

THE SOCIALIZATION OF EDUCATION AS A MEANS OF DEVELOPING ENTITIES WITHIN THE AGRICULTURAL SECTOR

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The socialization of education is an important means of changing the paradigm of efficient development of the agricultural sector since the novelty of measuring the quality of higher education products is human capital. The main objective of the research is to reveal the peculiarities of socialization of education and its impact on the agrarian sector of the economy based on the knowledge and skills of the new generation, which is demanded by the modern world. It was found that the role of higher education institutions is not only to provide educational services but also to inform higher education students about the values recognized by society and the integration of young people into society with a socially-oriented mindset. It has been shown that higher education institutions can promote ideas of socially responsible behaviour that contribute to a balance between satisfying the current needs of different generations and protecting the interests of future generations. Research methods: historical-logical, monographic, prognostic, system-structural analysis, and synthesis. The article presents the results of an empirical analysis of the importance of socialization of education as a new paradigm of society in terms of scientific approaches to its formation. It is substantiated that on the basis of socialization of education, a close relationship with the level of moral development of the future specialist's personality is formed. It is proved that higher education institutions in the process of their activity play an important role in the socialization of the continuum of different generations, ensure the unity of education and upbringing, encourage students of higher education institutions and teaching staff to participate in various social practices (social responsibility). Based on forecast indicators - the life span of generations, it is understood that generation Z will be replaced by generation Alpha that will appear already in 2021, and will exist for 17 years. This generation will have no cultural, political boundaries or different perspectives, and the knowledge and skills they acquire will be oriented towards socially responsible behaviour in society.

Keywords: *socialization of education, social responsibility, neoses, higher education institutions, continuum of generations, subjects of the agrarian sector of the economy.*

JEL Codes: *A13, A14, I20, I21.*

1. Introduction

The only opportunity for Ukraine to be included in the circle of countries with highly competitive national economies is to transition from extensive use of human resources with a low level of basic vocational training to the intensive use of highly skilled labor adapted to the conditions of a socially oriented, innovative economy. The mechanism of implementing such an approach is through the social responsibility of the Ukrainian higher education institutions, which will change the level of social responsibility of individual citizens and society as a whole.

In this context, human capital as a set of certain human qualities becomes a novelty and measure of the quality of higher education products as a sector of the national economy: health, natural abilities, spirituality, education, professionalism and mobility. In society as a whole, and in particular in high-tech sectors of the economy, there is a growing demand for highly skilled universalists who have not only specialized training but also successfully master the skills of innovation, entrepreneurship and management, and maximize individual abilities.

The scientific publications focus on the socialization of education and the role of higher education institution. Tkachenko (2013), Knysh (2013) and Chervonenko (2013) believes that the formation of cultural social responsibility of future specialists – the provision of basic knowledge on the theory and practice of social responsibility and the promotion of the acquisition of appropriate professional competence is becoming an important task for the national higher pharmaceutical education. Kozlovets (2013), Levturn (2013) and Khvorostina (2013) correctly point out the social responsibility of graduates of technical universities – how preparation for master's degrees creates problems due to way higher education institutions address the issue of social responsibility, since the European vector of modern Ukrainian geo-economy, the research model is of fundamental importance for Ukraine's effective participation in international activities. In these studies, the understanding and perception of social responsibility and the role of higher education institutions in shaping the values of higher education graduates are considered. Features of social responsibility as a component of professional training of future specialists are formed in the papers.

The main objective of the research is to reveal the peculiarities of socialization of education and its impact on the agrarian sector of the economy based on the knowledge and skills of the new generation, which is demanded by the modern world.

The research used the following methodological methods: historical and logical (study of theoretical views on the essence of socialization of education), monographic (studying the peculiarities of formation and best practices of the development of socialization of education in other countries of the world), system-structural analysis and synthesis (studying and generalization of structural proportions and shifts in the socialization of education of subjects of the agrarian sector of the economy). The study period covers the years 1922-2020.

It has been argued that, on the basis of socialization of education, Generation Z forms new knowledge and skills in socially oriented thinking, has a significant impact on the outlook and behaviour of generation Alpha, as evidenced by the predicted life span of the generation. It is stated that generation Z will be succeeded by generation Alpha which will appear in 2021 and will last 17 years. This generation will have no cultural, political boundaries or different perspectives of the representatives, and the knowledge and skills of the previous generations will be translated into socially responsible behaviour in society.

