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## IDENTIFICATION OF THE MAIN DIRECTIONS OF ORGANIZATIONAL AND ECONOMIC SUPPORT OF EDUCATIONAL SERVICES MANAGEMENT IN UKRAINE

*The article analyzes the main approaches to the interpretation of the concept of educational service, which consider it as: purposeful activity of participants in the educational process; the process of transmitting certain information for assimilation; a set of knowledge, skills, abilities and a certain amount of information, etc. It is established that the system of organization and management of education at the regional and state level as a whole is a set of interrelated elements: educational programs and state educational standards of different levels and orientations, networks of educational institutions that implement them regardless of organizational and legal forms, types and types, education management bodies and institutions and organizations subordinate to them. The problems inherent in the management of the modern education system of Ukraine are revealed: the lack of clear requirements for managers; uncertainty of the specific content of education management; negative consequences of the collapse of the previously existing management system (violation of the material supply system, lack of control and forecast of quantitative and qualitative characteristics of educational services). The specifics of educational services are determined, namely the combination of traditional characteristics of services and the inseparable connection of educational services with the source of their provision; changes in the quality of service when changing the level of staff; impossibility of preservation; intangible; active participation of the consumer in the process of providing educational services. The future main directions of organizational and economic support of management of educational services in Ukraine are determined: stimulation of effective demand for education through tax benefits; development of a control system for ensuring state educational standards, etc.*

*Key words: educational service, management, education system, organizational and economic support.*

ТКАЛЕНКО НАТАЛІЯ

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## ІДЕНТИФІКАЦІЯ ОСНОВНИХ НАПРЯМІВ ОРГАНІЗАЦІЙНО-ЕКОНОМІЧНОГО ЗАБЕЗПЕЧЕННЯ УПРАВЛІННЯ ОСВІТНІМИ ПОСЛУГАМИ В УКРАЇНІ

*У статті проаналізовано основні підходи до трактування поняття освітньої послуги, які розглядають її як цілеспрямовану діяльність учасників освітнього процесу; процес передачі певної інформації для засвоєння; сукупність знань, умінь, навичок і певного обсягу інформації і т.п. Встановлено, що система організації та управління освітою на регіональному та державному рівнях в цілому являє собою сукупність взаємопов'язаних елементів: освітніх програм і державних освітніх стандартів різного рівня і спрямованості, мережі освітніх установ, що реалізують їх незалежно від організаційно-правових форм, типів і видів, органів управління освітою та підвідомчих їм установ і організацій. Виявлено проблеми, властиві управлінню сучасної системи освіти України: відсутність чітких вимог, що пред'являються до управлінців; невизначеність специфічного змісту управління освітою; негативні наслідки розпаду існуючої раніше системи управління (порушення системи матеріального постачання, відсутність контролю і прогнозу кількісних і якісних характеристик освітніх послуг). Визначено специфіку освітньої послуги, а саме поєднання традиційних характеристик послуг і нерозривний зв'язок освітніх послуг з джерелом їх надання; зміни якості послуги при зміні рівня персоналу; неможливість збереження; нематеріальний характер; активна участь споживача в процесі надання освітньої послуги. Визначено майбутні основні напрямки організаційно-економічного забезпечення управління освітніми послугами в Україні: стимулювання платоспроможного попиту на освіту через податкові пільги; розвиток системи контролю забезпечення державних освітніх стандартів і т.п.*

*Ключові слова: освітня послуга, управління, система освіти, організаційно-економічне забезпечення.*

### Problem statement

The educational level of the population is one of the most important characteristics of public education, determining the level of development and investment attractiveness of the country. For the most part education expenditures are one of the largest items of expenditure in state budgets. The system of organization and management of education at the regional and state level as a whole is a set of interrelated elements: educational programs and state educational standards of various levels and focus, a network of educational institutions implementing them, regardless of their organizational and legal forms, types and types, educational authorities and institutions and organizations subordinate to them.

### Resent research and publications analysis

Many experts adhere to the point of view that an educational service is a purposeful activity characterized by the interaction of participants in the educational process and aimed at meeting the educational needs of the individual [1].

In a number of publications, an educational service is considered as a process of transferring certain information for assimilation, in order to obtain a certain result: a set of knowledge, skills, and a certain amount of information that are used to meet the specific needs of a person and society in intellectual development and the acquisition of professional skills [3].

### The main materials of research

Currently, a policy of reforming the education sector is being pursued, which affects the system of regional and city educational institutions. This is a transition to 12-year secondary education, the likelihood of introducing a unified standardized final exam, which will allow you to enter any higher educational institution without entrance exams if the required number of points is scored. These changes are ambiguously perceived in society, but they continue the tendency for Ukraine to enter the world education practice. The possibilities of choosing alternative forms of education (lyceums, gymnasiums, colleges, specialized classes, etc.) are expanding.

Parallel to the system of free education, paid education is developing at all levels - from kindergartens to universities. This process has a number of negative aspects: free education is becoming less accessible, its quality is declining, and the process of its commercialization is growing, which increases the inequality of citizens.

Since the reform in the field of education has led to a change in the previous uniform system of educational institutions, there is a differentiation of the content of education with its multi-level teaching. The old forms of education management are losing their effectiveness, and new ones are being created. As a result, there are problems of bureaucratization of management: lack of clear requirements for managers; uncertainty of the specific content of education management; negative consequences of the collapse of the previously existing management system (violation of the material supply system, lack of control and forecast of quantitative and qualitative characteristics of educational services).

