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THEORETICAL ISSUES OF TRAINING FUTURE AGRARIANS IN HIGHER EDUCATION

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ABSTRACT:

The article **purpose** is to introduce important theoretical items of training future agrarians in higher education institutions (HEIs) taking into account the views of modern scientists (Ukrainian and foreign) on professional education and training as well as outlining the priorities of higher agricultural education in Ukraine based on the experience of Great Britain.

The **methodology** is introduced by different methods (analysis, synthesis, observation, description) of the research.

There are research **results** in the paper. Literature on the study subject was analyzed and theoretical ground of agricultural education and training (namely the definitions of training, vocational education, vocational education and training, professional education, agricultural education, training future agrarians in HEIs), were clarified and generalized. The ideas about the nature of agriculture, its importance in modern society, and approaches to agricultural education were cleared up. It was pointed out that the aim and tasks of training future agrarians were correlated with the needs of sustainable agriculture, labor market and human resource development. The aim of the training of future agrarians in higher education is identified as the formation, development and practical application of a wide range of knowledge and skills which are mastered in different subject areas related to agriculture, taking into account such factors as climate change, sustainability, food safety requirements, etc., oriented the professional and personal development of human resources. The priorities in the field of higher agricultural education in Ukraine according to the current national and international tendencies were detected.

Conclusions: there is the interrelation between the agriculture and professional education and training in HEIs; the clarifying the principle terminology provides an important theoretical precondition for future agrarians training in HEIs; the outlined priorities of higher agricultural education in Ukraine focus on economic, social and individual aspects and take into account national and international achievements.

KEY WORDS:

Agricultural Education, Future Agrarians, Higher Education Institution (HEI), Professional Education, Training.

INTRODUCTION

Recent world events: environmental problems, economic and political crises, health care and epidemic concerns, unemployment rising, and the risk of malnutrition or even famine in some countries demonstrate to modern society its vulnerability in the sphere of food supply, food safety and food security.

The facts are: the global population will reach 9.6 billion people by 2050, according to the Food and Agriculture Organization (FAO); the steadily growing amount of resources are needed; climate changes have been impacting negatively on food production and its costs. So, there is a great challenge not only how to feed the increasing world population in the future, but how to do it in a sustainable, cost-effective and environmentally friendly way.

It is clear that it is necessary to look for ways that can permit the world to meet both the increasing demands it faces and physical, economic, and social constraints. Understandably, the appropriate development of agriculture can contribute a lot to these problems' solutions (Motes, 2010). The exit can be reached through rapid innovation and productivity growth, which is usually determined by the appropriate level of professional education and training of personnel involved in the agro-industrial sector. Special attention should be drawn to the professional training of specialists in higher education institutions.

Last but not least, internationalization, regionalization and globalization are the leading contexts that determine the dynamics of higher education and science today on the whole (UNESCO, 2009) and agricultural one in particular (Maguire & Atchoarena, 2003).

Under the conditions of internationalization, regionalization and globalization there is the phenomenon of transboundary higher education, which promotes academic values, upholds responsibility, and respects the basic principles of dialogue and cooperation,

mutual recognition and respect for human rights, diversity and national sovereignty (UNESCO, 2009).

So, in modern reality, it is necessary to study the broad framework that conditions training future agrarians, be this at the national or the international level. Society needs new professionals with increased levels of knowledge for the agricultural and food industries.

The specialists should be capable to respond in a timely and appropriate manner to a wide (but not complete here) range of challenges including pace and intensity of transformations in all spheres of life, ultra-rapid change of information, equipment and technologies, issues facing society in the field of environmental management and natural resource management, soil use and development, overcoming and preventing the negative effects of agricultural activities, safe food supplying, life quality improvement, etc.

In such circumstances, Ukraine faces a relevant target – to optimize higher agricultural education, its compliance with new requirements for training of modern professionals, and thus the study of foreign experience and transformation of approaches to training future agrarians in higher education in other countries, including Great Britain, which is one of the world leaders in providing educational services.

