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STANDARDS OF TRAINING STUDENTS IN GREAT BRITAIN (HIGHER AGRICULTURAL EDUCATION)

Summary. Standards of training future agrarians in Great Britain are analyzed in the papers. The aim of the paper is to show the basic standards dealing with training future agrarians in Great Britain. The problems such as students' training, standards, degree programmes, abilities and skills, threshold, typical and excellent standards, agricultural education have been observed. As a result the underpinnings of training future agrarians as an effective functional system of Great Britain are outlined.

Key Words: future agrarians, students' training, standards, degree programmes, abilities and skills, higher agricultural education.

Introduction. The important features of training future agrarians in higher education in Great Britain refer the relevance and application of the appropriate subjects in the frame of agri-food sector; the development of integrated, multidisciplinary and interdisciplinary and interprofessional approaches; integration of theory, experiment, investigation and fieldwork, and the development of principles into practice; quantitative and qualitative approaches to information; an understanding of the importance of entrepreneurship and innovation; awareness of risks of exploitation and the requirement for sustainable solutions; consideration of rapid and continuing change and development of the subjects [2].

The aim of the paper is to show the basic standards dealing with training future agrarians in Great Britain.

Main body. The thing of great importance is the fact that each degree programme addresses the underlying principles of the subject; its relevant defining concepts, theories and methods; the current knowledge and development of the subject; identification of current gaps in knowledge or understanding and current issues of wider concern to society

and the world; the global, regional and local contexts of the topic; the location of resources, and the management, exploitation and pattern of utilisation of resources within socio-economic, policy and legal frameworks; subject-specific and generic skills, problem solving and a professional approach to study and lifelong learning; an understanding of issues of sustainability and environmental impact.

In the context of pedagogical methodology training future agrarians in higher education establishments of Great Britain deals with abilities and skills. Thus the providers of higher agricultural education stipulate during the course of degree programmes the development of the wide spectrum of the abilities and skills for the sectors of Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences. The abilities and skills are subdivided into: intellectual, practical, analytical and data interpretation, communication, digital literacy and social media, interpersonal and teamwork, self-management and professional development skills.

Certainly, these skills are generally developed in a subject-specific context, but have wider applications for continuing personal development and in the world of work. The subject skills encompass technical knowledge and abilities specific and appropriate to the focus of the degree programme. In addition, each individual programme develops a capacity for holistic and lateral thinking and an appreciation of both inductive and deductive reasoning.

According to the British tradition of professional training of future agrarians standards of attainment are expressed as statements of learning outcomes [4]. These describe what a student should be able to demonstrate on completion of an honours degree in the range of subjects covered by the particular degree programme. The outcomes are demonstrable through appropriate assessment strategies. It is important that evaluating levels of student performance higher education providers follow the standards of attainment which reflect the shared values of the academic community.

Hence the standards of training future agrarians in higher education of Great Britain are articulated at three levels. These are defined as: threshold, typical and excellent ones.

Threshold standard is the minimum required to gain an honours degree. Graduates at this level demonstrate an acceptable level of ability and skills.

Typical standard is the level of attainment expected of the majority of honours graduates. Such graduates demonstrate definite competence and skills

Graduates achieving excellent standard have a range of competencies and skills at an enhanced level.

Normally to reach a given standard at the point of completion of an honours degree in the subjects of Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences, students demonstrate achievement across the main categories of abilities and skills, interpreted for the particular degree programme. However, a lower performance in one category may be compensated for by a higher performance in another [4].

Many different formats for teaching and learning aid the development of subject-specific knowledge and abilities, and generic skills of future agrarians. Higher education programmes in Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences incorporate a research project or other self-motivated individual study leading to a thesis, dissertation or report. In addition to listed above degree programmes of future agrarians' training also contain most, but not necessarily all, of: lectures, tutorials and seminars, student-led seminars, specialist external lectures, practical classes in and outside the laboratory (defined broadly and including the computing laboratory and other specialist

facilities), literature-based research, field-based research, e-learning technologies including the use of virtual learning environments, case studies, problem solving, problem-based learning, working in groups on realistic (live) projects with external organisations, other exercises which require students to integrate information and techniques, directed self-study, visits to commercial and industrial businesses, consumer organisations, public services, policy-making bodies and research organisations, opportunities for work experience, for example a managed placement or work-based learning.

Within the total time of professional training, future agrarians can participate in timetabled activities such as lectures, seminars, tutorials, practicals and visits for approximately one third of the total time. Thus the majority of activities such as reading around the subject, preparing for tutorials and seminars, preparing for and completing module assessments and revision for, and sitting, examinations will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

Moreover assessment is considered to be an important part of teaching and learning concepts in training future agrarians in GB higher education. Assessments are formative as well as summative and are likely to take a number of forms, including examinations (written, electronic, oral or practical; closed or open book), and to incorporate continuous assessment [4]. The style of assessment varies between subjects and higher education providers, but is linked to clearly defined goals and anticipated learning outcomes [1; 3]. Some more important facts should be taken into consideration. Firstly, assessment is managed to promote deep rather than surface learning. Secondly, assessments based on real-life problems, with employer involvement and with effective feedback, are valuable and are included where they are compatible with the assurance of academic standards.

Conclusion. As a result we have come to the conclusion that the British experience on the problems of students' training, standards, degree programmes, abilities and skills, agricultural education can be useful for Ukraine.

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