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FORMATION AND DEVELOPMENT OF EDUCATIONAL SERVICES ON THE MARKETING PRINCIPLES

Abstract

The article considers education in the form of a socio-economic category as the sum of skills and competences acquired by a person and as a system of social relations for the exchange of knowledge, abilities, skills and information. The goal of educational marketing in developed countries is to maximize the impact of the educational process and bring individual interests together with collective ones to harmony, and in accordance with a broader definition of education, this involves a process that develops a person's abilities, ideas and behavior. Thus objectively necessary is intervention from state influence on forming and development of educational services on principles of marketing. The problems raised in the article are relevant, since the modern educational process aimed at achieving results should make a number of changes to ensure the transition from mass education, which is characteristic of the industrial economy, to innovative education and a socially-oriented economy, individualizing educational services for everyone. This will certainly push science to improve the educational services that characterize global and domestic fundamental science. All this will lead to the formation of a creative and socially responsible person. In the course of the study, the main emphasis is placed on strategies to improve the educational system as a scientific, theoretical, methodological document, the main vectors of the direction of development of our state in the educational arena as an important component of the country's foundation and the strengthening of state independence.

Key words: higher education, educational services, competences, educational marketing, social marketing, competitiveness, accreditation of the university.

Determination of basic directions, priorities, tasks and mechanisms of realization of public policy as terms of development of innovative economy is the article of sharp scientific discussions. The result of human labor is a product. It can be in a material or non-material form. As mentioned in the dictionary of economic encyclopedia [1], the products of labor are subdivided into material and non-material (services). In addition, "service is the special consumer value of process of labor, that is expressed in a useful effect, that answers the necessities of man, personnel and society" [1]. At commodity-money relations an economic form of existence of products of labor is the article of trade. Today most economists examine an educational product as article of trading in economic education as "system of socio-economic relations between public and non-state institutions (by organizations and establishments of sphere of education) and majority of population occasionally educating, education and educating of productive forces of education for a corresponding pay" [1]. Educational product – an economic product produced in the field of spiritual and intellectual production (intellectual product) or in the form of work and services performed [1]. The educational process includes not only the results of intellectual, mental, spiritual and creative activities, which are embodied in discoveries, inventions, patents, scientific projects, etc., but also the formation of personality, the creation of "human capital" and the corresponding specialist competence.

For our research an important aspect is theoretical and methodological basis of such basic concepts in educational activity, as economic resources (capital goods) and results. It is needed to mark that since A. of Smith [2] working hard of economists-classics is sanctified to the system of education. The theories of classic economy, touching essence and character of education, later grew into a neoclassical theory, foremost in two conceptions - conception of human capital and conception of productive function of education. Works of scientists studying a human capital, educations that

form certain knowledge of man investigate possibilities and prospects, him / her capabilities and skills. What a more human capital will be in certain society, the more productive will be his labor resources. Representatives sciences that analysis the process of educating from position of productive function assert that education is studied as a productive process, as it is the expedient activity, sent to the production of product that answers necessities. They design the productive function of education, analyses a structure and specific of intercommunications of resources and results etc. [2].

Different theories of studying educational activity from different points of view analyze the effectiveness of resources and the results of this process. An educational product is produced as a result of using economic resources. Usually the main economic factors are land, capital and labor. According to his definition, a resource is a thing that can contribute to the success of production, in our case, the educational process.

In a market economy activity of the system of education as a social institute, providing reproduction of intellectual and cultural potential of society comes forward as educational service [3] that accepts a commodity form and, consequently, has the use value and price. Scientists supposed that marketing relations are based on expectations of the mutual personal interest; here both sides expect comparable benefits from relations [3].

Use of phrase “educational services” became usual both for those, who gives these services and for those, who consumes them. It is possible to say in the first approaching, that educational services [3] are the services given in the system of education.

In an order to begin the detailed analysis of determination “educational services”, let us consider two constituents that form his “education” and “service”.

Examining “Education” as a socio-economic category we understand the following [4].

1. Education is the sum of skills and competences acquired by a person. Thanks to education, a person can satisfy his needs in the form of income, and the employer can benefit for his company through human capital [4].