In the context of an increase in the share of paid education, in particular in the higher education system of Ukraine, the study of the provision of educational services as a subject of purchase and sale is of particular interest. The main activity of the university is the provision of educational services. Educational services are created in the process of scientific and pedagogical work, which, in turn, is a kind of scientific work. The result of scientific and pedagogical work can be called an educational product. An educational product is a part of an intellectual product adapted to the corresponding segment of educational services. [2].

Some authors consider an educational service as an activity of an educational institution aimed at developing a person's intellectual abilities, the formation of professional qualities that are realized in the future in the process of labor activity.

However, it must be borne in mind that not only a higher educational institution is involved in the formation of professionally significant knowledge, skills and abilities that are used by employers in the labor market. Self-education during the period of study at the university, parallel education in various courses, the influence of the family, the environment, etc. brings the knowledge, skills and abilities to graduates, which are then in demand by the labor market. In addition, professional qualities cannot be considered in isolation from other personality characteristics, which are also significant both in employment and during professional activity. Therefore, on the labor market, a university is not a producer of graduates, but of educational programs in the form in which they are mastered by its graduates. As a result of mastering these educational programs, graduates acquired the knowledge, skills and abilities necessary for the labor market.

But educational services are specific. Their specificity is manifested in the combination of traditional characteristics of services (intangibility, inseparability from the source, inconstancy of quality, non-persistence) and their inherent features. Educational services are characterized by a low degree of tangibility. A consumer of educational services, having applied to a university, cannot know in advance the result of their education. He can only indirectly judge the quality of the service based on his own past experience, guided by the opinion of other consumers, with the help of advertising messages.

The second traditional characteristic of services is manifested through the inextricable connection of educational services from the source: an educational service does not exist separately from the university and its teaching staff.

The quality of educational services changes due to changes in the qualifications of personnel, material and technical base and other elements inherent in the educational process. In addition, any replacement of a teacher can change the outcome of the provision of educational services, as well as the demand. One and the same teacher can conduct classes in different ways, depending on his mental and physical condition.

The lack of preservation of educational services is due to the fact that a person tends to forget the information received in the learning process, and knowledge tends to become outdated.

A characteristic feature of educational services is that they are immaterial, that is, they cannot accumulate. A person, consuming educational services, accumulates knowledge, teachings, skills, but this is the result of the work of the human brain and intellect, and not these actions themselves. For example, by consuming services in the field of vocational education, a person can accumulate certain knowledge, abilities, skills, develop their intellectual capabilities. But there is a subtlety here: in this case, it is not the services themselves that accumulate, not the actions for the formation of vocational education, but the results of these actions.

A specific feature of educational services is their assessment throughout the entire period of study (sessions, certification).

The decision to purchase (acquire) an educational service can be made not so much by a potential consumer as by his parents or older persons. As a rule, in the acquisition of secondary (complete) general, primary vocational, secondary vocational, higher education, the decision is made by the parents. And at the level of additional and

postgraduate education, such a decision is made by the consumer himself, and even then not always.

A striking specific feature of the educational service is the active participation of the consumer in the process of providing educational services. Without his active intellectual participation, the process loses its meaning.

Another specific feature of educational services is that the consumer, paying (not paying) for the received educational service, expects in the future from this service the possibility of earning income (in the form of wages).

Educational services are complemented by related services (hostel, medical services, sports centers, food factory, etc.), which accompany and ennoble the learning process, solve everyday and cultural needs of consumers, giving these additional value to the university.

A feature of educational services is the satisfaction of the spiritual and intellectual needs of the individual and society, i.e. social need for education.

An extremely important feature of educational services in the field of vocational education is the mandatory state control of the quality of their production (consumption). The control is due to the fact that a graduate who has passed state certification is issued a diploma of the established form in a certain specialty with the assignment of qualifications.

The peculiarities of educational services can also be attributed to the fact that universities operate simultaneously on two interrelated markets - the educational services market and the labor market.

Thus, taking into account the specific features and characteristics of educational services, the following definition can be given: an educational service is a complex process aimed at transferring knowledge, skills and abilities of a general educational, professional nature to the consumer, in order to meet and develop personal, group and social needs.

### Conclusions

Taking into account all of the above, the main areas of organizational and economic support for the management of educational services in Ukraine should be:

1. Stimulating effective demand for education through tax incentives, mainly for enterprises that decide to order specialists, as well as educational loans and insurance, which will determine the current needs for vocational and general education. The share of direct orders (contracts) in this case can grow, while the freedom of choice by students and their families, both educational institutions and forms of education, is realized. This choice will be supported by a per-student regulatory funding mechanism.

2. Changing the principles of determining the state and regional order for educational services and the formation of state educational standards.

3. Supplementing the budgetary financing of educational institutions with funds received from the effective management of the property transferred to them. This requires the expansion of the economic independence of educational institutions and the formation of an effective system of guardianship, public and administrative control over the effectiveness of economic decisions made by the administrations of educational institutions.

4. Gradual equalization of all educational institutions that have passed state attestation and received state accreditation in obtaining a state or municipal order for education on a competitive basis. This requires the development of a control system for ensuring state educational standards, the quality of knowledge of pupils and students.

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