

## **Foresight Education of Economists in Context of Innovative Development of Agribusiness**

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*The global architecture of education is the fusion of the academic and technological environment into a single unity. At the current stage of society development, the labor market in the agro-industrial complex sphere is not stable for several objective and subjective reasons. In this regard, there is a problem of forming appropriate personnel potential in the agro-industrial complex. Foresight of economists' education in the context of innovative development of agribusiness is an innovation in education and technology for modeling the strategic and economic processes of the future of agribusiness. Foresight Education is a new format of education based on the collaboration of competencies, creativity of professional and additional education, and the development of new horizons of global cooperation between higher agricultural educational institutions and enterprises of the agro-industrial complex. The paper reveals the concept of Foresight Education, trends, and directions of training economists in agricultural universities in innovative agribusiness development.*

*Keywords: education, agribusiness, competence, skills, trend, globalization, agrarian education, innovation*

### **INTRODUCTION**

The economic growth of the country is based on (1) raise of education attainment level of the population, (2) an increase in professionalism, and (3) full-fledged staffing of the branches of the national economy (Chekha, 2004; 2006; Lachuga & Chekha, 2007). Obtaining additional professional education –

is a trend of our time; an opportunity to renew and enrich knowledge and skills throughout a person's life necessary to achieve European population standards of living (Karataeva, 2011). The innovative development of agribusiness is inextricably linked with the need to create the corresponding personnel potential for the country. Agro-industrial enterprises face the shortage of qualified managers problem, the ones that possess an appropriate level of not only professional competencies, but also multidisciplinary, present economic knowledge and skills (L. Khoruzhy, Katkov, V. Khoruzhiy, Dzhikia & Stepanenko, 2018). The specialist training in the economy should be based on the needs of personnel for agribusiness. In particular, it is necessary to train specialists in related qualifications, such as economics and engineering, engineering and marketing, economics and production organization. The main vector of economic education development in the agrarian sector is the training of qualified personnel who will be able to analyze and apply innovative and technological discoveries in the future (Karataeva, Vorozheikina, Chutcheva, Chekha & Gladyshev, 2020). The research aims to define and reveal the concept of Foresight Education. The authors consider the future system of additional professional education as the subject of the research. The object of the research is the multidisciplinary educational center [MEC] "Foresight Education."

## **MATERIALS AND METHODS**

The research methodology is based on:

- Theoretical and methodological studies of agrarian education both in Russia and abroad (in European countries, special attention is paid to Foresight Education; they create foresight projects involving experts of various competencies);
- Content theory of vocational and additional education;
- A system of methods for expert assessment of strategic directions of socio-economic innovative development of education considering global trends in additional education in economic development.

The theoretical base of the study consists of the following:

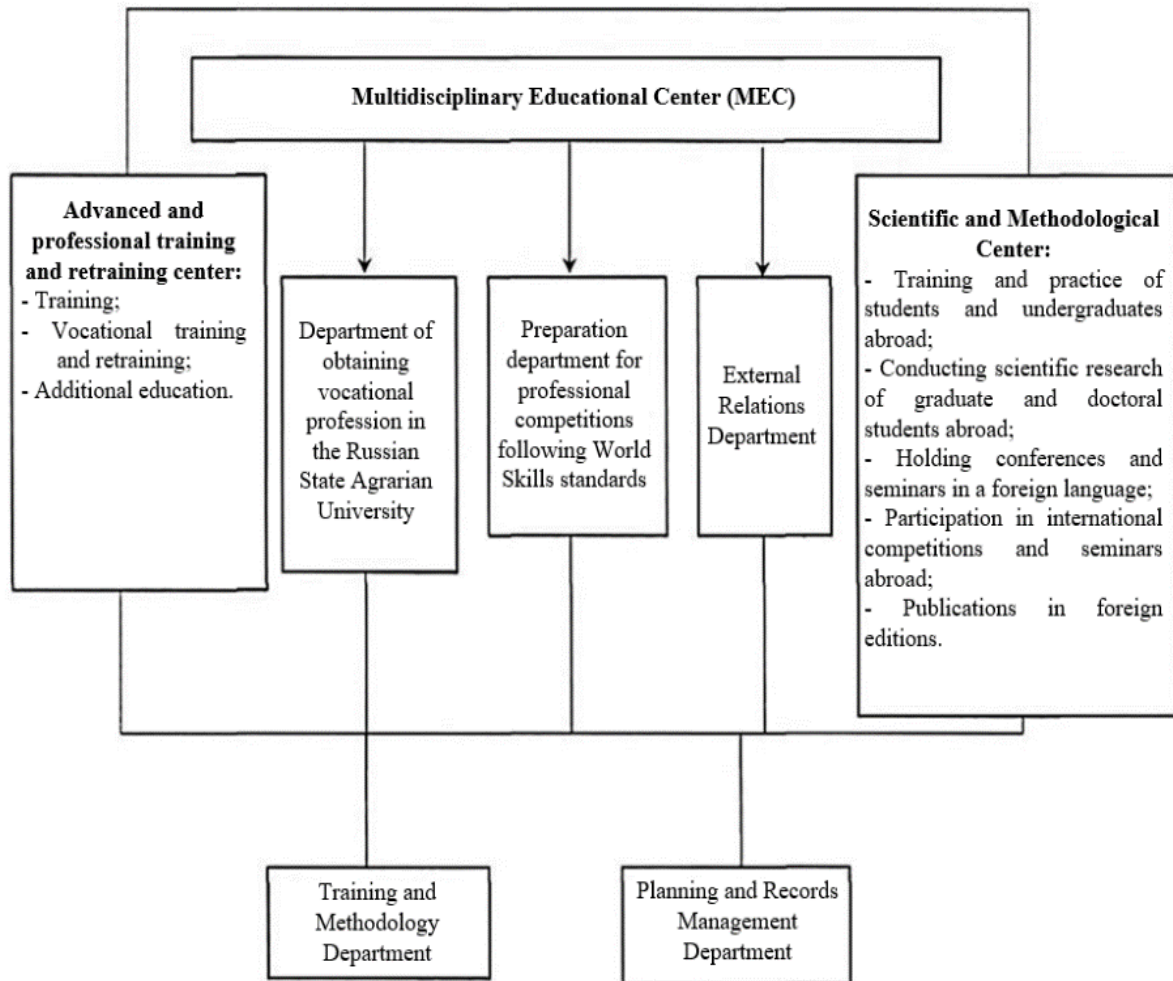
- Works by classics of pedagogical (Nazarova, 2012) and agrarian economic science (Karataeva et al., 2020; Khoruzhy et al., 2020);
- The developments of research institutions;
- "Federal Law on Education" (Russian Federation, 2012);
- Federal programs of education development and society digitalization
- Projects "Technologies at the beginning of the 21st century" and "Future" (Germany, 1991–1998);
- The Delphi technique (Japan) (Grupp, 1995);
- "Foresight-Fleet 2013" (Agency for Strategic Initiatives, 2013);
- "Education 2030" (Federal Institute for Education Quality Assessment, n. d.).

The authors used abstract-logical, monographic, and psychological-pedagogical methods and instructional design according to the chosen methodology and research tasks. The research was carried out and is carrying out based on the Russian State Agrarian University – Moscow – Agricultural Academy.

## **RESULTS**

The accelerating globalization processes and the pace of technological development determine the trends and directions of future education development – "Foresight Education." "Foresight Education" is a vector that determines the trends in the future development of education and training of qualified managers who possess an appropriate level of not only professional competencies but also multidisciplinary, present, economic knowledge and skills. According to the authors, "Foresight Education" in training economists in the context of innovative development of agribusiness in agricultural universities implies the organization of the MEC "Foresight education," reflected in Fig. 1.

**FIGURE 1**  
**STRUCTURAL DIAGRAM OF THE MEC “FORESIGHT EDUCATION”**



The purpose of the MEC “Foresight Education” is the modernization of economic education in an agricultural university according to the system: “school-college-university-employer.” Priority activities of the center (Fig. 2.) are determined due to the tasks (Fig. 3.), which are implemented through the modernization of the educational process, early career guidance of schoolers, and modernization of the educational and production base for conducting educational and practical classes at the university.