The research of this issue in the article is carried out in the following way: domestic and foreign experience; affiliation to a generation and educational process; formation of skills of socially oriented direction; the dominant tendencies of socially oriented development in higher education institutions of Ukraine; integration and effective development on the basis of holistic development as a new type of development of society.

2. Results and discussion

The quality of a future specialist, depends on his personality characteristics: honesty, ability, understanding. Students should feel an individual approach to shaping their main aspects of social responsibility. That is why the main social institution in the period of personality formation is the institution of higher education, which creates conditions and opportunities for self-improvement and implementation of their knowledge and skills. A high culture of human communication, tolerant interpersonal relationships, educational and upbringing, and scientific and innovative activities have a significant impact on the formation of a specialist as a person in the process of acquiring higher education.

In developed countries natural sciences have been harmoniously combined with the spiritual and social principles of social responsibility. At the forefront is a person as the main aspect of the effective development of society. In today's conditions there was an urgent need to change the vision of the effectiveness of management with the obligatory combination of liability to society. Today, we need highly experienced professionals who, according to international standards, are able to compete in the labor market and predict their results without harming the environment and society. Increasing awareness of social responsibility of Ukrainian higher education institutions is possible only through the intensification of the educational process in accordance with the new moral-ethical paradigm of education, which is based on the general laws of international business ethical relations and the experience of world business education, taking into account the mentality and peculiarities of activity.

According to the report of the Rome Club (2017), if the main threats and challenges of the twentieth century were the limits of economic and demographic growth of civilization in a situation of gradual exhaustion of natural resources, then to date it is: the degeneration of capitalism; anthropocene attack (human activity is crucial for the planet); excessive consumption; total urbanization; digitalization and tehnoutopizm. Confronting these threats is possible only in the rethinking and reorientation of future generations based on «futures literacy», that is, the ideas of the “New Enlightenment”.

The main tasks of education in shaping literacy for the future of higher education graduates according to the report of the Rome Club:

- based on “connectivity” - relationships have been and will be the essence of learning; the use of information technology «is valuable and effective only when it facilitates communication between people». Education should “cause interest, liberate energy and actively engage the ability of each student to study for themselves and help to learn from others”;
- Being valuable in nature, based on universal values and respect for cultural differences, focusing on the well-being of all living beings and the world as a whole;
- focus on sustainability – much of the knowledge regarding ecology, interconnection of systems and sustainable development has recently emerged and has not yet become part of the overall cultural baggage; therefore, the teaching of new generations to the relevant disciplines and skills has fundamental importance;
- cultivate integrated thinking, and not be limited to analytical thinking;
- the need for inclusive education, when some forms of knowledge are supplemented by others, but not excluded and rejected. Cultural diversity is also necessary for social evolution, as genetic for biological.

In Ukraine, today, the economy relies on profits mainly from the export of raw materials and low-technology products. In the international system of specialization and cooperation, Ukraine has become a commodity country. According to analysts' forecasts, agribusiness and information technologies will be effective in the near future in Ukraine. The greatest demand in the regions of the country are sales specialists, representatives of nonprofessional occupations (including in the field of agro-industry and agriculture) and services sectors.

The role of higher education institutions is not only in providing educational services, but also in informing the students about values recognized in the society, the integration of young people into society. Today most countries of the world are involved in social responsibility at the local, regional, and state levels. Involvement of teaching staff in promoting social responsibility among future specialists is relevant and promising. In this way, it is possible to achieve a positive social effect in society through the educational process by implementing the main aspects of social responsibility, improving the environment and raising the standard of living of the population.

The social responsibility of the state, as defined by the Constitution of Ukraine, is manifested, in particular, by regulating the activities of economic entities in the socio-economic sphere and ensuring the requirements of Art. 64, which emphasizes that the constitutional rights and

freedoms of a person and a citizen can not be restricted, except in cases stipulated by the Constitution of Ukraine.

In addition, the social responsibility of organizations is governed by the United Nations Global Compact and international standards on social responsibility.

In 2011, a new strategy of the European Commission on Corporate Social Responsibility (CSR) 2011-2014 was adopted in Europe, which is considered as an integral part of the overall Europe 2020 development strategy. Today, 15 out of 27 EU member states have national CSR policies. In Ukraine, according to these trends, an initiative group was set up in 2009, which started introducing ideas and principles of social responsibility into higher education: 1) a program of discipline “Corporate Social Responsibility” (CSR) for the educational degree of a bachelor; 2) included in the National Occupational Classification the names of the profession “Managers of Social and Corporate Responsibility”, professional titles of works “Expert on Social Responsibility of Business”, “Social Auditor”; 3) participated in the drafting of the Concept of the National Strategy of Corporate Social Responsibility (CSR) in Ukraine.

