NON- FORMAL EDUCATION IN TEACHING FOREIGN LANGUAGES FOR AGRICULTURISTS

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Abstract. *The conception of training still seems to be very marked by the Taylorian model of division of labour between designers of solutions and knowledge and enforcement agents who do not have to ask themselves the fundamental problems but simply to record, apply and adapt. Disciplinary teaching is still massively conceived, either in a pedagogy of masterful-dialogue transmission, as an operation of popularization in the form of contributions of knowledge of an informative type, or, since the introduction of pedagogy by objectives, as a shaping of behaviours. While multidisciplinary education, when confronting the trained with the complexity of reality, tends, in agricultural education at least, to refer massively to non-directive pedagogies. Although agricultural education has been directly linked to a profession since its inception, its activities have gradually spread to other needs of the territory and to audiences other than the children of farmers, and now trains in the sectors of agriculture, the environment and services to people. Agricultural education was built on a dual objective, professionalization and education. Confronted for several decades with an evolution of technological knowledge, production contexts, and the social composition of learners (who are now 85% from non-agricultural backgrounds), agricultural education offers multiple examples of adaptation.*

Keywords*: education, languages, non-formal, agriculturists, teaching*

INTRODUCTION

Agricultural occupations are historically characterized by significant professional acculturation, usually carried out in the family setting. The evolution of techniques has made training indispensable. However, agriculture remains a practice strongly rooted in a field, which requires training in a situation. The objectives of public agricultural education at its creation: vocational training adapted to a changing world, and education to integrate more general sectors for the children of "little" farmers, whose farms are doomed to disappear

Education has a perspective of emancipation, and training has a perspective of employability. These two objectives, learning to think for oneself and learning to fit into an existing system, can compete. The goal of knowledge is to give students a power of decision, a power to act for future problems. Educating individuals means training subjects capable of challenging conventional norms and values, also using non-formal methods and non-formal education, in addition to the conventional ones. These non-formal methods or forms of education may part of the annual plan also for students enrolled in agricultural study programs. Foreign languages are crucial in their formation as future professionals in a competitive labour market, whose demands are higher and higher every day.

Students from agricultural backgrounds have a different perception than their peers which, in application of the notion of "differential didactic contracts varying according to students with their personal history" (PAȘCALĂU et all., 2020) must lead teachers to take into account these differences, and the acquisition of a modern language may be done very easy with non-formal methods.

Since the 1990s, societal pressures have increased on the agricultural profession. Faced with contradictory injunctions, between the law of markets and environmental requirements, farmers exercise a harsh profession, poorly recognized by society. The transmission of financial and material capital ensured in the agricultural world the maintenance of a social position that could appear in opposition to obtaining school capital.

MATERIAL AND METHODS

Together with the comparative method and analysis one, I also used the research method, from several types of education but pointing out the most important aspects within non formal education.

From the outset, to meet the challenges of society and the opening to the non-agricultural world, agricultural education is part of a rise in skills in general disciplines with equivalence of diplomas of the National Education. Disciplines compete within subtle hierarchies. The gradual emergence of ecology and the integration of sustainable development into education will contribute to hybridizing these disciplines. Without an appropriate level of a foreign language, the chances of the future professionals decrease significantly (PAȘCALĂU et all., 2021).

Although agronomy is an identity discipline of agricultural education, the importance of English language on our case it is of a high priority. With the aim of raising the level of qualification, the hours devoted to general subjects and management disciplines have increased, to the detriment of field teaching. The educational objectives of the eco-citizen became in competition with the objectives of vocational training. This emblematic discipline, located at the interface of life sciences, human and social sciences, agroecological engineering and agricultural practices, is always in question. It risks compensating for its instability by too much conceptualization or by instrumentalization in the service of other disciplines (PAȘCALĂU et all., 2021). Biology and agronomy teachers who approach the common purpose of the cultivated plant can enter into competition or alliance. They may also come into conflict with operations managers who favour a pragmatic approach linked to production requirements (ȘMULEAC et all., 2013). But the foreign language teacher has its freedom to use non-conventional methods, to use role games activities, group sessions, round tables, story telling activities, to increase the perception of the language and its learning in several foreseen contexts.

In terms of technical disciplines, agronomy, which studies the relationships between plants, crop culture and agricultural techniques, emerged in the 1980s and has since gained academic recognition, through the stabilization of its concepts and methods, in particular the concept of the cultivation system (ȘMULEAC et all., 2020). Nowadays it involves in almost all the areas the knowledge of a foreign language. Why? Because almost everything comes from abroad, all the communication with the partners from abroad is in a foreign language, all the manuals are mostly in English, and so on and so forth.

The teaching of "producing differently" must face several obstacles. For the teaching teams, these are:

− to identify a body of information necessary and sufficient to enable the acquisition of new knowledge in a specific foreign language;

− to train to reason, by problem solving, tests, anticipation, verification;− to leave enough time for the learning of these "thought skills": "it is easier to teach knowledge than to teach to use knowledge to reason and reason with this knowledge" (PAȘCALĂU et all., 2020).

