

## **ПОД-СЕКЦИЯ 6. Теория, практика и методы обучения**

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### **THE IMPORTANCE OF PRACTICAL TRAINING IN SPECIALIST FORMATION IN AGRONOMY**

*Ключевые слова / Keywords:* студенты / students, практическая підготовка / practical training, учебный процесс / the learning process, умения, навыки / skills, компетентность / competence, сельскохозяйственное производство / agricultural production.

During the integration process in education we can follow a tendency to increase of innovation in the sphere of training of the future specialists for agriculture production in Ukraine. The main directions of improving agricultural education articulated in the National Doctrine for the Development of Education in Ukraine, laws of Ukraine "On Education", "On Higher Education", and in a number of regulations of Education and Science of Ukraine, the Ministry of Agrarian Policy and Food of Ukraine [11].

The main problem of training of the specialists of the agricultural sector is one-sided in the educational process. The focus is on professional knowledge and skills of the student, but the practical training is inadequate. Today, this approach does not meet the urgent needs of Ukrainian society and the specifics of the agricultural production, which requires a competent expert, who wills and is able to adapt quickly to the change of conditions of professional activity, can practically implement professional functions. This negatively influences on the formation of the necessary personal qualities, attitudes towards the future profession as a vitally important activity, confidence in their abilities and the pleasure of occupational choice [16].

The analysis of the literature, the experience of researchers gives us the reason to believe of the significant interest to the problem of formation of professional competence of specialists in agronomy.

Thus, the importance of the subject is due to the following:

a) the discrepancy between the order of society for qualified professionals in agronomy and their training in the modern system of agricultural education; b) the need for modernization of education on the basis of competence-based approach and imperfect construction of the educational process in high school of agrarian fields; c) the requirements for knowledge and skills of the future agronomist and insufficient attention to the formation of his professional qualities.

The basic condition for success in the work of any profession is the knowledge, the ability to quickly and accurately solve practical problems. The students' practice is an integral learning process and is built on the knowledge gained during the theoretical training, acquisition and improvement of skills and competencies identified by the educational qualification characteristics (EQC) of training the specialists in "Agronomy". The aim of the practice is the mastering by the students the modern methods and forms of work organization, the formation of students on the basis of which they have already got knowledge, professional skills and competencies required to make independent decisions in real market conditions, education of future professionals need to systematically update their knowledge and apply them creatively in practice [14].

The contents of practice, type and its volume are determined by educational and professional programs (EPP), curricula and programs of disciplines developed under the Ministry of Education and Science of Ukraine "Regulations on the practice of students in higher educational institutions of Ukraine." However, their implementation may be in any form of training which is applied practical nature, counseling, course and diploma projects, tours and workshops. The higher educational institutions of the Ministry of Agrarian Policy and Food of Ukraine in accordance with the "Regulations on the practice of students in higher educational

institutions of Ukraine" and the cross-cutting programs of practices develop and approve regulatory materials that govern the organization of work programs of students practice taking into account the specifics of their training. [12]

The venue of the practice should be modern high-tech enterprises (organizations, institutions) of agricultural production, education, science, public administration, and bases of practice outside Ukraine. The activities related to the organization of practice are defined by the order of the rector.

The competence in agronomy is determined not only by the breadth and depth of theoretical knowledge, but also comprehensive production skills that the third year student receives during his practical training. An integral part of the success in agriculture is objective data about the location of the economy, specialization, the relief of the territory, remoteness from industrial objects, railway stations and cities, the leading cadres at various levels, the immediate perpetrators of industrial activities, and knowledge of soil and climatic characteristics, material-technical base, labour resources, land and their transformation, needs of the economy in crop production and so on. Therefore, each specialist must seek faster and deeper study the land use plan, the composition of agricultural land, the structure of arable lands, yield, an organization of using arable land, soil maps, history book of the fields of agricultural enterprises and others. [13].

In the formation of any specialist is very important thing belongs to experience - testing and consolidation of their knowledge, development of practical skills, their own approach and attitude to work, continuous improvement of method and style in solving technological, organizational, social and psychological issues After practical training in agriculture, the students safely take for the implementation of rather complex production tasks, displaying and organizational skills, and then work successfully as the chief agronomist of economy. It is very dangerous for students' interns to lose faith in their own

strength, initiative in work, willingness to work, commitment to continuous growth.

So, in conclusion, we would like to summarize our findings.

1. Having analyzed the previous studies, we can say that the coexistence of Ukraine in the global economy in the conditions of the further globalization of society is impossible without a successful agricultural production both from within the country and abroad, as the agricultural sector is affected by many factors.
2. Theory and practice of agricultural education have concluded on the need to ensure a high level of decentralization and broad delegation of authority to achieve maximum efficiency of an agricultural enterprise, and it requires future agronomist to have the formation of the professional competencies.
3. During the research work revealed the urgent issues that require further study, including: design, rationale, scientific and methodological support and implementation of training programs for masters of the research direction; research of motivation of professional activities, adaptation of a young professional in a professional environment.

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