2. Education is an activity where a person is studied and trained, because a person forms the above set of acquired knowledge and acquired skills.

3. Education is a system of social relations for the exchange of knowledge, abilities, skills and information. This is a platform for performers and consumers of educational services, that is, a market.

Considering the concept of “service” we come to the following conclusion.

A service (in economic science) is a type of product that can be produced, passed and consumed simultaneously [5].

A service [10] is an economic relationship arising from a person’s needs that is satisfied during the purchase process.

Service [9] is an action directed directly at the consumer.

In Europe many authors reasonably reject cleanly market approach in education, as availability and equality in education are values from that nobody wants to refuse. For example, the German researcher Frank-Rüdiger Yah consciously is not used by a word “services” [5] in regard to education, as it is not for him a commodity and it cannot be attributed to service business. Jan de Groof, analyzing concepts “Educational services” and “education” [6], came to the conclusion that between them there is clear distinction. However a grant of educational services is the generating function of the state, arising up on the basis of constitutional right of citizen to education [5].

The essence of educational services can be perceived differently, depending on the expectations and wishes of students. The essence of the service is determined not only by the experience of users of this service, but rather by their understanding / perception of the service without experience. Therefore, their solution is also determined by other sources, such as: media, friends, associations, etc. [6].

The most important and significant contribution to literature, in my opinion, is related to the work of Gyönös, written in 2011, which emphasizes the goal of educational marketing: to maximize the impact of the educational process and harmonize individual interests with collective interests when it comes to learning. Thus, according to the broader definition of education, this involves a process that develops a person’s abilities, ideas and behavior.

In 1985, Philip Kotler and Karen F. Fox developed strategic marketing for educational institutions and offered solid marketing fundamentals for the core business of school divisions. When it comes to

educational offers, Kotler primarily refers to curricula and services. The services offered are fraught with particular difficulties, since most services are intangible, inseparable, volatile and perishable. Most services do not exist until the service provider performs them, usually in the presence of the customer.

In 1993, John H. Holcomb published his work entitled Educational Marketing, citing public school systems in America. His work offers methods for more effective educational services by improving the activities of students, members of the administrative board, school directors, etc. Andrew Hockley in his book “Education Management” addressed issues related to organizational culture, people resources, consumer behavior, financial management, and project management in school units.

In Romania in 1976 in a magazine “Pedagogics” appeared the article of M.S. Demetrescu the “Social marketing for education”. Among the most essential works in Romanian language we can name those that belong to the university professors to Gabriel Bratuc and Ana Ispas, “Introduction to the social marketing”, accordingly the “Social marketing”.

According to the American Association, services are activities, benefits, or utilities that are offered on the market or performed in close connection with the sale of goods. Definition given by L.L. Berry is particularly concise and says that a service is an activity, effort, performance. According to the definition provided by F. Kotler, a service is any activity or advantage that can be offered to another, and which, in fact, is intangible, not having as a result the ownership of one thing over another. Most definitions found in specialized literature emphasize the fact that services are “activities that result in intangible and non-storage items”, they do not apply to products that exist independently.

As with service marketing, educational marketing is also closely linked to social marketing. The main goal of social marketing is to develop constructive approaches that support the desired behavioral changes and support the principle of a growing public perception that the benefits of new behavior exceed the cost of adopting such behavior. The concept of social marketing is rooted in the rhetorical question of the American academician Weebe 1951: “Why cannot we sell our fraternity in the same way we sell soap?”, an idea that found fertile ground in Kotler. In his 1969 work, he wrote that marketing is a widespread social activity that goes beyond the range of sales of toothpaste, soap, or iron [6].

We must continue to carry out a series of changes to ensure the transition from mass education, which is characteristic of the industrial economy, to innovative education and a socially oriented economy, individualizing educational services for all comers. This will certainly push science to improve the educational services that characterize global and domestic fundamental science. All this will lead to the formation of a creative and socially responsible person.