For example, Ukrainian educationalists address the analysis of principles and ways of joining higher agricultural educational institutions of Ukraine in the European educational space (Ishchenko, D. Kravchenko, Bendera & Zaviriukha, 2006); the problem of training bachelors of engineering in British universities (Bidiuk, 2000); multilevel training of agricultural specialists (Kanivets, 2010), an innovative approach to training agricultural managers in universities (Klochko, 2017); the training of economists of agricultural profile in Great Britain (Naidonova, 2015).

Keen attention of Ukrainian and foreign scholars in the problem of future agrarians training in HEIs determined the relevance of our study. However, the matter of interrelation of basic terminology and theoretical grounds of future agrarians training taking into account the international experience on the whole and Great Britain's, in particular, was not the issue of thorough consideration.

Under such conditions, there are important issues to be tackled in a comprehensive manner. They are: to interpret basic definitions dealing with training future agrarians, to highlight relevant ideas in agricultural education and training and their correlation to the industry's specifics, and to suggest how the use of these notions and approaches could benefit training future agrarians in Ukraine.

Therefore, the **purpose** of our study while taking into account the views of modern scientists (Ukrainian and foreign) on professional education and training as well as considering opinions about the nature and importance of agriculture for society is to outline the priorities of higher agricultural education in Ukraine based on the experience of Great Britain.

THEORETICAL FRAMEWORK

The request to reform and to modernize higher and professional education in Ukraine leads to the search for new approaches to this activity, and hence the growing scientific interest in studying the experience of Great Britain, which is reflected in the relevant works of scholars.

Analyzing the key issues related to professional education and training, we referred to internationally recognized sources: "The greenwood dictionary of education" (Collins & O'Brien, 2003), "Encyclopedia of education" (Guthrie, 2003), "International dictionary of adult and continuing education" (Jarvis & Wilson 2005). The approaches regarding the training of specialists for the agricultural sector covered in the works of Ison (1990),

Wallace & Nilsson. (1997), Gibbon, Darnhoffer, & Dedieu, (2012), Morris (2004), Motes (2010), Movchan (2012), M. Mulder (2011), Zhuravska (2009) were taken into consideration.

"Subject Benchmark Statement. Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences" (2019) was a source of great importance for outlining the aim and tasks of training future agrarians in HES. The elaborations of mentioned above point out that agricultural education and training of future agrarians in HES have a number of peculiarities.

I suppose that clarifying basic terminology about future agrarians training in HEIs taking into account a diversity of viewpoints on the matter can provide the appropriate theoretical support and contribute specifying the priorities of higher agricultural education in Ukraine. The study is based on literature analysis of respective endeavors in agricultural education and training.

METHODOLOGY

In keeping with the purpose of the paper, the set of theoretical methods has been used. Analysis and synthesis of pedagogical literature on the study subject were used for the contemplation of theoretical ground of agricultural education and training (both in Ukraine and in Great Britain), namely: clarify the definitions of training, vocational education, vocational education and training, professional education, agricultural education, training future agrarians in HEIs.

Observation, description, and generalization ideas about the nature of agriculture and approaches to agricultural education were applied to clear up the aim and tasks of higher agricultural education which are necessary for operating the named phenomenon as well as detecting the priorities in the field of higher agricultural education in Ukraine according to the current national and international tendencies.

RESULTS

The analysis of scientific publications allows us to state that education and training are the most broadly meaningful pedagogical categories. In the English-speaking educational environment there are various terms used to define these phenomena, on the whole, and with regard to providing qualified labor resources for agriculture in particular. They are training; vocational education, vocational education and training (VET), professional education.

Training is considered, as a planned and systematic sequence of managed instructions, oriented to transfer skills, knowledge, information. It is often contrasted with education and used in relation to vocational training. In addition, the term "training" usually refers to the formation of learners' behaviors and habits. Also, training is seen as a planned and systematic program aimed at modifying or developing knowledge and skills through the learning experience (Jarvis & Wilson, 2005).

Vocational education is the development and improvement of human abilities necessary for work and employment, which in most cases are viewed as one of the aspects or subsets of education in the broadest sense.