Recently, the work on developing social responsibility in higher education institutions of Ukraine has intensified: KROK University, Taras Shevchenko National University of Kyiv, Kyiv National University of Trade and Economics, Mykolaiv National Agrarian University, National University of Kyiv-Mohyla Academy, etc. It contains some elements of the implementation of the basic ideas and principles of social responsibility, which include social work, the principles of the Green Office, etc.

It is worth noting that the overwhelming majority of people from rural areas, that is, more than 70-80%, who are to be reflected in their mechanisms of social responsibility, are the main beneficiaries of higher education in agri-environmental protection. In youth, socialization is most actively carried out, especially when it comes to assessing the older generation, its activities, behavior, participation in social and political life, in which the youth, under the influence of changes in living conditions, bring a new meaning, the actual vision of the development of events. The process of socialization in youth is shaped by the influence of social, economic, political and spiritual factors. The development of agriculture, primarily related to the development of rural population. The main factors influencing the social component of a personality of a rural dweller are: development of rural infrastructure, socio-occupational component, motivation of labor, material and psychological (spiritual) situation, self-knowledge, self-education, etc. The most important pedagogical task of agrarian higher education institutions is the assistance of rural youth in their personal development, in determining the meaning and direction of their lives and places in society.

Analyzing the foreign experience of implementing social responsibility in educational institutions, it can be argued that for leading universities of the world this is an integral part in providing educational services. They help people to understand social norms of behavior, focusing on social goals and values as individually important in the realization of a certain line of behavior in accordance with social norms of life. The greatest attention is paid to the preservation of the environment and the development of social communities. By promoting the principles of sustainable development and awareness of the ecological component of life among the students the full perception of the importance of social responsibility is attained. As a result of the analysis of European higher education programs, the Corporate Social Responsibility course at the London Undergraduate University (Master's Program), the University of Yorkshire, the Leitz Business School (Master's Program), the Nottingham University Business School (Master's Program), the University of Applied Sciences in Vienna has already been introduced. In the United States of America, there are universities that have established social responsibility institutions whose purpose is to improve and conduct research, develop practical recommendations, and review scientific works by experts in the area of social responsibility (Ryerson University, State University of San Jose). Some universities have a social responsibility policy (Bristol University, Indiana State University, and others).

In higher education institutions it is possible, through their main functions, to promote the idea of social responsibility that contributes to the balance of key components, peace, and well-being in society (Fig. 1).

Establishments of higher education, introducing the principles of social responsibility, simultaneously form it at the level: Individual personality (higher education student, academic teaching staff, other stakeholders); communities (forming a human potential with a high level of social responsibility); state.

The higher education institution consists of interconnected functions, each of which has its objects of influence and result, united by the general mission of the university on the basis of social responsibility. A prerequisite for the effective functioning of these elements is their harmonious combination, since the achievement of some will contribute to solving a whole range of other socio-economic problems in the agricultural sector to achieve the set goals.

In the knowledge society, higher education institutions are responsible not only for the development and preservation of fundamental science and education, but also participate in the interpretation, dissemination and application of new knowledge based on the socially responsible activity of the subject in the agrarian sector. Universities are responsible not only for the formation of future professional, technical and social elites, but also mass student contingents.

