

УДК: 378.1.61

**THE ROLE OF EDUCATIONAL ENVIRONMENT OF AN AGRICULTURAL UNIVERSITY IN FORMATION OF INTELLECTUAL POTENTIAL OF HUMAN CAPITAL ©**

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*The article analyzes the approaches to understanding the concept of "human capital", the difference in approaches to the definition of human capital is clarified; features of human capital are generalized and systematized. It is noted that human capital is an implemented part of labor potential. The emphasis is placed on the fact that human capital is understood as a capital in the form of mental skills acquired through formal education or training or through practical experience.*

*The role of the educational environment of the higher educational institution in formation of the intellectual potential of human capital is determined, the features of its formation in the educational environment of the agrarian university are outlined. The modern "theory of human capital" is described, which represents the direction of economic science, within which the human component of various systems of economics is considered in terms of cost and price and varies according to the levels. The structural elements are named and the regularities of the functioning and development of educational environment of the agrarian university are highlighted as a means of forming the basic characteristics necessary for the definition of the concept "intellectual potential of human capital".*

**Key words:** the theory of human capital; labor capital; human factor, educational environment of the agrarian university, the levels of "human capital", principles, intellectual potential.

**Ref.: 23.**

**РОЛЬ ОСВІТНЬОГО СЕРЕДОВИЩА АГРАРНОГО УНІВЕРСИТЕТУ  
У ФОРМУВАННІ ІНТЕЛЕКТУАЛЬНОГО ПОТЕНЦІАЛУ ЛЮДСЬКОГО  
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*У статті проаналізовано підходи до осмислення концепту «людський капітал», з'ясовано різницю у підходах до визначення людського капіталу; узагальнено й систематизовано особливості людського капіталу; зауважено, що людський капітал є реалізованою частиною трудового потенціалу. Закцентовано увагу на тому, що під людським капіталом розуміють капітал у вигляді розумових здібностей, отриманих через формальне навчання чи освіту, або через практичний досвід.*

*Визначено роль освітнього середовища закладу вищої освіти у формуванні інтелектуального потенціалу людського капіталу, окреслено особливості формування людського капіталу в освітньому середовищі аграрного університету. Схарактеризовано сучасну «теорію людського капіталу» як напрям економічної*

науки, в межах якого людський складник економічних систем різного масштабу розглядається у термінах вартості та ціни і розрізняється за рівнями. Названо структурні елементи й висвітлено закономірності функціонування та розвитку освітнього середовища аграрного університету як засобу формування основних характеристик, необхідних для визначення поняття «інтелектуальний потенціал людського капіталу».

**Ключові слова:** теорія людського капіталу; трудовий капітал; людський фактор, освітнє середовище аграрного університету, рівні «людського капіталу», принципи, інтелектуальний потенціал.

Літ.: 23.

## РОЛЬ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ АГРАРНОГО УНИВЕРСИТЕТА В ФОРМИРОВАНИИ ИНТЕЛЛЕКТУАЛЬНОГО ПОТЕНЦИАЛА ЧЕЛОВЕЧЕСКОГО КАПИТАЛА

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*В статье проанализированы подходы к осмыслению концепта «человеческий капитал», установлено разницу в подходах к определению человеческого капитала; обобщены и систематизированы особенности человеческого капитала; отмечается, что человеческий капитал является реализованной частью трудового потенциала. Акцентировано внимание на том, что под человеческим капиталом понимают капитал в виде умственных способностей, полученный через формальное обучение или образование, или через практический опыт.*

*Определена роль образовательной среды учреждения высшего образования в формировании интеллектуального потенциала человеческого капитала, определены особенности формирования человеческого капитала в образовательной среде аграрного университета. Дана характеристика современной «теории человеческого капитала», которая представляет собой направление экономической науки, в рамках которой человеческая составляющая экономических систем различного масштаба рассматривается в терминах стоимости и цены и различается по уровням. Названы структурные элементы и освещены закономерности функционирования и развития образовательной среды аграрного университета как средства формирования основных характеристик, необходимых для определения понятия «интеллектуальный потенциал человеческого капитала».*

**Ключевые слова:** теория человеческого капитала; трудовой капитал; человеческий фактор, образовательная среда аграрного университета, уровни «человеческого капитала», принципы, интеллектуальный потенциал.

Лит.: 23.

**Problem statement.** At present, in today's society, investments in the formation of human capital must be accompanied by the revival of the productive sphere, supported by investments in the comprehensive development of enterprises. Technical and technological modernization of the economy's branches is an important prerequisite for the high efficiency of the processes in the field of human capital management. Therefore, nowadays, when unprecedented level of globalization and high rate of scientific and technological

progress questions the future of each of the developing countries, ignoring the problems of modernization of the society is an impermissible mistake and a strategic miscalculation. So, the sooner one or another state will decide on the course of modernization and provide in practice a functional basis for the implementation of the relevant plans, the greater will be the probability that it will succeed in progressing to the stage of post-industrial development, in which knowledge will be able to prove itself as capital [1, p. 514].