Sometimes there is a significant difference between vocational training with applied and instrumental orientation and liberal education with an exceptional focus on the pursuit of knowledge for the sake of knowledge itself (for pure non-instrumental / non-applied reasons). However, in general, professional goals lie in the frame of education functioning because of the potential influence of work activities on the development of personality and the complex and intellectually motivating nature of professional skills of the highest level (Collins & O'Brien, 2003).

It is necessary to pay attention that training, vocational education and professional education are sometimes presented as a synonymous series of not identical but related terms with some

differences. On the one hand, vocational education is employment-oriented training, usually a form of the initial preparation for work. On the other hand, there is a complex term vocational education and training (VET), which was originally used for competence-oriented education to expand the prospects of professional training. Professional education in this notion series is a kind of vocational education for more prestigious professions and activities (Jarvis & Wilson, 2005).

Also, professional education is considered as a complex that combines different concepts. First, education is defined as a systematic process that seeks to change knowledge and skills by engaging learners in interaction with teachers or other sources of knowledge, using certain strategies to influence the learner's modified knowledge and skills. Secondly, professional in this context refers to activities based on a large complex volume of knowledge that is usually acquired in professional educational institutions (Guthrie, 2003).

Researches of Ukrainian and foreign scholars in the field of vocational education and training suggest that the defining trends in the world educational system are deepening its fundamentalization, strengthening the humanistic orientation, spiritual and cultural component of education, forming students' systematic approach to analyze complex technical and social situations, strategic thinking, upbringing social and professional mobility. The need to maintain high competitiveness in a dynamic labor market also requires instilling the willingness and skills for self-study, self-education and self-improvement during active working life (Movchan, 2012).

Moreover, modern higher education should perform several important tasks. They are to train highly qualified graduates and responsible citizens who are able to meet the needs in all spheres of human activity, providing access to appropriate qualifications through the introduction of training courses and programs that are

constantly adapted to current and future needs of society; to provide continuing education, offering learners the optimal range of it to their choice and combination with the possibility of self-development and social mobility, educating them on the basis of citizenship and active participation in society's life, with respect for human rights, sustainable development, democracy, peace, justice.

The tasks are also to provide society with the necessary knowledge to assist in the cultural, social and economic development through the encouragement and stimulation of scientific and technological developments and research in the field of social sciences and humanities and creative activities in the arts; to protect and strengthen social values to form the citizenship of the individual, thus expanding the prospects of humanism (Zhuravska, 2009).

Therefore, I consider training, professional training and professional education in HEIs from the standpoint of complexity and multidimensional nature of these concepts and look at them as a consistent, planned activity aimed at holistic, multifaceted and intellectually motivating development of a person as a whole along with individual's skills for various activities. The development is based on a large complex capacity of knowledge in a particular field, with a focus on work and employment.

Modern scientists pay much attention looking for an answer to the question of how broad the concept of modern agriculture is since the industry itself directly determines the formation of training areas. In other words, it is fundamentally important whether this industry is only the primary sector of the economy (agriculture and fisheries), linked to other systems; or the agri-food system is spoken as a whole including the secondary (processing) and tertiary (services) sectors.

I fully support the researchers' belief that all economic segments are closely linked and intertwined. Agricultural

production cannot be isolated from the financial system, insurance, logistics, packaging, public relations, quality control, and many other components and institutions within the economy and society (Mulder, 2011).

Modern agriculture involves far more than farms and farmers – it depends on enormous, highly sophisticated systems that move, store and process producers' output throughout an extensive value chain that extends to food products and final consumers (Motes, 2010).

Thus, such a broad definition of agriculture is the most relevant and sets requirements for modern agricultural education and training future agrarians in HEIs at the international and national levels in both Ukraine and Great Britain.

Researches focus increasingly on the complexity and diversification of modern agriculture, and the interconnectedness, interpenetration and interaction of agriculture and professional education. Modern agricultural systems require a much more central role of the agrarians to be capable to apply technology and information to control a wide range of diverse system's components.