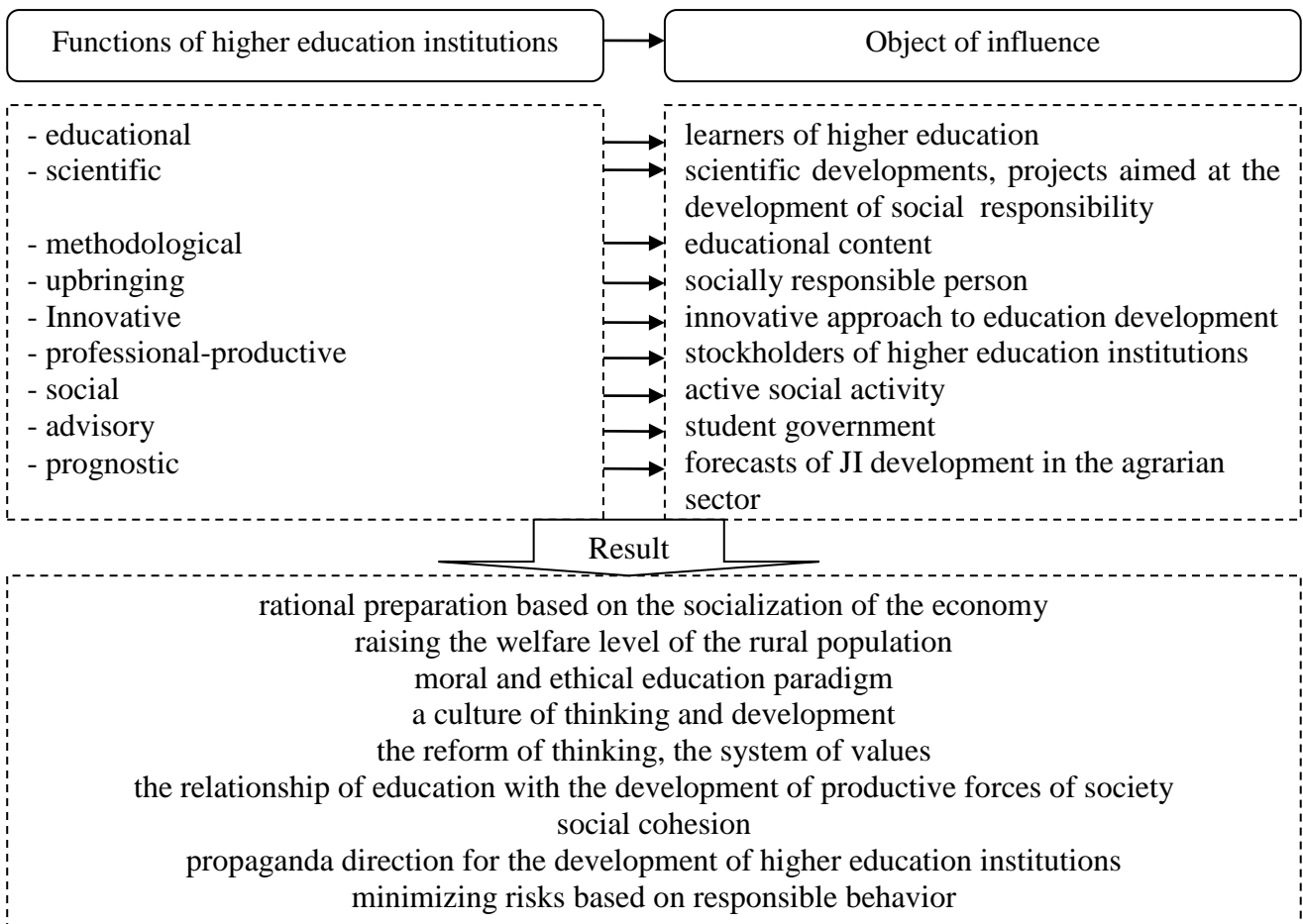


Figure 1. Formation of social responsibility in the agricultural sector of the agrarian sector of the economy

The key objective of the higher education institutions is to prepare a person to fulfill his socially responsible role in society and to study throughout his life. Thus, the formation of social responsibility in higher education institutions occurs through the fulfillment of their basic functions aimed at the holistic development of the agrarian sector. Higher educators should have an individual approach to shaping their main aspects of social responsibility. That is why the main social institute

during the formation of the personality is higher education institutions, which creates conditions and opportunities for self-improvement and realization of their knowledge and skills. A high culture of human communication, tolerant interpersonal relationships, educational and upbringing and scientific and innovative activities have a significant impact on the formation of a specialist as a person in the process of acquiring higher education.

Recently, in the scientific literature there is an active discussion of the membership of higher education graduates to the "generation" and their significance for the educational process. We have systematized scientific views on new generations and proposed our own vision of this trend, which is a prerequisite for the emergence of new types of generations "Generation Alpha" (Table 1).

Universities should focus on the preference of the "Millennials" and the Z generation, which are significantly different from previous generations, in order to obtain high-quality education for higher education graduates and their socially oriented orientation. Therefore, in agrarian higher education institutions it is necessary to focus on practical aspects, interactive use of modern technologies, to involve the game elements in the educational process with due regard to social responsibility. It is necessary to use modern teaching methods such as "problem learning", "team work", conduct mini-lectures that last 35-40 minutes instead of traditional lectures that have lost their relevance, etc. As a result, positive communication between the teacher and the student of higher education and the avoidance of problems with non-assimilation of material and disinterestedness in learning may be positive. It should be noted that the "millennials" and the Z generation bring a large variety of social dimension in the sphere of production, consumption, education and culture, which requires a corresponding variation from higher education institutions and society.

