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**Subjective assessment of distance learning elements in the training of engineering and teaching staff**

**Abstract:** Building digital educational environments is not new to the modern world, and after the Covid 19 pandemic, the transition to online learning has become more natural and rapid. This made it possible to study various characteristics of objects and subjects of the digital educational environment. The purpose of this study was to study the subjective assessment of distance learning elements in the training of engineering and technical personnel in connection with the elements of the online learning model Community of Inquiry (CoI). The study involved 808 students of engineering and technical specialties ( $M=22.5$ ,  $SD=2.4$  (53.3% men)) from 6 countries (Serbia – 30%, Bosnia and Herzegovina – 8.5%, Croatia – 8.9%, Romania – 21.8%, Russia – 25.2%, Slovenija – 4.7%). Methods: questionnaire, descriptive statistics, Spearman's rank correlation coefficient, Mann-Whitney U test, Kruskal–Wallis H test. Satisfaction with online learning has been shown to positively correlate with cognitive presence, social presence, teacher presence, and overall CoI presence. Satisfaction with online learning does not differ among students with different levels of academic achievement, however, the subjective assessment of the element of social presence "Tools and platforms for online learning allow students to work with each other" is significantly higher among students with low academic achievement. Satisfaction with online learning and the elements of the CoI model are different in study groups with varying degrees of online learning presence, as well as different among students whose studies featured different elements of online learning. The conclusions obtained in this study will make it possible to organize the digital educational environment more effectively by managing the elements of the CoI model.