According to various data, in the structure of national wealth of developed countries human capital ranges from 50 to 70 percent and is steadily increasing. Forecasting the prospects for global development, Deutsche Bank experts point out that namely human capital – investments in education, training and health – is crucial for the GDP growth [2]. Scientists have shown that the formation of human capital takes place through the development of the individual in the family, through the mechanism of social interaction and communication and through the mechanisms of socialization and professionalization in the appropriate institutional environment (education and culture, information space, production system, educational environment of the educational institution). Therefore, the concept of modern higher education should be based on a combination of such important elements: training should be educational in character, undergraduate training should have professional orientation; in the process of training, one of the most important elements is the upbringing of culture, morality (this concerns the whole system of education); professional training of the future specialist should be carried out in close connection with practical activity; the state should finance education giving the priority to deficient areas and specialties, contribute to the growth of the intellectual potential of the nation; the process of education, professional development, self-education should be continuous, and this should be understood by both educators and those who study, because it is the requirements of time [3].

T. Schultz and G. Becker considered investment in education as the basis for the development of human capital, the effectiveness of which, according to their calculations, makes 12-14 percent of annual profit. Unlike those researchers, the American Nobel Prize laureate Michael Spence on the base of his own theory of market signals [4] has argued that the level of education of an employee does not directly affect his performance, but is only a "signal" about that this employee has the potential to increase the effectiveness of his work [5, p. 940].

An important point for our study is the position according to which "human capital is an implemented part of labor potential". According to this point of view, it is labor potential that represents the capabilities of a person who, in certain circumstances, either generates income, acquiring signs of human capital, or not. At the same time those elements that did not find application are characterized as unrealized parts of labor potential. The validity of such an understanding of the stated opinion is confirmed by the following thesis: human capital, in its conditional and simplified form, can be interpreted as labor potential, which is realized in the market place under recognition of the productive nature of investments in the human economy. Talking about labor activity, we consider it quite logical to call the corresponding force "working", which, like electricity in the world of technology, drives various "means" of labor: the human body itself and the components of his intelligence (knowledge, skills, aspirations). Due to using the forces of the body, a process of acquiring knowledge and skills takes place, which in their turn will form the basis of such concepts as labor potential and human capital. No less important is the fact that knowledge, abilities and professional skills, as values, can't be consumed by man as wealth [6].

Some scholars [6] determine education to be the most important asset of human capital. It can be considered not only as a means of increasing future incomes, but also as

an ability to create self-generation or self-investing in human capital. This is explained by the fact that due to education, the person by means of the use of labor potential increases not only material goods, which are then used to meet physiological, social and other needs, but also improves his skills, professional abilities and competences. At the stage of multiplication and enrichment of human capital great importance has state regulation of demand and supply in the labor market in cooperation with enterprises and organizations, namely, licensing and, accordingly, training specialists of those professions that are necessary for the development of the country's economy.

**Analysis of recent research and publications.** Analyzing the content of the economic category "capital", D. Melnychuk [1] compares different interpretations of the concept "human capital", defines the criteria that are suitable for assessing the legitimacy of certain theoretical judgments regarding its nature and role in the modern world.

The problem of capital was studied by representatives of various scientific schools. Particular milestones of the neoclassical analysis were the welfare theory of H. Sidgwick (1838-1900) and A. Pigou (1877-1959), the neoclassical approach of B. Clarke (1847-1939), the regulation of the cycle theory of C. Wicksell (1851-1926), the theory of economic development of J. Schumpeter (1883-1950), the theory of capital, interest and money of I. Fischer (1867-1947) [1, p. 28].

A significant contribution to the study of the economic content of the category of "knowledge" as a factor of development of human capital was made by foreign and domestic scholars: V. Bazylevych, G. Becker, D. Bell, I. Bodnar, E. Makarenko, V. Semynozhenko, L. Fedulova and others. However, in modern science the role of the environment in shaping human capital, its intellectual component is not sufficiently studied.

**Goals setting.** The purpose of the article is to find out the role of educational environment in the formation of human capital, to distinguish between ways and methods, conditions and other factors of the agrarian university educational environment organization, which influence the formation of the intellectual component of human capital in agrarian sector.

**Presentation of the main material of the research.** Nowadays the thesis about the emergence in the developed countries of the so-called "new economy", "knowledge economy", based on the achievements of information and technological revolution is being spread in the world. In preindustrial and industrial societies the main sources of economic development were material factors. Now the formation and development of a post-industrial society is based on human capital, and "new economy" – on knowledge as a source of wealth of the society. With the emergence of global knowledge markets, intellectual potential becomes a factor of the country's competitive advantage. At the heart of economic power and competitiveness of the country lies the work of many millions of people [7, p. 298].