Table 1. Features of generations who are graduates of Ukrainian higher education

Generation	Common features	Features of development
Traditionalists, (veterans) - 1922-1945 biennium	Second World War	Inherent dominance of awareness of their responsibilities; loyalty; authoritarianism; respect for the leaders; the desire to do its job well
Baby Boomer - 1946-1964	Post-war economic growth, struggle for civil rights, space exploration	Ambitions individualists; idealists; conservatives; respect for the leaders; hardworking
Generation X - 1965-1980	Problems of ecology, globalization, disarmament, drug and AIDS prevalence, lack of parental attention	The pursuit of high-quality class education and independence; creative; family is the priority rather than work
Millennials (generation U) - 1981-1999	Parents' vigilance, active use of the Internet and devices	Control over one's own life, time, work; team work; good communicators; optimists; realists
Generation Z - 2000-2020	The active use of the virtual world, the digital era, the world without borders	Assimilation of large volumes and speed of perception of information; refusal of time limits; self-realization and self-education; volunteer activity

It is revealed that "Generation Z" will be replaced by "Generation Alpha", with multi-tasking and eager representatives who know how to use YouTube before learning to read and write. The study of different sources makes it possible to state that the representatives of the generation Alpha generation will start to emerge as early as 2021. On the basis of the conducted research the calculation of the duration of the generation Alpha (using methods of economical and mathematical modeling, which includes linear and polynomial trend and power, exponential, and logarithmic functions). On the basis of the established functions of determining the density of communication, it has been established that the exponential function has the smallest determination coefficient, which shows the smallest link density and a significant deviation between the actual and theoretical values of the result indicator, with the target function = $20,244e^{-0,028x}$ ($R^2 = 0,0791$).

The 4th order polynomial trend ($y = -0,458x^4 + 5,25x^3 - 19,042x^2 + 22,25x + 15$) shows the best bond density ($R^2 = 1$) (Figure 2).

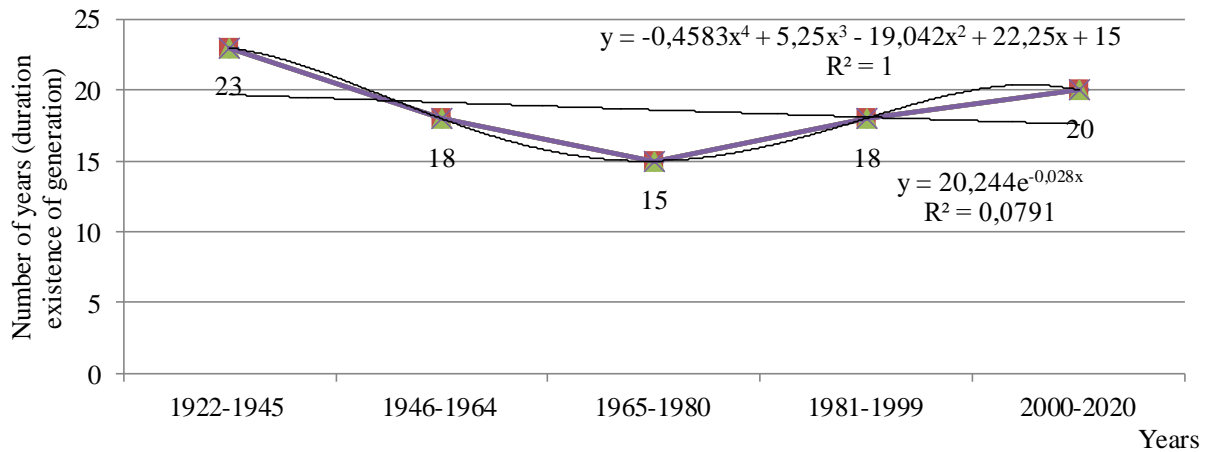


Figure 2. Functions of results of research of duration of “Generation Alpha”

Source: compiled by the authors based on the data in Table 1

The results of statistical, retrospective and graphical research methods show that the predictive value of the availability of the “Generation Alpha” is 17 years. There will be no cultural or political boundaries or differences for the generation, and higher levels of social responsibility and awareness will be characteristic of higher education students. The main idea of popularization of social responsibility in higher education institutions of Ukraine is the attraction and transfer to higher education learners of the recognized social goals and values recognized in society that promote social responsibility, which, in turn, will spread them in society through their own professional activities, taking into account modern approaches to training of specialists in the agrarian sector (Table 2). Today “milenials” make up the largest share of active participants in agrarian business.

