

**SOCIAL AND PEDAGOGICAL ASPECTS
PRODUCTIVE PROFESSIONAL TRAINING OF AGRICULTURAL STUDENTS**

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Radical changes that are currently taking place in the agrarian sector of Ukrainian economy require adequate staffing, improvement of professional level of training of future agrarians at higher educational institutions.

Under such conditions, one of the main tasks of pedagogy of higher agrarian schools is to develop the theory of education and training on the basis of analysis of the regularities of development of modern agricultural production in the conditions of market relations.

The main source of identification and accumulation of reliable data for this purpose is the study of the status and prospects of the development of agricultural production, professions and related branches of scientific knowledge. It is reasonable to assume that the

specific changes that need to be made in the content of professional training of the future specialist, are principled and conditioned by the processes occurring in the field of agricultural production under the influence of new advances in science and technology. Fundamentals of the profession is mediated in the learning process by the content of specific disciplines. In particular, the cycle of technical disciplines realizes the content of professional training of future practitioner, which meets the requirements of modern agricultural production and reflects the required level of scientific knowledge.

The changes taking place in agricultural education are closely linked to the reform of the agricultural sector, a sector which is in a difficult state of affairs. Under these conditions, the educational activity in agrarian educational institutions should be focused on finding effective ways of improving the professional

The main goal of the program is to improve professional training of future agrarians, to ensure the transformation of educational and cognitive activities of students into a professional one with a corresponding change in needs, motives and goals. At the present stage of the nation's edification, educational institutions are faced with the task of constantly searching for new forms, The main task of the educational institutions is to find new methods and tools for the integration of vocational training of future specialists with the formation of a broad scientific and national outlook, high professional culture and true competence.

The formation of the future professional in the conditions of new economic relations in the village should be carried out in the direction of greater unification, The ability of young people to prioritize their knowledge, skills and practices for their further expansion and deepening, depending on the direction of their professional activity. Modern businessman must have skills and methods of implementation of advanced technology, to ensure optimal mode of production equipment, constantly enrich the knowledge of economics, law, management, marketing, able to organize legal relationship with the state; Organisational skills, business activity, communicative skills in working with people and economic approaches to the organisation of business activities. Therefore, on the basis of the above-mentioned we can conclude that "... the practice of profound distribution of labor in the rural economy and its corresponding system of training of highly specialized workers has lost its value" [4]. This is the reason why rural workers are alienated from the land and lose their self-sufficiency.

The lessons learnt allow us to assert that creative, active and innovative people, who are able to grow, process and market agricultural products, should work on the land; workers with universal professional training who are able to perform not only the assigned tasks, but also to independently make decisions on a wide range of issues, combining the functions of an implementer, organizer and manager [1]. Under these conditions, the teacher does not just transmit scientific information, but also ensures professional self-fulfilment of the individual.

Great contribution to the development of the problem of formation of a new generation of agricultural professionals, which is becoming more and more important in the conditions of the establishment of new economic relations in the village, was made by such scientists: R.R. Balan, A.I. P. Manko, N.Y. Matyash, P.M. Ol'yinyk, P.M. Reshetnik, V.I. Riabets and other scientists and pedagogues. In particular, according to the opinion of Matyash, the agrarian reform and creation of economic and legal basis for equal functioning of all forms of economic management requires formation of a new type of specialist and requires

changes in the content and quality of professional training of specialists in agrarian production of all markets.

The works of scientists A.I. Gyomin, P.G. Luzan, V.I. Ryabtsya summarized and supplemented theoretical and methodological foundations of education activation at higher agrarian schools, as well as presented recommendations for the gradual formation of students' activity in education, which positively influences the process of theoretical and practical training of specialists for agricultural economy.

The peculiarities of the educational and teaching process of agrarian educational institutions is their professorial orientation and a close link with the agrarian production and achievements of science and technology in this field. In our opinion, these peculiarities and many other problems should be studied in a separate division of pedagogy, namely the agrarian pedagogy.

One of the main problems in the pedagogy of agricultural schools is the problem of educational content. It is located on the crossroads of dialectical contradictions between the increase in the volume of knowledge of future specialists and the limitation of the educational process in time, between the breadth of profile of professional training and the depth of specialization, as well as between the pace of progress of scientific knowledge in the field of agricultural production and conservatism of education.