It was investigated that the most important criterion for the level of development of the country as a whole is the level of its human development, which is based on knowledge as an intellectual component of human capital. An important trend in the development of the world economy at the present stage is the process of intellectualization and formation of a knowledge-based society, in which economic well-being is determined by high technologies, innovative capabilities and the level of intellectual development of the society. A gradual transition to an innovative model of economic development is taking place. The humanitarian type of economic development comes to replace the industrial one, which is also called the "post-industrial" type, the driving force of which is the scientific knowledge, creative and intellectual potential of human resources. According to A. Tofler,

there is a movement from the economy of the workforce to the brain power economy, and in the new society information and knowledge are the main factors of production [8].

The notion of intellectual capital in its modern sense appeared relatively recently, at the end of the twentieth century, thanks to the Swedish economist L. Edvinsson.

L. Edvinsson and M. Malone are considered to be the initiators of economic thought on the theory of intellectual capital.

Understanding of another notion, namely, the concept of "educational environment", which creates conditions for the development of intellectual potential of human resources, is very important for our study. Scientists distinguish different structural components of the educational environment. Thus V. Yasvin [9] defines them as follows: spatial-subject – refers to premises for conducting classes and organization of work of auxiliary services and adjacent to these places territory, etc.; social – extends to the process of ensuring mutual understanding between subjects, the predominance of their positive mood, unity and consciousness in actions; psycho-didactic – considers the content and teaching methods, is determined by the psychological goals of constructing the educational process, is ensured by the correspondence between goal-setting, content and procedural content, on the one hand, and psychological, physiological and age peculiarities of students' development, on the other.

In the *structure* of the educational environment Yu. Kulyutkin, S. Tarasov [10, p. 6] distinguish the following components:

- *spatial-semantic* – architectural and aesthetic organization of living space (architecture of premises, interior design, spatial structure of educational and recreational facilities, the possibility of their spatial transformation, etc.); symbolic space (various symbols);

- *methodical* – content sphere (concepts of education and training, educational and training programs, textbooks, manuals, etc.); forms and methods of organization of education (research societies, structures of self-government, etc., discussions, conferences, excursions, etc.);

- *communicative-organizational* – peculiarities of the subjects of educational environment (status, roles, sexual and national peculiarities of students and teachers, their values, attitudes, stereotypes, etc.);

- *communicative sphere* (style of communication and teaching, spatial and social density of subjects of education, etc.);

- *organizational conditions* (peculiarities of managerial culture, presence of creative associations of teachers, initiative groups, etc.).

As *structural components* of the educational environment the physical environment, human factors, training programs are distinguished. The term "physical environment" refers to architecture, design, size, structure of premises and the ease of their spatial transformation as needed; available opportunities for spatial displacement of students, etc. Thus the concept of "educational environment of the university" D. Binetska [11] regards as a systemic formation, an artificial socio-cultural environment of the subject of learning and includes the content of teaching, a variety of facilities and teaching methods that can provide productive research activity of the student. In general, modern economic science determines "capital" as a complex, multidimensional category, the evolution of which has reflected the historical process of the development of nature, forms of movement, dynamics and structure of commodity production [12, p. 290].

Western theoretical scientists stressed the need for investment in education and human health, the importance of education throughout the whole life. They also understood the important role of all parts of society in human capital formation: a family that ensures bringing up and provides investment in education; an enterprise that creates conditions for

the life and development of a human as a creative person; and the state, which should create conditions for the harmonious development of a person in society, as well assume more important functions of human capital management – public investment in the development of education, health, culture, wage regulation and labor market, the level of property differentiation in the society, regulation of legal relations in this sphere and others. Edwin J. Dolan understands human capital as "capital in the form of mental abilities acquired through formal training or education, or through practical experience" [13, p. 250]. C. Fischer [14] gives the following definition: "Human capital is the degree of incarnation in a person the ability to generate income. Human capital includes innate abilities, talent, education, qualifications acquired".

The modern "theory of human capital" [15] embodies the direction of economic science, within which the human component of various economic systems is considered in terms of value and price and varies by definition into three levels:

- on a *personal level* human capital refers to the knowledge and skills that a person has acquired through education, training, practical experience (while using his natural abilities) and through which he can provide valuable production services to other people. At this level human capital can be compared with other kinds of personal ownership (property, money, securities) that generates income, and we call it personal or private human capital;

- on the *microeconomic level* under human capital we mean the combined qualifications and professional abilities of all employees of the enterprise, as well as the achievements of the enterprise in the efficient organization of work and personnel development. At this level human capital is associated with the production and commercial capital of the enterprise, since profits are derived from the efficient use of all types of capital;

- on the *macroeconomic level* human capital includes accumulated investments in such fields as education, vocational training and retraining, vocational guidance and employment services, health improvement, etc., is an essential part of the national wealth of the country, thus we call it national human capital [5].