Table 2. The main approaches to the training of modern specialists in the agricultural sector of the economy

Features	Knowledge approach (traditional)	Developing approach (innovative)	Socially oriented approach (milenials)	Socially Responsible Approach (Generation Z)
Philosophy	The more knowledge, the better	Better able than having	Self-perception of vision	Do what they believe
Principle	Create a stock of knowledge	Teach yourself to learn	Didactic approaches to teaching (problem learning, teamwork)	Building your own learning process
Concepts	To provide a competitive specialty, to change a profession	Reform thinking, system of values and evaluation	Formation of the students of their own social dimension	Providing the maximum variety of life chances, motivation for learning
The purpose of training	Prepared for specific specialties, positions	Preparation for the type of activity	Preparation for the acquisition of skills, knowledge, skills required by modern agrarian business	The ability to respond in a timely manner to the changes and challenges of society on the basis of holistic development

Methodological focus	<ul style="list-style-type: none"> - Focus on reach coverage; - the domination of the information source, the passivity of the learner; - comprehensive «knowledgeable» training "for future use" 	<ul style="list-style-type: none"> - rational general-theoretical preparation with the following specialization; - orientation to the interactivity of learning; - emphasis on self-organization, collective learning 	The teacher acts as a facilitator, that is, he creates a unique educational experience taking into account the modern needs of society.	<ul style="list-style-type: none"> - «Clip thinking» (possibility to perceive information in small portions); - focusing on socially important results; - creativity of socially responsible thinking
Didactics	<ul style="list-style-type: none"> - preparation for a specific typical activity, workplaces; - Learning as the best knowledge about the standards of activity 	<ul style="list-style-type: none"> - emphasis on comprehension of activities; - learning the logic of step-by-step ascent as technology of any analysis; - organization of the culture of thinking in making decisions 	<ul style="list-style-type: none"> - compliance with principles of social responsibility based on holistic development; - emphasis on life priorities and values; - striving for idealism; - active in defending their rights, protecting the environment and animals 	<ul style="list-style-type: none"> - problem solving based on an integrated combination of talent, business, altruism, technology; - perception of the world not as a «danger», but as a «field for experimentation»

Therefore, on the one hand, higher education institutions should be prepared to apply creative, socially oriented approaches to learning, aimed at communicative communication while working in a team (group), close contact between teacher with a student, interactive using modern approaches and technologies. On the other hand, employers have the opportunity to get the intelligence of contemporary thinking in the development of agrarian business and should be prepared for the changes that the “milenials” see.

As for the Z generation, today, higher education institutions are beginning to actively attract those graduates who are able to think creatively, considering the needs and values of the present. Universities must respond in a timely manner and adapt to the requirements of the new generation (motivation for learning, educational space without borders, etc.). In the future, employers will have to search for a common language with the carriers of new values - independent, free, not affiliated with one office or one country, people who want to do what they believe (on the basis of social responsibility) and get pleasure from it.

In today's economic conditions, the skills of the social dimension of higher education graduates of Ukraine, which are formed under the influence of various aspects of life (Figure 3), become especially relevant.

The survey found that Ukrainian employees with a high level of professional skills, especially socio-emotional skills, occupy a more favorable position in the labor market than those with a lower level of professional skills.