Problems of global human impact on the biosphere and its role in meeting human needs are becoming steadily significant, this increases the importance of human responsibility for the environment. This is characterized as a change in the doctrine of agricultural education. The situation can be described in the reductionist-holistic and positivist-constructivist aspects and the dominant model of human-environment interaction has a mostly positivist position (Morris, 2004).

Given the spread of environmental trends in society, agricultural education is considerably influenced by the ideology of "sustainable intensification", which is described as a process in which the productivity of agricultural production increases without harmful effects on the environment and without increasing the

area of arable land. So agricultural training and education should prepare future agrarians for work in the conditions of sustainable agriculture, i.e. in socially accepted systems of production of crops and breeding of domestic animals, which are maintained in a stable and productive balance with the environment to minimize environmental and financial risks and not limit the choice of future agricultural practices (Curry, Ingram, Kirwan & Maye, 2012).

It is worth noting that modern agriculture tends to see its effectiveness depending not only on economic indicators – availability of resources, access to technology, management, investment, markets, supportive government policies but on a number of linkages provided by agricultural education and training in the field of human resources development.

Agricultural education is considered in terms of programs that prepare students for work and careers in agriculture, horticulture, agricultural mechanization, agribusiness, and related fields. (Collins & O'Brien, 2003).

Another approach to agricultural education and training for the industry claims that they cover the study of applied sciences (for example, biology, chemistry, physics, etc.) and business management principles. In addition, agricultural education focuses on the study of horticulture, forestry, environmental protection and management, natural resources, agricultural production and processing, mechanization, sales and service, economics, marketing, and leadership development (Jarvis & Wilson, 2010).

Agricultural education and training are often considered not only as the preparation of competitive human resources for the agricultural sector that would meet the needs of the state and industry, but also as part of the career development program (Lockaby, 1997).

On the one hand, agricultural education and training provide a wide range

of educational activities, the primary purpose of which is to achieve the development of human resources in all branches of agriculture.

On the other hand, agricultural education and training cover the learning needs relating to all parts of the renewable natural resources sector, including, for example, forestry, fisheries, wildlife, and land use management (Wallace & Nilsson, 1997).

According to the modern vision of preparing specialists for the industry, agricultural education and training should meet the interests of the modern generation of students, offer quality curricula addressed to science and society and in line with national and international legislation, and inspire and open opportunities for graduates in the field of further education, employment and personal and career development. In general, higher agricultural education should prepare graduates who are professionals in their field of study, research and application of knowledge.

Despite the variety of approaches to definition “agricultural education”, we consider it as a functioning dynamic system that provides planned activities aimed at comprehensive intellectual and motivating human development for professional employment, based on a large and complex body of knowledge in the field of agriculture in a broad sense, taking into account the fundamental physical, biological, economic and sociological principles of sustainable production and land use, society’s needs for safe food of good quality, global economic and environmental challenges, etc.

Thus, the training future agrarians in higher education can be defined as the process of future professionals’ acquisition of knowledge and high-level skills aimed at ensuring the functioning of diversified and technologically advanced agriculture, which is seen as a chain of production of goods and services “from farm to fork”.

Given the above, the training of future agrarians in higher education means the

formation, development and practical application of a wide range of knowledge and skills which are mastered in different subject areas related to agriculture, taking into account such factors as climate change, sustainability, food safety requirements, etc. – oriented the professional and personal development of human resources.

There is a range of tasks for future agrarians training in higher education. They are: mastering a wide body of knowledge in agri-food sector according to the selected specialty; expanding the boundaries of knowledge and promoting the development of learners' skills about the importance of agriculture in both the global and national society, in particular through the application of scientific and entrepreneurial principles, as well as problem-solving strategies.

The tasks are as well developing knowledge and skills on the interdependence and connection between agriculture and other types of entrepreneurship, closely related to the general economic and social structure of society; developing ability to use advances in science and technology to solve problems in food systems, environmental problems, etc.; developing generally important life skills.

Currently, the professional training of future agrarians is based on a number of principles. It is well known that the pedagogy of Great Britain is characterized by humanistic concepts, the founders of which are J. Dewey, A. Maslow, T. Allport, K. Rogers, and others, at the center of which is a person who is trying to develop, self-improve.

