

**Berehova H. D.**

**PHILOSOPHICAL COMPONENT IN THE EDUCATIONAL PROCESS  
OF THE AGRICULTURAL HIGHER EDUCATIONAL ESTABLISHMENTS  
OF UKRAINE**

The development of education and science in today's Ukraine is defined by European integration processes, the introduction of innovative educational techniques, computerization and informatization of education, as well as by the general socio-cultural situation in the country. In this regard, new approaches to educational processes need to be developed. And, it is worth noting, this need is especially critical in the national agrarian universities, because joining the Bologna process leads to a gradual reduction of curricular hours allocated for the study of social sciences and humanities, particularly philosophical disciplines, which currently are the basis for shaping the worldview the professional of a new type.

The lack of attention to this problem and the necessity to develop methodological materials in the area of philosophical disciplines that will be dedicated to the formation a new, up-to-date world outlook of future professionals required to form a strategy of the survival of the humanity in the context of globalization have increased the need for the analysis of the prerequisites for new approaches to educational processes in Ukrainian agrarian universities. The majority of the available works in pedagogy, psychology, and the philosophy of education mainly concern the formation of the personality of the future teacher who, in turn, will affect the formation of the value orientations of the youth.

Praxeological aspects of the modern philosophy of education and related scientific problems are actively explored by Russian and Ukrainian scholars, their interests being focused mainly on the search for a new educational paradigm (V. Andrushchenko, O. Bazaluk, V. Bekh, I. Birysh, E. Gerasimova, B. Gershunsky,

E. Gusinsky, D. Dzvinchuk, S. Klepko, G. Kozhevnikova, O. Panchenko, I. Predbors'ka, Ye. Pilipko, M. Pishchulin, N. Sidorov, Yu. Ogorodnikov, S. Cherepanova, et al.) [5, 6, 7, 8, 10, 11].

Recently, the theoretical and methodological foundations of the educational process in the national agrarian higher educational institutions were highlighted in the works of L. Bilan, S. Bilan, V. Bondarenko, L. Zhaldak, O. Il'kiv, P. Luzana, V. Kruchek, N. Nerukh, L. Spodin, V. Onopriyenko, et al.

However, despite a large number of works devoted to the understanding of the philosophical aspects of higher education, some educational issues affecting national agrarian higher educational institutions have not yet received a sustainable and generally accepted solution. Among such challenges is the formation of the appropriate moral and ethical posture of agrarian students by means of philosophy, which defines the function of the philosophical component in the national agrarian higher education to form the worldview.

The educational and philosophical issues of how to form the person of the future (who and how to educate) were considered by many scholars: O. Bazaluk, A. Didrov, A. Lashevs'ka, S. Gutova, G. Zeynalov, S. Cherepanova, et al. Other scholars, such as L. Dzhakhaya, G. Solovyova, S. Peunova, T. Bevz, also address the problems of the future of the humankind that are related to the formation of a new planetary and cosmic personality type [10].

O. Bazaluk considers humanization and humanitarization to be the main direction of the modern educational reform and determines the following important aspects of the process: 1) establishment of the antiscientific methodology of education, which involves not only the formation of a certain system of knowledge in students, but also the development of spirituality in the context of the harmonic interaction of all processes of the world perception; 2) evolvement of education as a factor of the development of culture, including the development of education as a dialogue of cultures. "Integrating personality development with enculturation contributes to the resolution of many ethical issues and is the immediate source of diversity and harmony, which, in turn, are the core criteria of the human experience

of being,” says O. Bazaluk [3, p. 197]. Also, the researcher repeatedly rehearses the idea by A. Zapesotskiy that “regardless of the specific conditions of the country, its socio-cultural situation, the focus of the university, and other features, the goals of the educational reform are purely humanistic” [2, p. 82].

The article defines the role and place of the philosophical component in the system of the national higher agrarian education. This task was chosen because, despite the achievements in the field of the philosophy of education, the focus and the state of the national education lack definition, which requires the revision of the existing paradigms and the selection of the optimal landmarks to direct the educational process to the formation of the axiological model of a person of the future.