Humanity has taken a decisive step from primitive to advanced knowledge, passed from the priority of professional skill, which was formed as a result of self-study and continuous repetition of the same type of production functions, to the priority of professional competence – the result of long learning and significant investments in education, which also marked the emergence of a fundamentally different form of capital – human one. According to O. Grishnova, the use of the category of human capital implies that person's productive abilities are his inalienable personal property that acquire forms of capital as a result of the long historical development of social relations regarding the use of these abilities only under certain conditions of a developed market economy at the present stage of development of civilization [16, p. 13].

Scholars [1] sometimes replace the definition of "human capital" with such concepts as "labor potential", "labor force", "labor resources", "human factor". N. Krotova proposes to include in the structure of human capital not only the ability of people to productive labor, but also the social, psychophysical and cultural abilities of man [17]. Yu. Bychenko distinguishes cultural capital within human capital [18]. Other researchers [19] give the following definition of human capital: this is a set of creative abilities, personal qualities and motivation of individuals which they possess, are accumulated at the expense of investments and are used in one or another sphere of social production during the working life of workers aimed at receiving higher income in the future. I. Nikitina believes that in the definition of human capital focus should be make on the growth of national wealth of

the country [20].

In our study, human capital is understood as "formation or development, as a result of investment and accumulated by a person (persons) certain stock of health, knowledge, skills, abilities, motivations, which is purposefully used in one or another field of social production, contributes to the growth of labor productivity and due to this, affects the growth of income (earnings) of its (human capital) owner "[21]. One should draw attention to several key points arising from this definition: firstly, human capital is not just a set of specified characteristics, namely, formed or developed as a result of investment and accumulation a certain stock of health, knowledge, skills, abilities, motivations; secondly, it is such a stock of health, knowledge, skills, abilities, motivations, which is appropriately used to obtain useful result and contributes to the growth of labor productivity; thirdly, the use of human capital naturally leads to the increase in the earnings (profits) of its owner; fourthly, such an increase in income stimulates further investment in human capital, what leads to further growth of earnings.

Industrial society is identified through the quantity of goods that determine living standards, while a post-industrial one is characterized by the quality of life measured by services and various conveniences (health care, education, leisure and culture) that become accessible and desirable for everyone. At this stage, the influence of a new type of consciousness becomes noticeable [1]. As O. Grishnova observes, there are several reasons for the emergence of interest in the concept of "human capital". First, it is the general pattern of development of modern science as a whole, which manifests itself in scientists' attention focused on researching human problems. Second, it is recognition of the fact that the activation of creative human potentials, the development of highly skilled labor is the most effective way to achieve economic growth [1, p. 7]. According to A. Korovskiy, the emergence of the category of "human capital" is due to the fact that since the middle of the previous century, the satisfaction and development of human needs has become not only the ultimate goal of economic activity, but also the moment of carrying out, realization of the economic process, autonomous, independent factor in economic development [22, p. 13]. Scientists [3] emphasize several important features: these are the assets that a person has in the form of innate qualities: physical, psychological, intellectual, as well as those qualities, abilities that a person acquires during his lifetime (knowledge, skills, motivation); these are assets that require significant investments; these are assets that generate income over a period of time. In other words, a person's ability to realize embodied in means of production knowledge is intellectual capital.

**Conclusions.** In modern scientific discourse, some researchers focus on human capital as a source of income, some foreign analysts even count the value of human capital both for national economies as a whole and for an individual, calculating the rate of return on human capital, what allows assessing the efficiency of investments in education and production training of personnel. It is believed that in this case, the rate of return acts as a regulator of investment distribution between different types and levels of education and between the education system as a whole and the economy [23].

Other scholars regard a human as a personality with his psychological and spiritual and moral qualities, and capital is seen as a complex category: not only as money, but also as a nation's capital, which includes intangible assets. To summarize, we can say that human capital is characterized by the following features: it is the assets that a person has in the form of innate qualities: physical, psychological, intellectual, as well as those qualities, abilities that a person acquires during his lifetime (knowledge, skills, motivation); these

assets require significant investments; they generate income over a period of time. An appropriately organized "educational environment" is intended to create conditions for the development of the intellectual potential of human resources, which will ensure the ability of a person to realize his knowledge from the point of view of multiplication and enrichment of human capital.

The prospect of further research is seen in identifying the conditions for the formation of the intellectual component of human capital in institutions of higher education and ways of its implementation in the agrarian sector.

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