Furthermore, in recent times the role of more advanced ideas of cultural making and project education has been increasing as well as enhancing the ideas of humanization. "Humanization, as a value reorientation of human thinking and action from visual-material components to subject-humanistic ones, acts as a mechanism of transition from technocratic subject-centric to homocentric paradigm" (Zhuravska, 2009: 199).

So, in the context of humanization of higher agricultural education in Great Britain the following components are identified: ethical and humanistic, historical and correlation, philosophical and methodological, humanitarian and prognostic, ecological ones.

The ethical and humanistic component is expressed in the increasing attention to the problems of universal and socio-cultural importance, studying the moral and social obligations of future professionals as a result of their professional activities. Historical and correlation one is aimed at deepening the principle of historicism in teaching, taking into account the synchronous correlation relations and dependencies between the development of all activities and cognition in the history of human society.

The philosophical and methodological aspect ensures the identification and comprehensive philosophical analysis of various theoretical doctrines, ways to reconcile conceptual structures with reality, extensive use of methods to enhance the formation of the philosophical foundation of the worldview.

The humanitarian and prognostic component is used in the learning process to both natural sciences and humanities methods of cognition and research. The environmental component involves focusing on the environmental aspects of potential professional activities of future professionals, the development of civilization in general (Zhuravska, 2009).

It should be noted that a characteristic feature of training future agrarians in higher education in Great Britain is the principle of fundamentalization. In modern pedagogical science, this concept is given various subjective interpretations. Some researchers consider fundamentalization as profound training in a given area – "education in-depth".

Thus, the fundamentalization of professional agricultural education is reflected in the focus on training professionals capable to deal with a wide

range of issues beyond the problems of agriculture. In general, it is about the transition from disciplinary to interdisciplinary and transdisciplinary thinking and practice on the whole and in the field of higher agricultural education in particular (Gibbon et al., 2012).

From the point of view of interdisciplinarity, any problem is considered not in isolation, but in the context as part of a certain system. Interdisciplinary agricultural education focuses on the development of adaptive productivity based on adaptive learning; joint research involving farmers; constructivist epistemology; not simply solving the problem, but improving the situation; logic of motives.

Based on the fact that agricultural education is the foundation for research in the sector, interdisciplinary education promotes research leading to structural changes; discussion of potential opportunities and tasks within human intentionality; adaptive productivity and adaptive management, acceptance of multiple prospects; ambiguous conditional results, creation of teams, groups, coalitions, platforms, networks; coevolution of society and environments, etc.

Transdisciplinary agricultural education and training involve learning and solving problems based on the participation of different members of society to solve its complex. Due to the fact that solutions are developed in collaboration with many stakeholders, there is mutual learning, enriching the knowledge of all participants.

Thus, the integration of the natural sciences, the professional disciplines focusing on the productive sectors, and those which acquisition leads to the satisfaction of social, economic and environmental needs based on sustainable development is fundamental for future agrarians training in higher education (Subject Benchmark Statement, 2019).

The principle of the synthesis of “practices, theories and their application”

ensures the convergence of the training process. The first component of this triad involves acquaintance with the practice of rural management, animal husbandry, crop production and so on; the second is mastering the scientific, business and marketing principles that are the basis for practical activities, the third is the application of theoretical and practical knowledge for real business situations in solving specific problems.

Undoubtedly, the focus is on the personality of the student, who learns to think globally, holistically, creatively, appreciate diversity, behave responsibly, flexibly respond to changes in the agricultural sector (Ison, 1990)

The subjects of agricultural education are teachers, students, administration of higher educational institutions. The core components of professional training of future agrarians are the aim, tasks, content, forms, methods, tools.

Compiling the above, it is appropriate to note that the activities of higher education institutions for the training future agrarians take into account the trends of modern agriculture along with the context of current theoretical and methodological tendencies inherent in higher education at both international and national levels.