The role and place of the philosophical component in the system of higher education is best defined by the philosophy of education, which increasingly serves as a research area of the national pedagogy. Modern philosophers are unanimous in emphasizing the importance of the philosophy of education for educators as it uniquely allows them to look critically at their educational efforts, determines for them the place of the educational process “in the fundamental order” (and in harmonious relation with this order), and leads them to the understanding of the ultimate goal of their own educational activity. The U.S.-European educational system interprets the philosophy of education as a discipline that provides direction and produces premeditated interventions, predicting the ideal image for the sake of which these interventions with both particular person and micro- and macro-social groups are undertaken. According to Jonas Soltis, the philosophy of education is philosophically disciplined methods of thinking, a body of the proven techniques of analysis, the analysis of argumentation and theoretical construction – to solve the problems of education” [16, p. 21].

Now in Ukraine, the philosophy of education is viewed as a set of worldview theories (ideas) that determine the methodology of education, the formation of a certain type of personality. Some scholars favor philosophy and philosophize on education, others give priority to pedagogy, mostly focusing on the educational

process, while there is yet another group trying to embrace philosophical and pedagogical agendas at the same time.

O. Bazaluk determines the formation of planetary and cosmic type of the personality as the strategic goal of the philosophy of education, while its anticipatory function, which is becoming a global factor in the development of society, becomes the most important component of a new educational paradigm. And “the emphasis on the “cosmic nature” of the personality, on the one hand, points to a connection with the philosophical and humanistic tradition according to which Man and the Universe constitute a unified world, in which Man (microcosm) is the reflection of the Universe (macrocosm). On the other hand, it emphasizes the relevance of modern cosmological concepts, which try to justify the determinate emergence of Man in the material world”. [10, p. 77]

The comprehensive analysis of the potential of the philosophical approach to education and a search for a better educational system taking into account European and international experience led S. Klepko to the conclusion that this is European experience that should be considered as the context for Ukrainian education. This context is “like a shadow for Ukrainian education, because everything is being done (at least, declaratively) taking into account European and global achievements. On the one hand, we follow the educational system of Europe like a shadow, and, on the other, Europe throws its shadow on our education, under which we do not always recognize our achievements and challenges” [7, p. 10]. The main goal of the S. Klepko’s research is to contour the conception of the development of generative education in Ukraine, i.e., the education that generates free, high-tech (cultural, competency-based), and competitive person. This conception is being developed on the basis of the analysis of the specific facts of the life of the educational community. The author notes that he offers not a complete conception of generative education, but, rather, a preamble to it, containing “the anti-intuitive points of growth, as the educational policy of pressure on the intuitive points of education seems to have been exhausted” [7, p. 11].

V. Andrushchenko, an outstanding figure in the field of the national philosophy of education, believes that, in view of the intensive development of human intelligence and its practical capacity, those peoples who are able to create and use high-tech solutions should come to the forefront. On the other hand, the peoples whose science and education are in a derelict state are in danger of becoming passive consumers of history or of assimilating into more intellectually developed communities. In this context, the scholar analyzed tangible ways to ensure the intellectual development of the Ukrainian people, state, and culture, presence of Ukraine in the European and global geopolitical space, and the growth of its competitiveness through the development of science and education. The author revealed and analyzed the main trends in the development of education, ways and factors of its modernization according to the national needs and the requirements of the Bologna process. Practical recommendations offered by V. Andrushchenko became the basis for the National Doctrine of the Development of Education in Ukraine in the 21<sup>st</sup> Century, approved by the Decree of the President of Ukraine as the strategic instrument of the state educational policy [1].

Undoubtedly, the overall trends of the development in social and cultural spheres have an immediate impact on the educational processes in the national higher education; however, higher education in Ukraine is regulated by a legal framework that consists of: 1) the Laws of Ukraine “On Education”, “On Higher Education”, “On Research and Academic Teaching”, “On Vocational Education” (December 19, 2006); 2) the Decrees of the President of Ukraine “On the Measures to Improve the System of Higher Education” (February 17, 2004); 3) the Resolutions of the Cabinet of Ministers of Ukraine “On the State National Program “Education (Ukraine in the 21<sup>st</sup> Century)” (March 11, 1993), “Approval of the Regulations on Educational and Qualification Levels” (January 20, 1998), “On the Development of the National Standards of Higher Education” (August 7, 1998); 4) the Orders of the Ministry of Education and Science “On Establishing a Task Force to Develop Modern Standards for Higher Education” (October 17, 2011), and so on.

