

**MODERN PRINCIPLES OF AGRICULTURAL EDUCATION  
ABROAD AS THE BASIS FOR IMPROVING AGRICULTURAL  
HIGHER EDUCATION IN THE REPUBLIC OF MOLDOVA**

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At the global level, for the first quarter of the 21st century, the modern higher agricultural education (HAE) is determined on three main components: education, scientific research (SR) and long-term development. The main feature of the abroad HAE is that the leading agricultural Universities in many countries of Europe and America today train specialists of a wide profile, going beyond just agricultural production. Abroad HAE has currently begun to focus on representatives of different segments of the population, people of different ages, with different levels of basic knowledge. On 2022 the HAE reform, carried out in the Republic of Moldova, was the first step towards finding progressive forms of training for a new generation of specialists who are able to independently apply the acquired knowledge in practice to manage modern high-tech agribusiness. To resolve successfully this problem, it is very important to do a comparative analysis of HAE systems in the USA, and in the wide range of Western European countries, among which, undoubtedly, countries such as Germany and France are of particular interest. This abstract summarizes the results of this analysis. In the USA, the main goals of agricultural educational institutions became a fundamental part of the State Laws. This goals, which determined the direction of the country's agricultural policy, are the following: a) increasing the level of rural population education; c) the right to work during training; c) direction of SR to resolve pressing farming problems; d) introduction of agricultural SR into the creation and development of rural social infrastructure. In Germany, one of the main principles of the HAE is the principle of academic freedom. Its peculiarity is that each student independently determines the list of their disciplines that will be included in their diploma - for in-depth study and conduct of scientific research. Accordingly, without sufficiently developed practical knowledge it is impossible to obtain a diploma of a qualified agricultural specialist in Germany. France HAE is characterized by flexibility and variability in the structure of agricultural education. All agriculture SR is carried out in France classical agronomic institutes, which have the right to create training centers independently. Equal rights in education have been legalized for both students - of the France and foreigners. Thus, a brief comparative analysis of the features of abroad HAE indicates the large opportunities for using foreign experience to improve the structure and introduce new methods and education specific technologies of Moldova Republic HAE.

***Keywords: higher agricultural education (HAE); Moldova, USA, Germany, France.***