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Trends in training of future agrarian specialists for management activity

A necessary prerequisite for the development of agriculture of the country is a powerful system of agricultural education. Characteristics of this system largely reveal the presence of management resources and opportunities for the agricultural development of the country. The most numerous, despite the significant number of open in recent years specialties, which trains students in agricultural universities of III–IV accreditation levels, remain specialties in „Agronomy”, „Agricultural Engineering” and „Technology of production and processing of livestock products”.

For the success of agrarian reform it is necessary on the base of a comprehensive analysis of scientific developments in the field of modern management theory and practice, the specific functioning of agriculture and the management features in it, and correct understanding of content management activity leaders in the field of economics, to evaluate objectively and define conceptually priority goals, objectives, content, methods and technologies in training of future agrarian specialists (agronomists, zoo engineers, mechanical engineers) for management activities.

To find out the current trends occupation of managerial positions in the agricultural industry experts listed specialties, we analyzed the data of 2 categories of managers (heads of departments and their deputies of industrial development district state administrations, heads and their deputies of agricultural enterprises). The results showed that the trend of recent years have not changed: the leaders of professional education retain agronomic superiority, with technical education – takes 2-nd position, in third place – the leaders of zoo engineers education, economists – 4-th place, veterinarians – 5-th place and a small percentage of managers – engineers, electricians, lawyers, and teachers (table 1).

State regulations provide for the use of graduates in management positions, depending on the gained qualification level, namely:

- a) junior professionals – as head of primary business units, engineers, junior engineers, agronomists and livestock specialists in agriculture;
- b) bachelors – as head of business units, engineers, agriculturists, zoo engineers, economists, accountants etc. in agriculture;

- c) specialists – as managers of business units, major (leading) engineers, agronomists, zoo engineers, economists, accountants, etc. in agriculture;
- d) masters:
 - professional orientation – as managers of business units, major (leading) engineers, agronomists zoo engineers, economists, accountants, etc. in agriculture;
 - scientific direction – as research assistants of research institutes, major (leading) experts design institutes etc. [Cucmeta... 1997].

Table 1

Distribution of heads of agriculture development district administrations and agricultural enterprises for special education

Position	Specialty							
	agronomists	mechanical engineers	zoo engineers	economists, accountants	veterinarians	electrical engineers	lawyers	teachers
heads of departments and their deputies of industrial development district state administrations, persons	156	56	53	28	14	5	2	–
%	49,7	17,9	16,9	8,9	4,5	1,6	0,6	–
heads and their deputies of agricultural enterprises, persons	60	40	25	17	5	3	2	2
%	39,0	26,0	16,2	11,1	3,2	1,9	1,3	1,3

So, a specialist of educational qualification „Bachelor” is the middle management level positions and performs in the management the operational and tactical tasks that are associated mostly with solving problems of internal environment. To perform by specialist of management functions at this level is an important ability to communicate with people. In this regard, it is particularly important during training to master the practical skills and managerial skills of communication.

Specialist of educational qualification „Specialist” immediately after graduation may hold positions in top management or enterprise to be its leader. Managers of such a level are more focused on the external environment of the organization.

So, management training at this level should provide them with knowledge, skills and ability to plan, predict, think strategically, which is achieved by studying a number of disciplines such as sociology, psychology, management and marketing, manufacturing, management, production management, business eti-

quette, business communication, corporate governance, management information systems and others.

Curriculum disciplines and training specialists in specialties „Agriculture”, „Agricultural engineering”, „Technology production and processing of livestock products” according to industry standards of high school are divided into courses of humanitarian and socio-economic, natural and scientific, professional and practical training.

Analysis of curriculum in training specialists of educational qualification „Bachelor” allows concluding about a small number of hours assigned to that discipline, which provide management training for students. So, the hours of discipline „Management and marketing”, which are taught in three surveyed departments, the total number of hours in the training for specialization is – „Agricultural engineering” – 0,5%, „Agriculture”, „Technology production and processing of livestock products” – 1,2% and 1,3%, respectively (table 2).

Table 2
Analysis of curriculum in training EQL „Bachelor” in the field of „Agriculture”, „Zoo engineering”, „Agricultural engineering” (hours)

Specialty	EQL „Bachelor”								
	Training courses				discipline in their complement „Management and marketing”				
	humanitarian and socio-economic	natural and scientific	professional and practical	Total	lectures	practical workshops	Independent work	total	% to the total number of hours
Agriculture	1082	916	4510	6508	15	30	36	81	1,2
Agricultural engineering	1409	2162	2697	6268	13	13	9	35	0,5
Zoo engineering	1296	2214	2619	6129	24	24	33	81	1,3

In working curriculum in training specialists of educational qualification „Specialist” in specialty „Agricultural engineering” are provided hours on discipline „Engineering management” – 42 hours including 14 hours – lectures, 28 hours – laboratories, 28 hours – independent work. Specialists in „Agriculture”, „Zoo engineers” are limited in managerial skills, which received during bachelor.

Given that management training of specialists for agriculture is extremely important for the development of modern agricultural industry, we believe that it

is necessary to ensure a broad and comprehensive management, psychological preparation of the future agrarian specialists.

Any academic discipline contributes in the formation and development of management competence of specialist. But abstraction of the subjects in general courses does not help students to understand about the real meaning of professional, management activities and requirements to a specialist, their acquisition of managerial knowledge, skills and abilities during the first two training courses.

According to scientists, the division in the teaching of basic and professional knowledge, the dominant disciplinary approach to learning content, low level of problematic, absence of orientation in general disciplines for professional activities affect negatively the motivation of professional training of students, and thus their learning interest. As a result, much of students think that the comprehensive disciplines don't advance, but distance from their professional mastering of important skills and knowledge [Ильин 2000: 268]. This statement is quite true of training students for management activities.

One of the ways of training students for management activities without unnecessary their overload within total workload provided for training of future specialists in agrarian is a thorough content analysis and rational allocation of teaching time of some subjects which were studied by students in secondary school; review, rational layout, adjustment of curriculum to change in the content, structure, technology, and organization of educational process, content oriented disciplines humanitarian and socio-economic, professional and practical training of agrarian specialists for future management activities.

Literature

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Abstract

The main feature and specific problems of agriculture in Ukraine is that they don't concern only rural but also every citizen of Ukrainian society as a single safe and without alternative source of nutrition and food security. In this regard, interest of pedagogy to reforms in this area is a subject of major social, state and national economic significance of agriculture and its products for society.

Key words: agriculture problems, food security, ecological education.

Trendy w kształceniu rolniczych specjalistów dla zarządzania

Streszczenie

Główną cechą i określonym problemem rolnictwa na Ukrainie jest to, że nie dotyczy on tylko obszarów wiejskich, ale także każdego obywatela Ukrainy. Chodzi tu o bezpieczeństwo w wymiarze jednostkowym i całościowym w zakresie wytwarzania produktów żywnościowych. Pod tym względem zainteresowanie pedagogiki w obszarze reform w tym zakresie treści jest głównym tematem społecznym, racją stanu, narodowym i ekonomicznym znaczeniem rolnictwa i jego produkcji dla ogółu społeczeństwa.

Słowa kluczowe: problemy agrokulturowe, ochrona żywności, edukacja ekologiczna.