In addition, the basis for the development of education in Ukraine was formed by UNESCO methodological documents and resolution on education. National criteria for assessing the quality of and recognizing foreign educational qualifications are based on the provisions of the Lisbon Convention and the Bologna Process, signed by 29 countries of Western and Central Europe (June 19, 1999), which Ukraine joined in May, 2005. The direction and content of the modern specialized education is determined by the state standards of the higher education of Ukraine, which institutionalize the existing specializations and provisions regarding the implementation of the educational process in Ukraine and are specified in the educational and qualificational characteristics and fundamentals of the specialized training of future professionals. Thus, the legislative regulatory framework of the Ukrainian education is adequately structured, comprehensive, and is aimed at achieving the best results in the education and intellectual development of future professionals.

Among other factors that significantly influence the educational conception of the institution is its specialization (general focus), which, naturally, defines the outcome – the acquisition of the professional competence by students. For example, higher agrarian institutions of southern Ukraine (Kherson (KSAU), Odessa (OSAU), Mykolayiv (MSAU) state agrarian universities) offer training leading to Bachelor, Specialist, and Master degrees (full-time and distance modes) in almost the same selection of majors (Table 1).

**Table 1**

**Majors offered by the Agrarian Universities of Southern Ukraine**

University	Majors
KSAU	Agronomy, technology of production and processing of livestock; water bioresources and aquaculture; ecology, environmental protection and balanced nature management; hydro-engineering (water resources), civil engineering; geodesy, cartography, and land planning & design; forestry and landscaping; accounting and auditing, management, business economics;

OSAU	agro-bio-technology, land planning & design, agricultural mechanization; economic majors; technology of production, processing, and marketing of livestock; veterinary medicine;
MSAU	accounting and finance, management, agricultural mechanization, agronomy, technology of production and processing of livestock, standardization and biotechnology.

Each major has several specializations/concentrations. Thus, in KSAU each specialization area covers: 1) agriculture – irrigated agriculture, technology of processing and storage of crops, rice farming, vulnerary plants, horticulture and viniculture; technologies of production and processing: the technology of swine breeding, sheep breeding, poultry farming, livestock breeding, technology of processing and storage of livestock products; 2) water bio-resourses and aquaculture – storage and processing, conservation and rational exploitation of hydrobionts; ecology, environmental protection – agro-ecology, engineering ecology; 3) hydraulic engineering – geo-information systems and technology of water and land resources management, design and construction of irrigation systems, agricultural water supply and drainage systems, land planning on reclaimed lands, economy and organization of water management, maintenance and automation of irrigation systems; 4) engineering: reconstruction of buildings, agricultural construction; accounting and auditing: legal support of agricultural enterprises, accounting and auditing in the state-funded organizations and institutions; 5) management of organizations: legal support of agricultural enterprises, management of agricultural enterprises and organizations, business economics.

The above majors and concentrations define the content of specialized agricultural curricula, namely the amount of hours allocated for individual academic disciplines and practices (internships). According to the state standards of higher education, specialized agricultural curricula consist of three components: 1) humanitarian and socio-economic (18%); 2) natural sciences (25%); and

3) professional and practical (57%); the mandatory part consists of 4860 h / 90 credits (68.7%) and elective contains 2214 h /41 credits (31.3%).

As we can see, the status of the humanities in the agrarian university is relatively low, which can be explained by one of the features of reconstructing the modern national education: tendency towards the consolidation of universities and the narrowing of their specialization. As a result, the humanitarian component of higher education has been considerably reduced, which creates new and new challenges in education.

The State Standard of Higher Education of Ukraine recommends a list of humanitarian and socio-economic academic disciplines, which includes both mandatory and elective (as may be selected by the university) disciplines.