2005 was the year of implementation of the State Program for the Development of Education in the Republic of Kazakhstan for 2005–2010, the State Program for the Development of Technical and Vocational Education in the Republic of Kazakhstan for 2008–2012, the Children of Kazakhstan Program for 2007–2011, and Programs for Providing Preschool Children education “Balapan” for 2010–2014.

A very big contribution to the development of human capital was the Bolashak international scholarship of the Republic of Kazakhstan, which gives an opportunity to capable young citizens of Kazakhstan to get education in various best higher educational institutions of the world.

The strategy for improving the educational system is a scientific, theoretical, methodological document that defines the goal, basis and objectives, as well as the main vectors of the direction of development of our state in the educational arena as an important component of the foundation of the country and the strengthening of state independence, the progressive development of the country.

Another indicator of improving education was the Decree of the First President of the Republic of Kazakhstan – Elbasy “On approval of the State program for the development of education of the Republic of Kazakhstan for 2011–2020”.

2013 showed that the Republic took 27th place among 170 different states in the Global Youth Development Index. Our state has received positive feedback due to the fact that our young generation is easily employed and actively participates in the political arena of the country.

UNESCO also noted that there is progress in our republic. The level of education has enabled Kazakhstan to enter the top ten leading countries in this field. In 2015, our country was included in the list of high-level development countries, ranking 56th among 188 world economies [7].

In the Global index of competitiveness 2017–2018 year of the World economic forum Kazakhstan stationed oneself on 69 positions among 140 countries of the world. From 12 identifiers of the educational programs and science a positive result was for 8, such criteria as quality organization of the educational programs and research organizations entered here, availability on territory of schools of Wi-Fi, possibility to use research and educational services

According to data very much analyzable indexes changed on our state. From 98 indicators in rating an improvement happened for to 50 factors, for it was not changed 14 factors of position. For example, on an index “Institutes” Kazakhstan walked up 12 positions and took the 61th place. It would be desirable to mark that a most decline happened on 5 positions on a factor “Education and skills”. In spite of insignificant changes in rating, Kazakhstan occupies good position however. If to distinguish countries the CIS, then our republic is on the second place after Russian Federation.

Kazakhstan considerably moved up in area of educational services and system on the whole. In spite of it there are however areas it must control that and perfect our system.

We would like the sharpest problems to distinguish.

1. An analysis of the OECD survey revealed that 70% of the country’s companies rate the level of personnel training as low. They argue this with the fact that university graduates do not have enough competencies in their field. For example: lack of computer design skills, insufficient level of knowledge of the English language, the inability to work with complicated welding structures. Each year, 30 thousand foreign specialists are attracted to the labor market, of which 24.9 thousand (83%) are for industry.

2. Pedagogical specialties turned out to be another weak sector in the system. When entering a university, there are special requirements for applicants. Training does not always allow the use of new technologies in educational practice. Trilingual education is still not in line with the planned indicators. The level of language knowledge of students and teachers does not correspond to the specified indicators. Education in English requires an improvement in the scientific and methodological program.

3. About 1000 students with special needs in the educational program study at various universities of the country. No employment is provided for these students.

4. State control is not fully transparent, which is evidence of bribery [4].

The transition according to the program of the Bologna process has been completed: academic freedom – the component of choice in the structure and content of educational programs will be increased: in the bachelor’s program up to 70%, in the magistracy up to 80%, in doctoral studies up to 90–95%;

Today, in the educational arena, we can observe 149 Higher Educational Institutions [8]. Of these, 39 are located in the city of Almaty.

Kazakhstan has 10 national universities, 32 state, 15 corporatized (partially state), 3 international, 71 private, 13 law enforcement agencies, 5 branches of Russian universities. The number of private universities is almost half of all universities in the country. Innovative and entrepreneurial university “Turan” in Almaty and “Turan-Astana” in the city of Nur-Sultan are included in these figures. At the same time, the number of students who choose Turan University is increasing. This year, student growth was 6%, including foreign applicants.

An independent accreditation and rating agency annually since 2014 compiles a rating of universities in Kazakhstan according to five criteria.

1. The presence of supporting documents on passing accreditation of the University and the educational program in stages (undergraduate, graduate, doctoral).

