verse the loss of ecosystems around the world. This global call to action will bring together political forces, scientific research, and financial resources for large-scale recovery [1].

The sixth edition of the global environment Outlook report was presented when environment Ministers from around the world gathered in Nairobi to participate in the highest-level environmental forum. It is expected that the outcome of the negotiations at the fourth UN environment Assembly will lead to decisions that will help to address such important issues as reducing food waste, promoting electric mobility and overcoming the crisis of plastic pollution in our oceans, as well as many other pressing issues.

Forecasts for the future of our planet with a healthy humanity are based on a new way of thinking in which the model of "development — now, solving problems and consequences — after" is replaced by a virtually waste-free economy until 2050. According to the report, green investments of 2 % of countries' GDP can provide long-term growth comparable to currently projected levels, while reducing the impact of climate change, water scarcity, and ecosystem loss.

The world is currently on track to achieve the sdgs by neither 2030 nor 2050. Urgent action must be taken immediately, as delay in the fight against climate change increases the cost of achieving the goals of the Paris agreement, and at some point may reverse the progress made or even make these goals unattainable.

The authors of the report recommend introducing diets with less meat and reducing food waste in both developed and developing countries, which will reduce the necessary increase in food production for the projected 9—10 billion people of the world in 2050 by 50 %. Today, 33 % of global food is being wasted, 56 % of which occurs in developed countries, the report said.

At a time when urbanization is occurring at an unprecedented rate globally, the report said it could be an opportunity to improve the well-being of citizens, while reducing the environmental footprint by improving governance, land-use planning, and developing green infrastructure. Moreover, strategic investments will reduce the pressure that forces people to migrate.

Scientists note progress in the collection of environmental statistics, in particular geospatial data, and emphasize the huge potential for knowledge development using big data, as well as closer collaboration in data collection between public and private partners.

According to the report's authors, policy interventions that target entire systems, such as energy, food and waste, rather than individual problems, such as water pollution, can be much more effective.

The report says that the policies and technologies needed to create new ways of development that will avoid these risks and lead to the well — being of all mankind already exist, what is missing right Now is the political will to implement policies and technologies on the right scale and at the right speed. The fourth United Nations environment Assembly in Nairobi in March should be an occasion for decision-makers to face challenges courageously and seize opportunities to create a brighter future for all of humanity [2].

Conclusion. It is important to note that as long as the interests of nature protection and the interests of the country's future are not placed above other interests, including short-term economic interests, the situation will not improve dramatically.

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APPLICATION OF DISTANCE LEARNING TECHNOLOGIES IN HIGHER EDUCATION INSTITUTIONS

Introduction. E-learning is increasingly being integrated into the educational system, including higher education. The nature of communication in universities today is changing, and there is a real need to use the latest remote educational technologies in the educational process, including presentations, online tests, case studies, elec-

tronic educational environment, etc. All of the above attributes significantly transform the role of teacher in the educational process, who from the source of knowledge becomes an intermediary, as well as a technician-organizer. In the process of communicating with students during classes, it becomes crucial. The new coronavirus infection has also accelerated the development of distance learning technologies.

The emergence of powerful computer multimedia systems and interactive computer programs has become the basis for the intensive development of distance learning. Boring work of teacher over the organization of the educational process is simplified with the use of distance learning technologies that allows you to create a rich reference and illustrative material, presented in various forms: text material, graphics, animation, sound and video components. Interactive computer programs make all kinds of human activity work: mental, speech and physical, which speeds up the process of learning the material. Computer simulators help to acquire practical skills. The quality of knowledge is analyzed by interactive testing systems.

Main part. Building an e-learning environment in Russia is supported by the state standards on modernization the learning process. Federal programs became an additional stimulus for the accelerated development of information and communication technologies in education. In particular, the state program «Development of Education» for 2018—2025 provides a solution to the problem of infrastructure development and organizational and economic mechanisms that provide the most equal access to services of preschool, general and additional education. This involves the creation of modern conditions for learning, the development of network interaction between educational organizations and e-learning [1].

The electronic resource used in the Don State Technical University is the portal Skif, created by the teaching stuff on the basis of the Moodle platform. The Russian Customs Academy is successfully implementing the project "e-learning environment". In this University, distance learning is based on the Moodle system. The main educational unit of Moodle is training courses. As part of this course, you can organize [2]:

1) electronic transmission of files, archives, web pages, and lectures;

2) interaction of students with each other and with the teacher. For this purpose, you can use such elements as forums, chats;

3) knowledge testing and training through tests and tasks. Students can send their work results in text format or as files;

The system contains educational and methodological complexes for training programs that contain electronic textbooks, lecture courses, tasks, self-control tests and control tests based on the results of training. Students of distance learning courses are given the opportunity to receive consultations from teachers in person and on network interaction [3].