Resolution No. 642 of July 9, 2009 “On the Organization of the Study of Humanitarian Disciplines upon the Choice of Students” defines the following as the mandatory humanitarian and socio-economic academic disciplines for the undergraduate degree: the Ukrainian language (for specific professional purposes), history of Ukraine, history of Ukrainian culture, foreign language, and philosophy (36 credits ECTS total). At the same time, the Standard states that a deviation of 2 ECTS credits from the prescribed amount of hours to cover each cycle of humanitarian and socio-economic, math and natural sciences, vocational and practical training is allowed.

Also, the Standard defines a list of elective humanitarian and socio-economic disciplines for Bachelors (political science, sociology, psychology, logic, ethics and aesthetics, religious studies, the basics of constitutional law, economics, history of science and technology, etc.). Higher educational institutions are given the right to change the above list, taking into account the characteristics of the majors (specialties), according to which students are taught. The choices made, though, are often not for the benefit of students, their humanitarian awareness and humanistic focus, which is a manifestation of the prejudice against humanities in the national universities focused on other areas of knowledge.



These emphasize the challenges of the humanization and humanitarization of the modern national specialized higher education, the resolution of which involves taking a stance not to allow the irrational reduction of social sciences and humanities in the curriculum, which will lead to unfortunate consequences in the future not only for an individual people or nation, but for the entire humankind.

The philosophical component in the agrarian universities' curriculum consists mainly of philosophy as a mandatory discipline (3 credits ECTS), which, according to the syllabi adopted by individual schools, may be either a basic course or an integrated one, i.e., cover only philosophy or philosophy along with logic, ethics, aesthetics, religious studies. It should be noted that logics, ethics, aesthetics, and religious studies may be separate disciplines offered upon the choice of the educational institution and especially upon that of the student. Unfortunately, in the latter case, this choice is routinely made on behalf of the student by other people (mostly by the Deans of their schools) and, as has already been noted, often quite irrationally. For example, aesthetics is hardly ever introduced into the curriculum as an academic discipline, although aesthetic interventions in higher education institutions are definitely an important part of the educational process, because they are directly aimed at shaping aesthetic feelings, tastes, opinions, and skills, at the ability to perceive the reality and transform it according to the laws of beauty in all spheres of human life, as well as at the cultivation of humanistic qualities, interest in and love for life in its various manifestations. After all, as noted by A. Baumgarten, "aesthetics is the science about the perfect in the world of phenomena, the perfection of sensory cognition and the improvement of taste" [13, p. 10].

The status of teaching philosophical disciplines. The experience of teaching in the agrarian university indicates the presence of certain methodological and methodological challenges connected with learning philosophical disciplines.

1. Philosophical disciplines have necessary scientific and methodological support (curricula, model and working syllabi, lecture materials, plans of practical classes, independent and individual work). However, the content of the teaching material, which requires that students' specialization be taken into account, is formal,

especially for the Bachelor-level studies (Table 2). The structure of philosophical knowledge presented to specialist- and master-level students is closer to their specialization. However, not all departments introduce philosophy into the curriculum, unreasonably considering it unnecessary.

2. Bachelors study philosophy during their first (less frequently, second) year in the form of a propaedeutic subject or a comprehensive course, kind of “a bit of everything”, “everything and nothing” because freshmen cannot possibly comprehend the core problems of the discipline and the framework of its categories. Only a few students in specialist- and master-level programs study philosophy, but those who do exhibit a more conscious approach to it, which is proved by their interest.

**Table 2**

**The General Structure of Philosophical Knowledge  
according to the Major**

<b>School</b>	<b>General Structure of Philosophical Knowledge</b>	<b>Professional Orientation</b>
<b>Bachelors</b>		
Agronomic	Core problems of philosophy. Main historical types of philosophy. Philosophical conception of the world. Consciousness. Cognitive process. Dialectics. Society. People.	Philosophical problems of modern natural study.
Biological / Technological	Philosophy as a form of worldview. History of philosophical thought. Being. Consciousness. Cognitive process. Person and its existence. Logic. Religion. Ethics. Aesthetics.	Worldview problems of biology: the problem of the essence and development of living beings.
Fisheries Management and Ecology	Philosophy as a science. Historical types of philosophy. Being. Consciousness. Cognition. Person and its existence. Logic. Religious studies. Ethics. Aesthetics.	Philosophical comprehension of environmental problems.
Engineering/ Hydromeliorative	Philosophy as a form of worldview. Historical types of philosophy. The problem of being in philosophy. Consciousness as a philosophical problem. The nature and structure of cognitive process. Person and its	The philosophical aspects of nature management in the context of today's global problems.