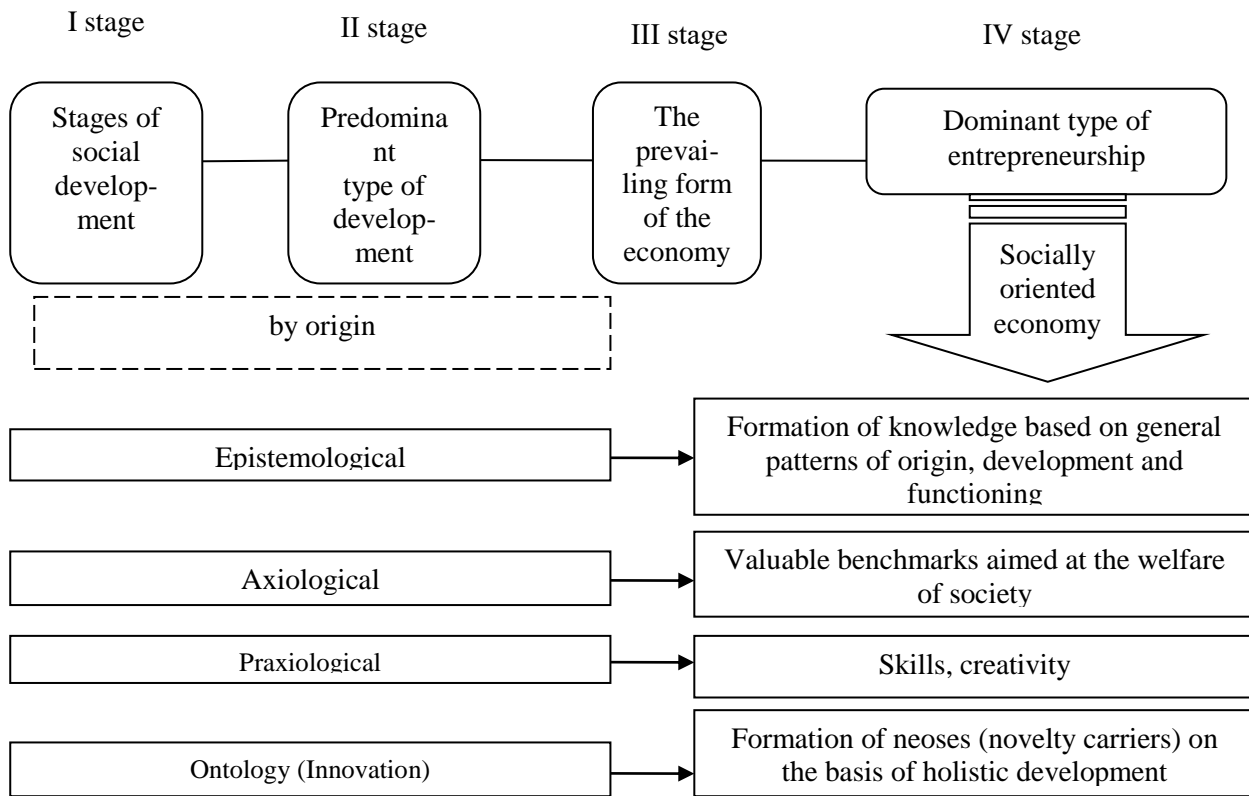


Figure 3. Formation of a social dimension of skills of higher education graduates in Ukraine

It is the employees who have socio-emotional skills (creativity, activity, persistence, responsibility, adaptability and emotional stability) who receive higher wages, higher positions and more actively integrate into the labor market. Thus, social-oriented skills of higher education graduates are not formed immediately, depending on the origin of the skills of hereditary ecogenetic information. Epistemological oriented on cognition and accumulated information, statement of existing knowledge.

Axiological skills consist in the formation of higher education graduates with value orientations regarding their development. Praxiologicheskieskie predict the intellectualization of the individual, taking into account creativity, communicative, etc. The formation of neoses (substantive carriers of novelty) on the basis of holistic development takes place on the basis of ontological skills that are carriers of a new quality of anthropogenic origin and combine the economic, ecological, social and spiritual aspects of the individual's development. The special role of the catalyst for economic development belongs to the knowledge society as the highest evolutionary form of postindustrial society (Fig. 4).

Today's challenges make it quicker to react to external changes and to protect themselves not only from material and moral aging, therefore the urgent need is the ability to manifest and apply innovative approaches to learning. Applying new forms of study, unconscious knowledge and knowledgeable information of the social dimension of higher education institutions have the opportunity to integrate and effectively develop on the basis of holistic development as a new type of development of society.