In order to further develop and use the e-learning environment, the University constantly conducts training seminars that discuss the use of Moodle course elements. It also describes how to organize student's independent work in an electronic educational environment. Teachers are trained to work with the Moodle system as part of professional development.

Students also complete practical training on the formation of primary professional competencies in a network mode: during it, the basic competencies of the theoretical disciplines of the module are formed and fixed. Practice is built into the module's disciplines. The head of practice from the University is a teacher of a discipline or section of a discipline.

Continuing to consider the issues of distance learning, it should be noted that at present a lot of experience in implementing distance learning systems has been accumulated.

In the midst of a pandemic, the use of the distance learning technologies is a necessary element. In early March 2020, all higher educational institutions were switched to the distance learning. Some Russian universities are at the distance learning at present in connection with the unfavorable epidemiological situation [1].

Distance learning should be understandable for all participants. There may be several different technologies in the course. As noted in the scientific literature, teachers should be guided by principles: if the didactic task can be accomplished by using simpler technologies, then they should be given preference. The selection of more sophisticated strategies in this situation will not only fail to produce the desired result, but may also have a detrimental effect on learning outcomes because, despite the intensive development of computer technology, printed teaching materials are still important. Specialists in the field of information technology can participate in creating an electronic version of the course. The final task of the teacher is to supervise student's knowledge and capacity. This goal is fulfilled in distance learning during the development of test tasks for the current and final monitoring.

Thus, the main tasks of a teacher in the organization of distance education are:

1) developing a training course;

2) monitoring of learning outcomes.

The educational program in the system of distance education for students comprises two indispensable elements:

1) personal work involving the use of a wide variety of forms of educational and methodical resources;

2) conversation with teacher and other students;

The advantages of distance education should be highlighted:

1) education may be conducted when the main professional activity is combined with learning.;

2) the location of the student to the institute (assuming that the network is of good quality) is not a barrier to an effective educational process.

E-learning basically applies new electronic technologies such as machines, network systems, etc. E-learning to some degree eases social pressure, ensuring that there are equal opportunities for education irrespective of the place of

their residence and financial conditions. However, students of distance learning should know the basics of methods and techniques for independent work, self-acquisition and replenishment of knowledge with the highest motivation.

Conclusion. In conclusion, it should be noted that modern information technologies provide opportunities for variable learning, simplify interaction between subjects of the educational process, develop initiative and independence of students, which necessitates the introduction and use of these educational technologies in a modern higher educational establishment.

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PROBLEMS OF PSYCHOLOGICAL ADAPTATION OF GRADUATES TO FUTURE PROFESSIONAL ACTIVITY

Introduction. The article deals with the problems of long-term psychological adaptation of graduates to their future professional activity, as well as the reasons for this. The main reason is the lack of practical skills. Special attention should be paid to reducing the period of training from five years (specialist) to four years (bachelor).

Main part. In the context of modernizing and restructurizing the economy, the social professional adaptability of university graduates is aggravated by a total growth in the number of people graduating from higher education, hardening conditions on the labor market, a general economy contraction, especially of high-tech industries, an expansion of the difference in salaries between various categories of workers. This process of changes is resulting in the appointment of managers, marketers, bank employees and others as new professions for Russian society. Their occurrence leads to a transition in the prestige of professions in the public perception. New concepts of the role of careers and professional achievements in life, aims of professional development, methods of their achievement are being shaped in young people, valuable references and indicators of social distinctions are being modified.

Almost every graduate faces a difficult long-term adaptation to his or her professional activity and it is considered to be a sign of his or her unprofessionalism. However, this is not the case. Obviously, the traditional type of education, the essence of which is the transfer of knowledge from teacher to student, has long been outdated and is not as effective as it used to be. The main emphasis should be on developing the personal qualities of students, which are necessary for their productive professional activity.

The task of the employer to hire a ready-made specialist who meets the requirements of the time and is able to adapt to the professional activity in the shortest possible time. In addition, a graduate should have specific knowledge, skills and creative approach to solving various tasks. Here you can clearly see the differences between the possibilities of the traditional education system and the modern labor market [1].

Special attention should be paid to the practice that students undergo during their studies in higher education institutions. As a rule, modern practice in most higher education institutions is still based on the experience of Soviet times [2]. It should be remembered that one of the main goals of practical training is to provide students with skills, abilities, and professional experience. Therefore, during the period of study students should master a set of practical knowledge, which in the future will not only serve as a support for adaptation to professional activity, but also provide an opportunity to demonstrate the acquired knowledge in practice [3].

Last month, the popular Russian electronic magazine Tass.ru conducted a research on how employers assess the professional preparedness of graduates. The survey was attended by 3500 graduates and 1050 employers. This survey found that employers evaluate the level of training of students between “very low” and “low”. Attention should be paid to the fact that 62 % of graduates mentioned that they have practical skills, but only 2% of employers agreed.