Economic	<p>existence.</p> <p>Philosophy as a form of worldview. History of philosophy. The problem of being in philosophy. Consciousness. The nature and structure of knowledge. Dialectics. Person and its existence. The philosophy of society, culture, and civilization.</p>	Philosophy of economy
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**Masters**

Agronomic	<p><b>Philosophy of science:</b> Philosophical aspects of the comprehension of science. Science in the history of philosophy. Basic concepts of philosophical methodology of science. Science as a social institution. Methodological function of philosophy in scientific knowledge. The structure of scientific research. The current stage of the development of science. Prospects of scientific and technical progress.</p>	
Biological / Technological	<p>The essential features and main aspects of the philosophical study of science. Fundamentals of scientific knowledge. Ethics of science and modern knowledge. Worldview problems of biology.</p>	<p>Philosophy of biology and biophilosophy. The nature and development of living beings. The structure of biological research. Bioethics. Global problems and the development of wildlife.</p>
Fisheries Management and Ecology	<p>Philosophy as a theoretical form of worldview. The main historical types of philosophy. Philosophical thought in Ukraine. Consciousness as a philosophical problem. The nature and structure of cognitive process. Dialectics as a theory of development and a method of cognition. Society: the basics of philosophical analysis. Human existence as a philosophical problem.</p>	
Engineering/ Hydromeliorative	—	
Economic	Philosophy as a form of theoretical	The core problems of

	worldview. Historical types of philosophy. Ontology: the philosophical content of the problem of existence. The ontology of consciousness. The structure of human society. The source, focus, and the driving force of the history of mankind. Dialectics as the general concept of development and its alternatives. The theory of knowledge. The theory of truth and its criteria. The problem of the human being in philosophy. Values and their role in human life.	the philosophy of economy. Philosophical comprehension of the concept of “economy”. Public production and industrial relations. Money as a specific phenomenon of human existence.
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The experience of teaching philosophy in agrarian universities indicates that, if such approach to educational process is employed, students demonstrate low level of philosophical knowledge and little interest in the global issues of our time.

We are firmly convinced that the philosophical component of higher education is conducive to the expansion of the range of the ecological thinking of future professionals, to the rise in the level of their consciousness and self-consciousness, and to the development of the commitment to the human economic and technical activity. Philosophical knowledge provides valuable information “about the common experience of the recent decades, which requires a new responsibility of philosophy”, because it regains “practical competence as a means of the orientation in the public debate, which is increasingly concerned with searching for the ways to reach consensus, that which can be recognized as intelligent”, says U. Boehme. [17, p. 3].

The results of the analysis of the theory and practice of teaching agrarian students lead to the conclusion that some agrarian universities give adequate attention to the philosophical disciplines, which manifests itself mainly in the corresponding structure of the curriculum and in the development of educational and methodological materials to support this academic discipline (syllabi, lectures, seminars, workshops, individual and independent work, etc.). On the other hand, there is a number of challenges in this area: 1) formal approach to planning; 2) lack of scientific validity

of the content of philosophical knowledge and methods of its acquisition; and 3) failure to realize the educational potential of philosophy.

Thus, among the prerequisites for building a new concept of the philosophy of education for agrarian universities in Ukraine are the following: 1) joining the Bologna process and the gradual reduction of hours allocated for the socio-humanitarian disciplines, which today are fundamental to shaping the worldview of the professional of a new type; 2) improvement of the syllabi and revision of its content so as to accommodate the specialization; 3) changes in the structure of philosophical knowledge in those specialties in which the study of philosophy and its components is mandatory for both Bachelors and Masters; and 4) the necessity to form the individual possessing a new type of thinking and a new frame of reference due to the globalization processes and the need to ensure the survival of the humanity and the preservation of civilization.