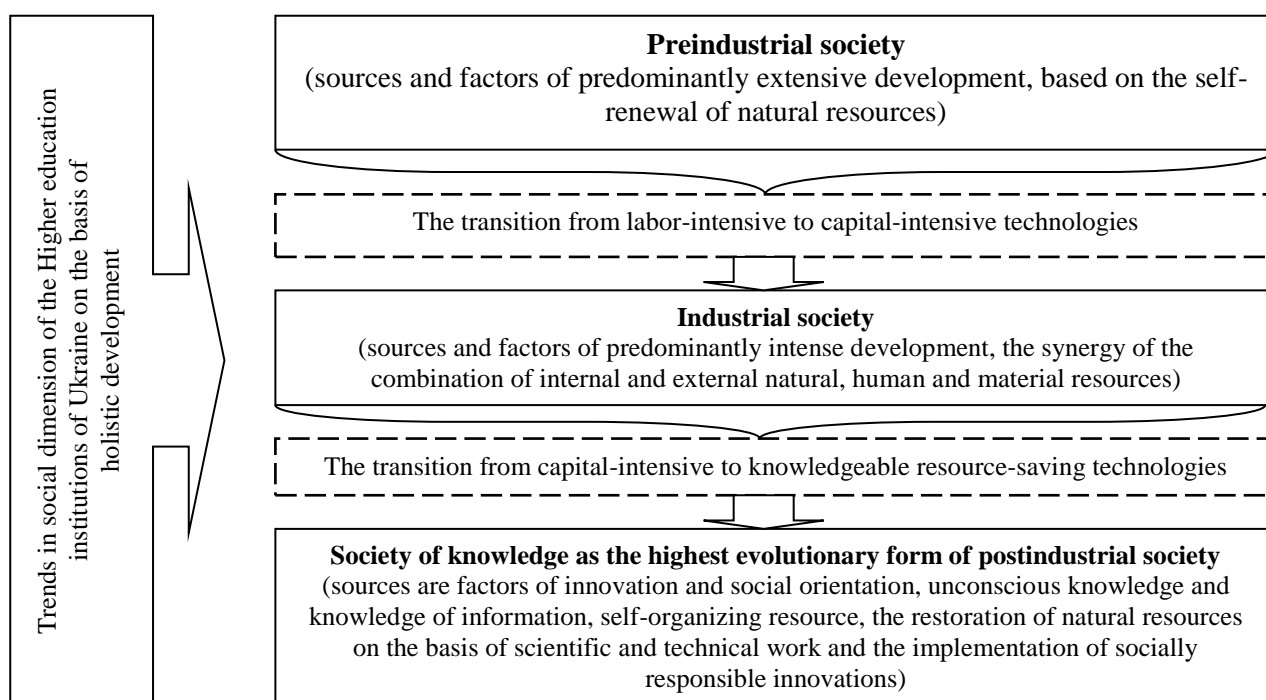


Figure 4. Dominant tendencies of socially oriented development in institutions of higher education of Ukraine

It should be noted that during the last decade, the approaches to management in agriculture in Ukraine have changed due to technical re-equipment. The new challenges of the near future prompt the leadership to attract not only skilled employees (agronomists, mechanics, managers) but also universal workers who will be able to respond quickly and adapt to new changes in the agricultural sector. Today, a strategically important issue for an agrarian country is the awareness of changes in occupations and the corresponding transformations in the educational and professional environment.

It is anticipated that corporate training trainers will develop in the agrarian enterprises, as even mid-level managers will have to analyze and memorize large volumes of information. All professions of manual labor, where the process consists of simple and repetitive actions, will become unclaimed. Until now, there are unmanned tractors and drone in the world that determine the state of crops and the quality of the soil.

3. Conclusion

As a result of this research, the authors own position on the socialization of education as a means of changing the paradigm of development of the agrarian sector has been formulated: Higher education institutions are responsible not only for developing and preserving fundamental science and education but also for interpreting, disseminating and applying new knowledge, which is based on socially responsible activity of the business entity in the agricultural sector; Peculiarities of higher education learners continuum in Ukraine (Z generation, “Generation Alpha”); modern approaches to the training of specialists in agrarian sector of the economy; formation of the socially-oriented skills of Ukrainian higher education learners.

Therefore, the socialization of education has a close relationship with the level of moral development of future specialists. In the process of their activity, higher education institutions have a significant influence on the formation of knowledge and skills of socially oriented thinking. Thus, among the professions of the future, which will take into account the knowledge and skills of social orientation, should be distinguished: agronomist-economist, who combines the profession of

economic and agronomics, agricultural ecologist – a specialist in waste disposal and processing; an operator of automated agricultural machinery who operates drones; city-farmer, a specialist in the construction of vertical farms in cities; GMO agronomist engaged in the implementation of biotechnological advances and the production of products with specified properties; agroinformatics (agrocibernetics), a specialist responsible for the latest developments in the field of informatization and automation of agricultural enterprises.

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