**FIGURE 2**  
**PRIORITY AREAS OF ACTIVITIES OF THE MEC**

**Areas of MEC Activity**

**Additional professional and business education**

**Qualification exams preparation, an international certification**

**Organization of vocational training**

**Cooperation with the Young Professionals Union (WorldSkills Russia)**

**Organization of: All-Russian competitions, Olympics, “Startup Skills”**

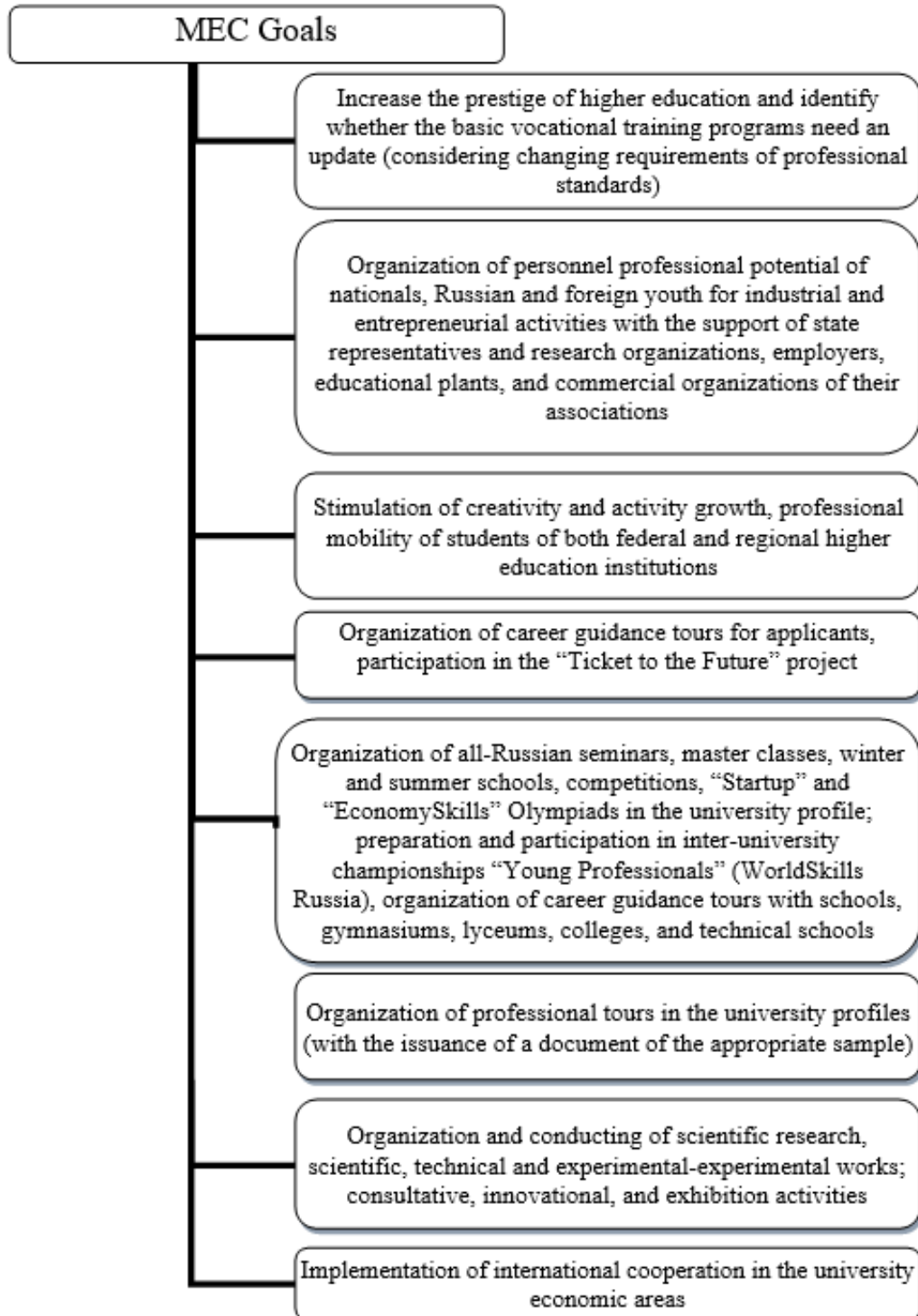
**Organization of career guidance tours, participation in the “Ticket to the Future” project**