Further research in the area of shaping the worldview of the younger generation by means of philosophical knowledge includes the theoretical validation, development, and implementation of new educational theories of higher education in Ukraine, which, in turn, will facilitate the development of the society of knowledge. The progress of each country today, says E. Gerasimova, is determined primarily by the pace of the development of “the society of knowledge”, the ability to effectively employ scientific potential, because the participation of Ukraine in the global civilizational processes undoubtedly “requires a deeper understanding of the national identity in the context of globalization in order to find one’s unique place in the stream of the innovations that are rapidly emerging in the modern intellectual landscape” [4, p. 3].

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### **Берегова Г. Д. Філософська компонента в освітньо-виховному процесі аграрних вищих навчальних закладів України**

У статті визначено роль і місце філософської компоненти в системі вітчизняної вищої аграрної освіти, обґрунтовано необхідність аналізу передумов нових підходів до освітньо-виховних процесів у вітчизняних аграрних вищих навчальних закладах, запропоновано перегляд її наявних парадигм і вибір оптимальних орієнтирів, що спрямують освітньо-виховний процес на формування ціннісної моделі людини майбутнього.

На основі аналізу теорії та практики навчання студентів-аграрників виявлено низку освітньо-виховних проблем, що постають передумовами побудови нової концепції філософії освіти для аграрних вищих навчальних

закладів України з метою формування нового, сучасного світогляду майбутніх фахівців аграрної галузі виробництва.

Основними передумовами побудови нової концепції освіти в Україні є зміна статусу соціогуманітарних дисциплін, недосконалість навчальних планів і змістового наповнення навчального матеріалу, необхідність змін у структурі філософського знання відповідно до фаху та спеціалізації ВНЗ.

*Ключові слова:* філософія освіти, освітньо-виховні парадигми, аграрна освіта, філософське знання.

### **Береговая Г. Д. Философская компонента в образовательно-воспитательном процессе аграрных высших учебных заведений Украины**

В статье определяется роль и место философской компоненты в системе отечественного высшего аграрного образования, утверждается необходимость анализа предпосылок новых подходов к образовательно-воспитательным процессам в отечественных аграрных высших учебных заведениях, предлагается пересмотр ее существующих парадигм и выбор оптимальных ориентиров, которые направят образовательно-воспитательный процесс на формирование ценностной модели человека будущего.

На основе анализа теории и практики обучения студентов-аграрников выявлен ряд образовательно-воспитательных проблем, которые являются предпосылками построения новой концепции философии образования для аграрных высших учебных заведений Украины с целью формирования нового, современного мировоззрения будущих специалистов аграрной области производства.

Основными предпосылками построения новой концепции образования в Украине являются изменение статуса социогуманитарных дисциплин, несовершенство учебных планов и содержательного наполнения учебного материала, необходимость изменений в структуре философского знания согласно специальности и специализации вузов.



*Ключевые слова:* философия образования, образовательно-воспитательные парадигмы, аграрное образование, философское знание.

**Berehova H. D. Philosophical Component in the Educational Process of the Agricultural Higher Educational Establishments of Ukraine**

The article defines the role and place of the philosophical component in the segment of the national system of higher education that is focused on agricultural sciences. The author argues that it is necessary to analyze the prerequisites for the development of new approaches to teaching/learning in the national higher educational establishments of agricultural focus, as well as to revise the existing educational paradigms, particularly in the area of philosophical education, and to select the optimal guidelines to direct the educational process at creating an axiological model of the person of the future.

The analysis of the theory and practice of teaching students-agrarians revealed a number of challenges in this sphere. These challenges constitute distinct pressure points along which the creation of a new conception of the philosophy of education for agrarian universities in Ukraine aimed at shaping a new, modern outlook of future agrarians should be framed.

To create a new conception of education in Ukraine, it is essential to change the status of humanities and social sciences in the educational process, improve curricula and the content of educational materials, and to revise the structure of philosophical knowledge in accordance with the general focus of universities, as well as to better fit individual concentrations offered by them.

*Key words:* philosophy of education, educational paradigms, agrarian education, philosophical knowledge.

*Peer review: Savchenko S. V.*

*The article was received by the Editorial Office on: 30.07.2013*

*The article was put into print on: 30.08.2013*