

The share of non-profit united citizen in 2006 was 0.5%, in 2016 – 0.5%.

Conclusions

The total land area per agricultural organization increased by 1,138 ha on average from 2006 to 2016.

The average area of agricultural land per agricultural organization increased by 268 hectares from 2006 to 2016.

The average area of arable land per agricultural organization increased by 411 hectares from 2006 to 2016.

The share of agricultural organizations decreased from 2006 to 2016 by 16.1%.

The share of peasant (farm) farms and individual entrepreneurs increased by 13.3% from 2006 to 2016.

The share of personal subsidiary and other individual farms of citizens from 2006 to 2016 increased by 3.2%.

The share of non-profit associations of citizens from 2006 to 2016 remained unchanged at 0.5%.

There are many types of agricultural enterprises (personal subsidiary farms, peasant (farm) farms, poultry farms, pig farms, etc.). Each of the types of agricultural enterprises can be characterized by the following parameters and indicators: the size of the enterprise, the specialization of the enterprise, the concentration of production of the enterprise, the level of intensity of production of the enterprise, the economic efficiency of production of the enterprise and the level of intra-farm agro-industrial integration. Consequently, facilities and technical services (roads, bridges, drainage networks, and electrical networks) should be provided, and laws should be issued to promote the growth of agricultural organizations and associations, thereby increasing the area of agricultural land, resulting in increased agricultural production, achieving self-sufficiency and exporting surplus products to the countries of the world.

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TRENDS IN THE FIELD OF LIFELONG EDUCATION OF TEACHERS: CHALLENGES OF THE MODERN TIME

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Abstract: *The paper focuses on the trends in the field of continuous education of teachers of a foreign language and teachers-to-be. The author analyzes the new realities in education amidst the pandemic, the encountered difficulties in organizing the educational process and the requirements for teachers in the context of lifelong education.*

Key words: *digitalization, life-long learning, life-long education, professional development, self-education, self-development.*

In the spring of 2020, the education system faced a forced mobilization of the educational process into the digital environment. During the pandemic, teachers (including those of a foreign language) faced such problems as inflexibility and stagnation of educational programs, competence deficits, absence of digital didactics and studies of professional burnout in the new conditions of organizing the educational process, long-distance learning imperfection. Those difficulties were the main subjects of extensive discussions among teachers and the scientific community. The transformation of the educational process into an electronic format was discussed during numerous online webinars, meetings and conferences.

Large conferences and forums on topical issues of learning, including the concept of lifelong education, were organized in a distance format. At the III International Scientific and Practical Conference "Continuing education in the context of the idea of the future: new literacy" experts made a point of the change in the content of education, therefore the key areas will be: humanitarian competencies, choice and independence, digital content, individualized environment. Fundamentally new challenges of modern life, such as informatization, continuity of education, individualization and increasing mobility, begin to have a qualitatively different effect on the realization of the formed competencies of a modern teacher. In witness whereof, I will quote T.M. Kovaleva: "for the shaping of any specific competence of a teacher of a modern school, working today in the context of new trends in continuous education, as well as informatization, individualization, increasing uncertainty and increasing mobility of a modern person's life, it is necessary to qualitatively change basic education of the future teacher, introducing into him new meaningful units - new literacy, which then allow him to realize both universal and general professional competences in this new context". According to T.M. Kovaleva the constant variability of the social context in which the teacher, depending on various situations, could apply certain competencies, prompts us to think about "what new "literacy" should be formed in the process of training future teachers, so that the very implementation of the competencies listed in the Federal State Educational Standard of Higher Education (3++) became possible" [1].

The experts suggest to revise not only the process of mastering competencies, but also of new basic units - literacy, which allows one or another competence to be actualized. It's worth to remark that the experts' speeches also dealt with the currently existing "must-have" competencies. The rector of Moscow State Pedagogical University Igor Remorenko during his speech at the III International Scientific and Practical Conference "Continuing Education in the Context of the Idea of the Future: New Literacy" approached the problem of building "learn to

learn" competence while training the teachers-to-be students in the university. Despite the fact that in the field of teacher training, the emphasis is placed still on the development of metasubject competencies, more and more universities are creating educational products for small communities where people have certain interest and motivation. Thus, according to the rector, higher education institutions intend to support more detailed individual educational trajectories for each student. What will the process of building new competencies and literacy of students look like during their studies at the university? Currently, there is an intensive search for new technologies aimed at implementing: various situations during the learning process to help shaping new competencies, continuous pedagogical practice, the method of creating and analyzing pedagogical cases, etc.

In conclusion, I would like to note that the compelling circumstances coming from the mobilization of education in the digital environment only accentuated the problems of lifelong education for teachers and students. But this does not mean that before the pandemic, this concept remained without development and adaptation to trends. The changes that have taken place have emphasized already obvious importance of the continuity of education among teachers, it is necessary to analyze the general patterns of formation and development trends of an information civilization in order to develop a strategy that allows the educational community to determine not only the ways and means of adaptation of a person to new conditions, but also the possibilities of a person's self-realization in a highly automated environment» [2]. The main thing is that the search for the solutions for the problems of professional training of foreign language teachers is purposefully becoming practical, and will not remain a theoretical field for scientific discussions. Specific competencies, new types of literacy and the interest of higher educational institutions in organizing a continuous educational process among students confirms the before-mentioned statement.

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THE INTRODUCTION OF AN OPEN-SOURCE SYSTEM OF AUTOMATED MONITORING IN THE GROWING EXPERIENCE

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