**Vector directions of activity**

**Organization of All-Russian scientific, methodological, and practical seminars for faculty and employees of the agro-industrial complex**

**Organization of competitions, Olympiads, “Startup” in the following areas: “Economy”; “Management”; “Information Systems and Technologies”; “Applied Informatics”; “Economic security” and others**

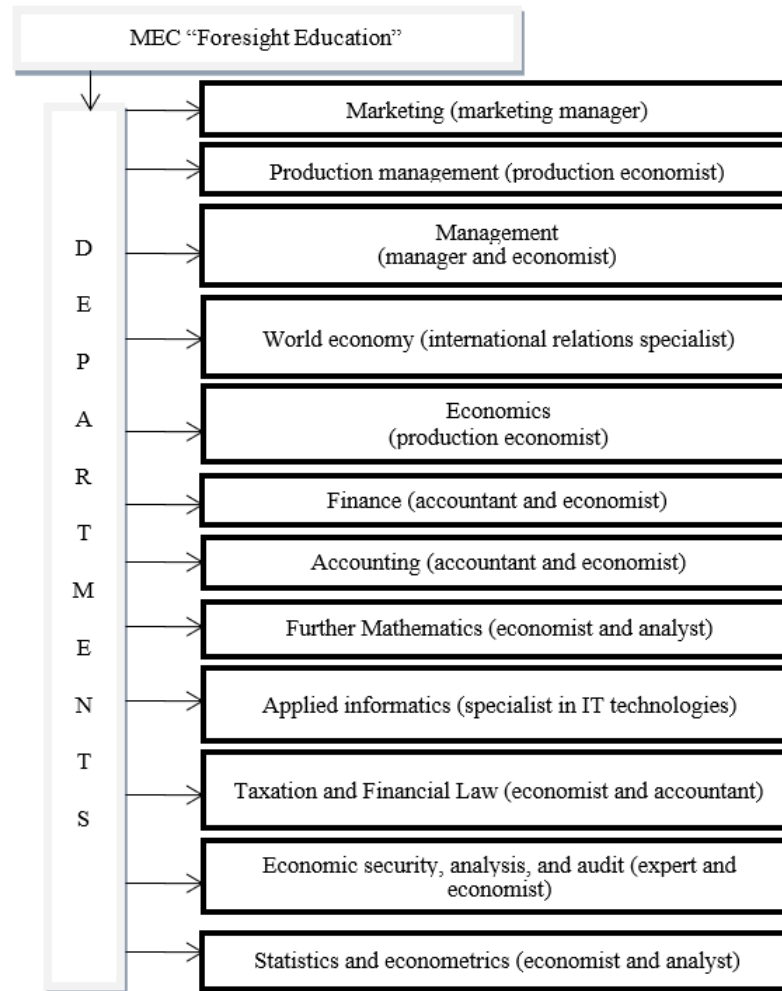
**FIGURE 3**  
**THE GOALS OF THE MEC**



The creation of the MEC will allow:

- For departments – to organize training in additional professional educational programs within the “Education 2030” project (Federal Institute of Education Quality Assessment, n.d.);
- To carry out educational activities in additional professional and business training programs; provide educational, advisory, and curricular services for the leading vocational training programs in “Economics” (Fig. 4).

