

TRAINING FUTURE AGRARIANS IN GREAT BRITAIN

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Summary. Notion of training future agrarians in Great Britain is offered in the papers. The aim of the papers is to interpret basic definitions dealing with training future agrarians in Great Britain and suggest how the use of these notions could benefit training future agrarians in Ukraine. The terms such as training, vocational education, vocational education and training, professional education, agricultural education have been identified. As a result of research the notion of training future agrarians in Ukraine as a functional system on the ground of Great Britain's experience is outlined.

Key Words: future agrarians, training, vocational education, vocational education and training, professional education, agricultural education, higher agricultural education.

Introduction. Ukraine used to be the leading agrarian country and the granary of Europe but it has forfeited its position. To renew the lost status the fundamental transformation of approaches to training specialists for agriculture in Ukraine is required. Thus it is necessary to analyze foreign experience in training of competitive agricultural specialists. The achievements of training of future agrarians in Great Britain are worth particular attention as Great Britain is one of the most developed countries, and agri-food sector plays a leading role in the economy due to agricultural specialists of high level. While referring to the experience of Great Britain the problem of clarifying the principle terminology in the field of professional agricultural education should be taken into consideration.

The aim of the papers is to interpret basic definitions dealing with training future agrarians in Great Britain and suggest how the use of these notions could benefit training future agrarians in Ukraine. An analysis is based on literature review of relevant endeavours in agricultural education and training.

Main body. In English speaking countries there are different terms to define professional education and training. On the one hand *training* is defined as planned and systematic sequence of instruction under supervision, designed to impart skills, knowledge, information and attitudes through learning experiences [2, 673]. Though it is frequently contrasted to education and used with reference to *vocational education*. What is particular important is the fact that vocational purposes fall legitimately within the domain of education because of work's potential contribution to human flourishing and the complex and intellectually challenging character of higher level vocational skills [7, 375-376].

According to P. Jarvis *vocational education* is orientated to work and employment [2, 704]. But he also has got a special complex term such as *vocational education and training*. This term is beginning to be used for competency-based education in order to broaden the perspectives on occupational preparation [2, 704]. In the line of correlative notions *professional education* is defined as vocational education for high status occupations [2, 526].

It should be mentioned that nowadays in the UK the land-based and environmental sector employs approximately 1.3 million people in 230,000 businesses across the country. Businesses in the land-based and environmental sector enhance the quality of life for everyone throughout the country. They improve well-being, supply quality assured food, ensure the health and welfare of animals, provide leisure activities, enrich the rural environment and urban green space and protect country's natural heritage [8]. On the other hand the branch of agriculture is highly complicated and diverse. The UK agri-food sector includes farm holdings and food processing companies, involved at varying stages of the food chain "from farm to fork". Farmers / producers, processors, food service providers, retailers, consultants and policy makers all require continual supply of new skills and training to improve practices and develop new products [1].

As agriculture is international by its nature [3, 221] the wide definition of agriculture is of interest at this time and sets requires to the modern education and training of future agrarians in any country on the whole as well as in particular one.

To understand the notion and extension of training of future agrarians better it is useful to analyze some remarks about their training. Pedagogical science touches upon *agricultural education* programs that prepare students for careers in production, agriculture, horticulture, agricultural mechanics, agribusiness, and emerging agricultural fields [7, 14]. According to L. J. Phipps and E. W. Osborne training future agrarians is aimed to gain competent human resource for agricultural sector meeting state and sectoral requirements as part of a career and technology instructional program [4]. One more approach is proposed by I. Wallace and E. Nilsson. They write that *agricultural education and training* (AET) provides a range of educational activities with the aim of achieving human resource development throughout the rural economies of almost all nations. It covers the learning needs of all parts of the renewable natural resources (RNR) sector, including forestry, fisheries, wildlife and land-use management [9]. M. Mulder adds that the most obviously thing is that higher agricultural education needs to deliver graduates who are professionals in their field of study, research and the application of knowledge [4, 25].

From this point of view modern agricultural programs in Great Britain cover the subject areas of the land-based and agri-food industries and professions, related applied and social sciences, rural studies, and consumer sciences and studies. The programs of training of future agrarians concern with the production of food and non-food products from land resources, consumer products and services, and ecosystem and other services for public benefit. Although the focus changes, each subject area encompasses various aspects of production chains involving animals, crops and retail of consumer goods and services. Besides they involve consumer interactions with producers, service providers and other stakeholders. Sustainable and secure production, consumption and development are important aspects of training of future agrarians. Agricultural programs in GB provide academically rigorous study of material of relevance that is applicable in the world of work and to society. Many programs are concerned with aspects of human use of the biosphere and with people in their role as managers and / or consumers of goods or services [6].

As a result we have come to the conclusion that the clarifying the principle terminology in the field of professional agricultural education can assist in understanding the experience of training of highly qualified specialists for agri-food and land-based sector in Great Britain much better. We have come to know the fact that it is reasonable to interpret training of future agrarians in Ukraine as a functional system providing planned activity that is directed at integrated intellectual and stimulating development of a person in general and individual's skills for work and employment grounded on the large, complex body of knowledge in the field of agriculture in the broadest sense and introduce modern approach taking into consideration fundamental physical, biological, economic and sociological principles to sustainable production and land use, the needs of society for safe food of adequate quality as well as consider the global socio-economic and environmental impacts. So the experience is useful for Ukraine.

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