It stresses the need for social transactions between actors in training, society and the professional world to explain the different types of knowledge and lead to a translation process

from which no category of actor is relegated or reduced to a supporting force (BENOIT, 2009). Different modes of transmission (internships, sponsorships, test areas) make it possible to benefit from the experience of professionals in a context of socio-technical integration (DAVIS, C. & WILCOCK, 2010).

Through interactive role plays, workshops, which are non-formal education methods, not foreseen in the study plan of the study programs, but possible if wanted, the students get the chance to experience and to practice real life situations, facing the challenge of expressing themselves in a foreign language, also the chance to be guided or corrected by the teacher.
Speaking out loud in a given context based on a series of situations, from a potential interview for getting a job, through a discussion with a potential client, buyer, seller, to a dialogue on related topics with the intended field, the students gain experience, overpass the fear of public speaking and learn how to communicate orally, using grammar rules, using correctly the sequence of tenses and also specific vocabulary.

RESULTS AND DISCUSSIONS

The constitutive pedagogy project of agricultural education for learning a foreign language includes in addition to the curricula already established at the beginning of the year, several oral activities, simulations of potential situations and contexts, pair activities, by 2 or 3, and also public debates, by groups of 7-8 up to 10 students, depending of the class.

The structure of agricultural study programs related to learning a foreign language, has strongly committed private and public agricultural establishments to a comprehensive educational approach. Thus, citizenship education is done within the framework of a project pedagogy, favoured by a real school life, in so far as the majority of students spend their week within the school (HILL R, et all. 2017). One of the missions of agricultural education concerns international openness, hereby we might take into consideration the importance of the international exchange programs, ICM, namely Erasmus+ programs. This type of exchanges stimulates a lot the learning of a foreign language, the students being compelled for one semester or several months to speak in a foreign language, to study and to pass the exams in that language, or if we are referring to a traineeship Erasmus+ mobility, to be able to undertake it successfully in the company/university chosen. That is why, the activities carried out here may be included in a non-formal form of education, a very good one, when we speak about learning a foreign language.

Moving from multidisciplinary to interdisciplinarity implies overcoming disciplinary compartmentalization and building a common language to express the concepts of several disciplines (KUNANBAYEVA, 2013).

Thus, by developing dispositions to engage in projects, by enrolling in a socio-scientific teaching that does not communicate only established results, thus avoiding "addiction to dogmatic thought" (LOTZ-SISITKA, 2010). the student will develop a thought of his own, will gain self control and public speaking qualities, using a foreign language.

CONCLUSIONS

The teaching contents, both by their internal organization and by their articulations within the study plans, have social implications in that they contribute to the reproduction or transformation of the organization of society, its internal hierarchies and its cleavages (FISCHER, 2008). Agricultural education has participated in the redefinition of the profession of farmer through missions of experimentation, innovation, animation and territorial development (WIDDOWSON, 1978). The modern farmer speaks one or several languages because it is more and more needed to be more competitive, but also to be able to survive the

competition. It also contributes to the integration of many young people in territories being redefined. In a context of increasing socio-technical controversies, involving political decisions and economic choices, the evolution of professions and professional genres is fully topical. Vocational training refers to both scientific and technological knowledge and knowledge in situations of professional practices. The modalities put in place in agricultural education can be the starting point for reflections and transformations in many other training courses (ZAINUDDIN et all., 2019)

The role of agriculture in rural transformation clearly varies according to national economic and structural factors. Similarly, the type of agricultural enterprises that are most likely to emerge in specific contexts depends largely on country-specific factors. For example, the viability of farms of various sizes, the extent of market opportunities, labour and capital intensities, and the degree of specialization of agricultural enterprises vary at different stages of economic transformation and development. These factors will influence the extent and nature of opportunities for youth in the agricultural sector.

Despite these variations, it is still possible to outline the role that agriculture can play in providing opportunities for young people around the world. In recent years, agriculture has received more attention, due to the international food price crisis and the expected increase in pressure on food production systems as a result of population growth and rising incomes in emerging economies, which are expected to continue in the medium and long term (BHAR et all., 2021)

These issues and developments must be seen in the light of the demographic emergence of young people in developing countries and the increased interest, at national and international level, in the challenge of youth employment. Synergistic solutions can thus reasonably be envisaged which offer young people opportunities to earn a living by contributing to the development of agricultural production methods capable of responding to the changing national and international environment.

Indeed, the capacity of the agricultural sector to absorb new workers suggests that there is significant potential for solutions in this sector. However, before we get to that point, it is important to fight against the bad opinion that young people have of agricultural work. Small-scale family farming will certainly be at the heart of the growth and jobs generated by agriculture in most developing countries. Small farms make relatively labour-intensive use, suggesting that they will have a role to play in absorbing cohorts of young people entering the labour market. The role of family farming, in terms of inclusion and pro-poor growth, has also been abundantly highlighted in the literature.

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