**FIGURE 4**  
**ADDITIONAL PROFESSIONAL QUALIFICATIONS**



- To obtain new additional professional competencies in agricultural education;
- To rearrange vocational training profiles for agribusiness;
- To organize the All-Russian professional skills competition of financial market specialists “FinSkills”;
- To organize regional championships “Skills of the Wise”;
- To develop programs and train experts in “Accounting and Audit,” “Economics,” “Finance,” and “IT” competencies;
- To develop programs and organize online and offline education for 6-11 grade students within the early career guidance “Ticket to the Future” project.

The authors consider that an experimental study of Foresight Education will improve the quality of specialists' continuous training in agricultural universities for agribusiness.

## DISCUSSION

The globalization processes and technological development pace pose social, economic, and environmental challenges to society. "Education 2030" project allows to create trends, and directions of the future economic education development in the agricultural sector – graduates of the agricultural university with the major in Economics should receive additional professional competencies, considering the direction of his studies, the needs of employers and vector direction of Foresight Education. The participation of future economists in such industry Olympiads as "Startup," "WorldSkills" and "EconomySkills" championships, "the Ticket to the Future" project, as well as in the interuniversity championships "Young Professionals" (WorldSkills Russia) will reduce the shortage of highly qualified personnel in the agrarian sphere. The organization of career guidance tours will create specialized classes where university students along with teachers will be able to teach schoolers in the framework of the "Financial Literacy," "Young Entrepreneur," "City Farmer" programs. The study identified three Foresight Education components: (1) consistency, (2) unity, and (3) effectiveness. In professional education practice, Foresight is – a variance, invariance, probability, and scenario of assessing future education. As a result of the current economic education analysis in agricultural universities, the concept of an invariant structure content of vocational training is needed. It was determined that educational programs of secondary, higher professional, and additional education of different directions and profiles in agricultural universities include invariant components of training content due to the invariant structure of professional orientation. The invariant component of vocational education is highlighted through a consistent multi-level analysis of the corresponding educational programs in "Economics."

## CONCLUSION

The authors consider that Foresight Education is the acquisition of three skills: Soft-skills, Hard-skills, and Business skills. *Soft-skills* – are social and psychological skills necessary in everyday life: communication, leadership, team, public, and intellectual. *Hard-skills* are professional knowledge and skills that are necessary for business processes organization. *Business skills* are communication skills for business promotion and reputation management, implementation of received additional professional education, business plan development, financial modeling, and marketing decisions. Foresight Education of economists training in innovative development in agribusiness involves the mobilization of knowledge, abilities, and skills, considering the specific features of future economists. Due to the aim of the research, the authors conducted the necessary pedagogical experiment. The experiment was carried out and is carrying out based on the Russian State Agrarian University – Moscow Timiryazev Agricultural Academy with students at the university colleges, schools; with staff and employees of the mentioned university and other agricultural universities of Russia. It is an experiment of nature; it runs without changing the educational process and proceeds according to regulatory documents' requirements. During 2017–2019 years within the Foresight Education framework, the following events were held on the base of the university:

- All-Russian seminar meeting of employees of the Ministry of Agriculture of the Russian Federation Authorities;
- The meeting of the Russian Academy of Staffing of the Agro-Industrial Complex on the topic: "Import substitution is the basis of food security in Russia" (October 3, 2017);
- The State support of investment activities in the agro-industrial complex;
- All-Russian seminar-meeting of deans of economic faculties and heads of departments of the Ministry of Agriculture of Russia and the Ministry of Education and Science of Russia on the

topic: “Improving educational programs of economic faculties of agricultural universities in preparation for Federal Educational Standard of Higher Education 3++” (December 4-5, 2019);

- Scientific and technological seminar “Modern problems of the agricultural economy” (January 30, 2020).

The MEC activities should be guided by national-political, socio-economic, and historical-cultural aspects of the country and society development. Now, the Foresight Education system and a model that would be based on a social partnership between participants in the educational space of Russia is needed: schoolers (students), parents, teachers, university administration, scientists, public organizations, businesses, and employers. The wider the format of participation in Foresight activities, the higher the probability of the desired scenario for the educational sphere’s future and the Foresight’s efficiency itself (Nazarova, 2012). Foresight Education for economists in agribusiness innovative development will solve the collaboration problem of polytechnic education in the future.

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