The analysis of international and British insight provides an opportunity to summarize and outline priorities in the field of future agrarians professional training in Ukraine’s HEIs paying attention to the individual, economic and social perspectives. The individual aspect covers the development of a person’s talent and skills; the economic one regards the labor market with a focus on employment and entrepreneurship for agri-food and innovation as well as knowledge and innovation translation; the social refers linkage, social transitions, sustainability and green goals.

So, priorities are international openness and mobility; expediency to focus the new paradigm of agricultural education

on the continuity of learning activities in the context of the internationally recognized concept of "lifelong learning"; data collection in order to implement best educational practices; tools of multifaceted transparency; people-centered teaching and learning; employment opportunities; the relationship of science, innovation, production, etc. But we understand that the list is not exhaustive.

This promotes an opportunity to improve the quality of agricultural higher education and brings the content of professional training for the industry in Ukraine's agricultural universities to internationally recognized standards.

DISCUSSION

The analysis of modern scholars' works shows that issues of agricultural education and training are still valid.

I share the opinion that modern agriculture is a complex and widely diversified system covering a great number of branches and contexts meeting an increased demand for food and non-food products (AGCAS, 2012; Stokes, 2014). At the same time, it is not enough to consider agriculture only from the point of economic activity. Modern researchers emphasize the diversity of aspects in which humans benefit from agriculture. "Agriculture as a way of life, as heritage, as cultural identity, as an ancient pact with nature – these have no price tag. Other important non-monetary contributions of agriculture include habitat and landscape, soil conservation, watershed management, carbon sequestration and conservation of biodiversity. Farm tourism is popular in many developed and developing countries as city dwellers look for a peaceful getaway and take a new interest in where their food comes from" (FAO, 2005).

I agree that agricultural education and training effects favorably on the modern agricultural system (Brook, 2011; Heanue, & O'Donoghue, 2014; *SWG SCAR AKIS*, 2017). At the same time, we support the opinion that the industry has led the diversification

of future agrarians training, its curriculum and content, and thus the skills needed to work in agriculture (Brook, 2011).

Agricultural education is considered to be a powerful scientific and educational complex that provides agricultural producers with the necessary personnel, develops university science, and promotes the sustainable development of rural territories (*Statystychno-analitychni doslidzhennia*, 2019).

Training future agrarians in HEIs deals with land management and production, animal health and welfare, environmental industries and consumer sciences including producing and managing food crops, non-food and industrial crops, as well as raising livestock and poultry. It also includes mastering agribusiness (food distribution, international buying and trading of agricultural produce, consultation, rural accounting) and a wide range of research (Naylor, 2003; AGCAS, 2012). Elements referred to above are constituted as a set of interrelated components.

The variety and multiplicity of approaches to the basic notions referring to the phenomenon of agricultural education and training stimulate scientific research in this area. Moreover, we assume that this underpins professional training future agrarians in HEIs. Clarifying and alignment of terminology provides the grounds for identifying internationally recognized standards of future agrarians training in higher education and contribute to identifying the purpose and the tasks of agricultural education (Lushchuk, 2017; Naylor, 2003; Şahin, Kumar, & Altun, 2016).

Researchers consider the successful optimization of higher agricultural education in Ukraine is impossible without a proper study of the achievements of foreign countries in this area. Analysis of the characteristics of other countries, in particular Great Britain, in the field of training future agrarians and taking into account relevant international trends will allow building effectively a strategy for the

development of Ukrainian higher agricultural education according to the general approaches of the world community (Zaskalieta, 2015; Ponomarenko, & Naidonova, 2016).

I also consider that the professional training future agrarians in higher education institutions is one of the most important means that can provide the Ukrainian economy with new specialists for the industry, and consequently will cause proper industry updating as a whole (Lushchych, 2020).

As learners are participants not only of the educational process but economic and social life it is essential to formulate a priority list for agricultural education and training based on the interrelation of individual, economic and social aspects (Alliston, 2007, Pretty & Chambers, 1993).

I support the idea that changes in agricultural education systems should be derived from a people centered-approach. "This means putting people, behaviour, connectivity, interaction, values and learning at the heart of the development of agricultural education. Human capital in agriculture has to be considered as: talent, labour, change-agents and critical consumers – human capital for a responsive approach" (SWG SCAR AKIS, 2017).

