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THE SUSTAINABLE FUTURE OF AGRICULTURAL EDUCATION

A competitive university in the market of educational services is usually more popular among applicants and prestigious for the teachers employment. And this is especially relevant nowadays, since a significant number of universities prepare applicants for the same majors. Therefore, the main task of the university's development is to create a positive image by improving both the educational process and the indicators characterizing scientific work. Well-established organizational work at the university is especially important, as each member of the top management (rector, vice-rectors), heads of structural divisions (deans, heads of departments) and, in general, all teachers and support staff must be aware of their importance for the sustainable future of the university. All of them should clearly know their powers and understand the responsibility for their actions, which should be aimed at the development of the university.

The education development and quality of any country is the face of the state. Changes in the higher education system of Ukraine are aimed at improving the quality of specialists training. For Ukraine as an agrarian state, the condition of agrarian education is a litmus test for determining the capacity for further development of the agrarian sector of the economy. For example, the human need for food products is solved by experts in the agricultural sector, in particular, biotechnologists, agronomists, zootechnicians master new technologies for the production and processing of plant and animal products.

The Law of Ukraine "On Education" defines that education is the basis of the intellectual, spiritual, physical and cultural development of the individual, its successful socialization, economic well-being, the guarantee of the society development united by common values and culture and the state. And the goal of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice [1]. Taking into account the fact that with the development of society there is a constantly growing need for specialists capable to solve complex problems, one of the educational tasks is to teach future graduates, in addition to theoretical knowledge, the ability to solve non-standard situations that a specialist invariably has to deal with in his professional activity.

Agrarian education is an important component of the higher education system, as it should contribute to the personnel potential reproduction of the agricultural industry, ensure the high quality of specialists training, directly influence the optimal solution of the agro-industrial complex problems, etc. The specificity of the higher agricultural school is that there are the widest opportunities in the formation of special knowledge, skills and abilities, suitable for transferring them to modern conditions [2].

In the work "Great Didactics", the famous Czech pedagogue-humanist John Amos Comenius substantiated the expediency of forms and educational systems [3]. The didactic principles that Comenius emphasized are relevant even now, among them it is worth to highlight conformity to nature, clarity, consistency, consciousness, power, systematicity. He also considered the issue of upbringing and education in an inextricable connection. So, the foundations that were laid by John Amos Comenius in the education system in the distant 1632 became the basis of world pedagogy on which the modern theory of education is built.

Under the globalization conditions of higher agricultural education system based on the Bologna process, the problem of its sustainable development is becoming more and more relevant. Thus, the International Center for Agrarian Education CIEA, Switzerland, with the support of UNESCO and FAO, since 1958 gathers teachers of higher agrarian institutions from different parts of the world to the World Forum once every two years to discuss urgent issues of higher agrarian education. This only proves the relevance and necessity of training applicants in the agrarian direction.

To identify problematic aspects of the agricultural education development and formulate offers for improving the condition of applicants training in higher educational institutions.

In recent years, the meaning of teaching effectiveness concept has changed in the world. The question of education purpose and quality, the peculiarities of the higher agrarian institutions functioning and the role of professors and teachers in this process was formed in a new way. The effectiveness of education in our time is determined primarily by the use duration of the acquired knowledge and experience of practical and scientific activities of future specialists, the possibility of organic development and improvement of theoretical and practical classes university base in further activities.

There are two main points that characterize the sustainability of the educational process: 1) students should not completely memorize the entire amount of knowledge, but should acquire competence in certain fields; 2) teachers should conduct classes in an accessible form and the information provided should be useful for a long time. In this context, knowledge obtained at universities is not inert, but serves as a basis for further qualified solutions to professional situations.

Higher agricultural education should be aimed at training students, which have six main professional features: 1) The ability to think systematically and integratedly on the basis of interdisciplinary knowledge acquisition and the possibility of their application in specific production situations. 2) Ability to act in complex production situations with various economic, ecological and socio-cultural components. 3) Understanding economic processes in society. 4) Social adaptability and competence. 5) Psychological abilities and communication skills when working with people and resolving conflict situations. 6) Ability to apply socio-economic ethics, to be a responsible specialist. At the same time, agricultural education should provide knowledge in special scientific disciplines, meanwhile be integrated into related fields of knowledge and create conditions for further self-education of students.

The following 5 principles of effective learning are used in higher agricultural education more often: a) acquisition of skills related to the discipline; b) training as close as possible to life; c) the applicant, as a responsible participant in the educational process, must independently collect information, analyze it, draw a conclusion and check it for correctness; d) interdisciplinarity or integration of disciplines; e) lifelong learning. All these principles from the teaching methodology point of view are aimed at effective mastering of scientific disciplines and their interaction with the aim of taking adequate professional measures, making the right choice among many methods of problem solving, practicing complex thinking, basic orientation in system analysis and communicative properties. An independent approach to studying the material and understanding that learning is not only limited by the school program encourages students to constantly improve. Such an approach is important in modern realities because scientific and technical progress is taking place at a rapid pace and computer technologies are changing and therefore, the applicant must be adapted to the latest techniques and technologies in order to be competitive on the labor market [4].

The interdisciplinary teaching method consists of the involvement in the educational process and cooperation of experts from other branches of science and sectors of the economy and the integration (involving) of various educational disciplines knowledge in specific scientific and practical work. The interdisciplinary teaching method is the main component of higher agrarian education sustainable development and the solution of social and political problems complex [5]. The main principles of the interdisciplinary teaching method: a) consensus (the ability to agree on common issues, research methods and ways of obtaining information); b) integration and synthesis (knowledge obtained in different scientific disciplines should be combined); c) diffusion (learning results must be accessible and understandable for practical use).

The system of higher agricultural education in the modern world is based on increasing the number of practical classes and the duration of production practices. In practical classes both the

research is conducted, which is educational in content, and theoretical classes, which are based on the results of practice.

The goal of higher agricultural education is not the formal encyclopedic filling of students' memories with various professional information, but first of all the formation of conscious professional analytical and complex thinking and practical skills, thanks to which the future specialist can quickly orient himself in any professional situation and find an effective professional solution on the basis of a comprehensive analytical approach to solving issues. At the same time, agricultural education in the conditions of sustainable development should form a holistic picture of the future specialty and establish a model of knowledge that will effectively help the specialist for a long period of time and provide him with the opportunity to easily adapt the acquired knowledge and experience to the latest innovations in the professional field.

Under such conditions, graduates of higher agricultural educational institutions will have a good reputation and will be competitive on the labor market. And of course, a university that graduates alumnus who possess the necessary competencies, who can work independently, think progressively and constantly improve their knowledge and skills will be in demand among employers and have a positive image among higher education institutions. Further research should deepen methodical approaches to ensuring the development of agricultural education.

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