of educational materials, but also the latest promising developments both in terms of creating distance learning courses and in relation to the application of innovative IT technologies in the field of agricultural education.

Conclusions. It was found that distance education is often seen as an opportunity to acquire knowledge in a number of disciplines, skills and abilities in a particular field of activity or to obtain a full higher education. However, the issue of practical training remains problematic for students of higher agricultural educational institutions. For agricultural educational institutions, the concept of the introduction of «blended learning» is strengthened.

This form of education is attractive for students of agricultural universities because it is highly dynamic and far exceeds the traditional in terms of opportunities to obtain significant amounts of knowledge. Its main distinguishing feature from traditional forms is the activation of students themselves in the process of independent learning in order to implement knowledge in practical training.

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