In other words, our study is aligned with previous researches about agricultural education and training nationally and internationally. So, in this paper the basic terminology in the field of higher agricultural education was clarified, the aim and the tasks of future agrarians training in modern HEIs were highlighted and priority list for agricultural education and future agrarians training was outlined grounded on national and foreign (Great Britain's) endeavors.

This study can be useful and handed over for higher education systems involved in any professional as well as agricultural training both in Ukraine and abroad.

Theoretical backgrounds provide all stakeholders with information, bring insights into professional education and training.

No doubt, agricultural education and future agrarians training in HEIs is a complex matter, which needs systematic consideration from various points of view in the modern fast-changing world taking into account individual, social, economic aspects. Further research is needed to analyze practical aspects of future agrarians training in Great Britain and to develop practical tools for foreign experience implementation in Ukraine's HEIs.

CONCLUSION

Thus, the study of current ideas about the nature of agriculture and its role in modern society along with basic terminology in the area of professional education and modern approaches to training future agrarians in HEIs allows drawing the following conclusions. Modern human society benefits economically and socially from the agricultural sector.

There is an interrelation between the industry and professional education and training. The clarifying the principle terminology for the sphere provides an important theoretical precondition for future agrarians training in HEIs through proper formulating relevant notions. It also leads to identifying the aim, tasks, principles of agricultural education providing all stakeholders with information necessary for enabling the quality of educational and training process.

The outlined priorities of higher agricultural education in Ukraine focus on economic, social and individual aspects and take into account national and international endeavors. As I noted above practical aspects of future agrarians training abroad can be considered as prospects for further study.

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ТЕОРЕТИЧНІ ПИТАННЯ ПІДГОТОВКИ МАЙБУТНІХ АГРАРІЇВ У ВИЩІЙ ОСВІТІ

АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Мета статті – представити важливі теоретичні питання підготовки майбутніх аграріїв у закладах вищої освіти з урахуванням поглядів сучасних (українських та іноземних) вчених щодо професійної освіти та підготовки, а також окреслити пріоритети вищої аграрної освіти в Україні на основі досвіду Великої Британії. Відповідно до мети роботи – методологія дослідження: використані різні методи досліджень (аналіз, синтез, спостереження, опис). Результати дослідження наступні: у статті проаналізовано літературу з проблеми дослідження та уточнено й узагальнено теоретичні засади аграрної освіти та підготовки, зокрема, представлено тлумачення таких понять, як-от: навчання, професійна освіта, професійна освіта та навчання, професійна освіта, аграрна освіта, підготовка майбутніх аграріїв у ЗВО. Прояснено уявлення про значення сільського господарства в сучасному суспільстві та підходи до аграрної освіти. Було відзначено, що мета та завдання підготовки майбутніх аграріїв у вищій освіті співвідносяться з потребами сталого сільського господарства, ринку праці та розвитку людських ресурсів. Мета підготовки майбутніх аграріїв у вищій освіті визначається як формування, розвиток та практичне застосування широкого спектру знань та навичок, які опановуються в різних предметних галузях, пов'язаних із сільським господарством, з урахуванням таких факторів, як зміни клімату, сталість, вимоги до безпеки харчових продуктів тощо, а також зорієнтовані на професійний та особистісний розвиток людських ресурсів. Виявлено пріоритети у галузі вищої аграрної освіти України відповідно до сучасних національних та міжнародних тенденцій. Висновки: існує взаємозв'язок між сільським господарством та професійною освітою та навчанням у закладах вищої освіти; роз'яснення принципової термінології забезпечує важливу теоретичну передумову для майбутньої підготовки аграріїв у закладах вищої освіти; окреслені пріоритети вищої аграрної освіти в Україні зосереджуються на економічних, соціальних та особистісних аспектах та враховують національні та міжнародні здобутки в цій сфері.

КЛЮЧОВІ СЛОВА:

аграрна освіта, заклад вищої освіти (ЗВО), майбутні аграрії, професійна освіта, підготовка.

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