It is clear that the acquired knowledge, skills and abilities of technical disciplines are of practical importance in the professional training of future professionals. They are focused on "...the development of learning general principles, laws of use and methods of building and functioning of technological systems on the basis of known properties and laws of nature for satisfying societal problems that have occurred in increasing the efficiency of practical activity of people"[2]. The technical disciplines include the knowledge of how to use natural and technical laws in order to achieve the goals of the future professional activity. This knowledge, skills and competences are of a practical nature and are directly linked to the professional training of future graduates.

In the context of the above, it is appropriate to emphasize that today's specialist must not only be proficient in his or her profession, but also oriented in today's complex political and economic and social problems, and be able to analyze, predict and evaluate the consequences of his or her professional activities, economic and social problems, be able to analyze, predict and evaluate the results of their professional activity in the social sphere.

Modern conditions of agricultural production, progressive technologies, new machines and technical complexes require the formation of appropriate knowledge, skills and abilities in future agricultural specialists, impose high requirements for their qualification. The socio-pedagogical factors that determine changes in productive professional training of students are:

- The rapid breadth of scientific knowledge, which urges the specialist to constantly improve his/her professional and theoretical potential;
- The need for a specialist's ability to adapt to rapidly changing production conditions, as well as the creative, transformative orientation of his or her professional activity;
- Integration processes in science, which require the specialist to be able to work in complementary spheres;
- actualization of production and organizational functions in the general structure of the professional activity of a specialist.

In our opinion, the implementation of new pedagogical technologies must ensure that the constantly changing conditions of agricultural production is taken into account. The future specialist must easily adapt to the new production conditions. The existing negative factor of vocational training - mass release of specialists was connected, first, with the desire to train a specialist "for life", and, second, to train a "high school" specialist. It is impossible to teach at once "everything" that is needed in practice, because the period of change of generations of technology and technology is approaching to the duration of training, and the knowledge acquired gets old before they can be used in practice. Training "university" Specialists also does not prove itself, because the rapid development of production technology requires constant learning new specialties, learning new fundamental and professional knowledge.

In the course of the analysis it should be noted that the goal of agrarian education is productive training of specialists, who understand their role in society and the responsibility for decisions made by them. These professionals are ready for self-education, learning new knowledge, specialties, requalification; able to ensure the development and design of new advanced technology and technology, organization of modern agricultural production. The implementation of these goals requires the transition to a new paradigm of education, modernization of the content and improvement of the organization of professional training of future agrarians.

In the context of the above, it is useful to emphasize the positive experience of the organization of the educational process accumulated by the US agricultural education. In particular, scientific research by Lloyd Phipps and Edward Osborne states that U.S. agricultural education is organized in six areas (programs): agribusiness, agribusiness processes, agricultural engineering, gardening, agricultural resources and forestry, agro-processing. Particular areas (programs) are implemented for 5 courses - from those that encourage students to study this or other programs and to the courses of retraining. The flexibility of the training organisation allows students to decide on a course of study. Moreover, even during the transition from one program to another, there is a mechanism for taking credit for credits earned by the student in the process of studying in the previous course. This approach allows students to be professionally focused on the study of those programs that most closely match their professional aspirations, and encourages the educator community to continually search for the correspondence between the actual teaching content and the progressive nature of agricultural production [5].

On the basis of the system analysis carried out by us the process of improvement of professional training of students at the higher agrarian educational institutions is disturbed, The main problem is that the training of future specialists, who will be able to fulfill the most immediate and later prospective tasks of agrarian production sector development in Ukraine, is carried out there. This is determined by the fact that a good re-building in the system of continuous education is impossible without changing the nature and the orientation of the educational process in the agrarian higher school, changing the psychology of the mentality of the future educator.

As the analysis of the investigated problem showed, the need to increase the productivity of the educational process in agricultural higher educational institutions of Ukraine, taking into account the public, The social, economic and cultural changes taking place in the country, the change in the priorities of science and education as the main conditions for the establishment of the Ukrainian statehood is growing into a national

problem. In order to solve these problems the educational process in higher agrarian educational institutions must train such a specialist who is able to think independently, creatively, and possess primitive professional knowledge, skills, abilities, know-how, techniques and methods of implementation of advanced technologies, have organizational skills and formed personal qualities important for work in the field of agricultural production. Such an approach will allow to fully realize the students' intellectual potential, to consolidate the demands of individuals and society for education, Create the conditions for the effective restructuring of continuing education system in Ukraine by increasing the efficiency of vocational training of future specialists in high agrarian schools.

The conducted research does not exhaust all aspects of this problem, and promising direction in the study of these problems we see in modeling the process of productive vocational training of future agrarians at secondary schools, which takes into account the current socio-economic conditions of market relations in Ukraine.

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