2. The presence and number of gifted students and teachers.

3. The attractiveness of the educational program for students and teachers of near and far abroad. Possibility of student exchange and teacher experience.

4. The quality of students after graduation as completed specialists and their ability to find a job.

5. Assessment of the research results of teachers, undergraduates and doctoral students based on foreign, international publications, taking into account the Hirsch index [8].

At global level education is examined as a basic factor of steady economic, social and human development. In that behalf education is a fundamental element, structure-forming potential and development, skills by means of receipt of qualification, technical progress and ability to use the human capitals of country. University education is obvious investments in human capitals and high quality of education processes and services matter very much for development cultural, social and economic status of the state. University education is considered therefore one of the most important factors, that influence on development of highly skilled labor force that will make the engine of economic, social and cultural development of nation.

In the modern world, when society and business develop with enormous speed, the market of educational services too suffers changes and tries to save quality and values of higher education of past years. The increase of competition on foreign and home grounds does a necessity a search qualitatively of new approaches in the process of educational activity and to the organizational structure.

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Аңдатпа

Білім беру әлеуметтік-экономикалық санат түрінде адамның алған біліктері мен құзыреттіліктерінің жиынтығы ретінде және білім, қабілеттер, дағдылар мен ақпарат алмасуға арналған әлеуметтік қатынастар жүйесі ретінде қарастырылған. Дамыған елдерде білім беру маркетингінің мақсаты: білім беру процесінің әсерін барынша арттыру және ұжымдық мүдделерді білім берудің неғұрлым кең анықтамасына сәйкес жеке мүдделерді үйлестіруге келтіру, бұл адамның қабілетін, идеяларын және мінез-құлқын дамытатын процесті көздейді. Бұл ретте маркетинг қағидаларында білім беру қызметтерін қалыптастыру мен дамытуға мемлекеттік ықпал етудің араласуы объективті қажет болып табылады. Мақалада көтерілген мәселелер өзекті болып табылады, өйткені нәтижеге қол жеткізуге бағытталған қазіргі білім беру процесі индустриялық экономикаға тән жаппай білім беруден инновациялық білімге және әлеуметтік бағытталған экономикаға, білім беру қызметін әркімге жекелендіруге көшуді қамтамасыз ету үшін бірқатар өзгерістер енгізуі керек. Бұл ғылымды ғаламдық және отандық іргелі ғылымды сипаттайтын білім беру қызметін жетілдіруге итермелейтіні сөзсіз. Мұның бәрі шығармашылық және әлеуметтік жауапкершілікті тұлғаны қалыптастыруға әкеледі. Зерттеу барысында білім беру жүйесін ғылыми, теориялық, әдіснамалық құжат ретінде жетілдіруге бағытталған стратегиялар, мемлекет құру және мемлекет тәуелсіздігін нығайтудың маңызды құрамдас бөлігі ретінде білім беру арнасындағы мемлекетіміздің дамуының негізгі векторлары.

Тірек сөздер: жоғары білім, білім беру қызметтері, құзыреттіліктер, білім беру маркетингі, әлеуметтік маркетинг, бәсекеге қабілеттілік, ЖОО аккредитациясы.

Аннотация

В статье рассматривается образование как социально-экономическая категория и сумма умений и компетенций, приобретаемых человеком, как система социальных отношений для обмена знаниями, способностями, навыками и информацией. Отмечено, что в развитых странах цель образовательного маркетинга – максимизировать влияние образовательного процесса и привести в гармонию индивидуальные интересы вместе с коллективными. Согласно более широкому определению образования, это предполагает процесс, который развивает способности, идеи и поведение человека. При этом объективно необходимым является государственное влияние на формирование и развитие образовательных услуг на принципах маркетинга. Затронутые в статье проблемы актуальны, так как современный образовательный процесс, нацеленный на достижение результата, должен внести ряд изменений для обеспечения перехода от массового образования, которое характерно для индустриальной экономики, к инновационному образованию и социально ориентированной экономике, индивидуализирующей образовательные услуги для всех желающих. Это непременно подтолкнет науку к улучшению образовательных услуг, которые характеризуют мировую и отечественную фундаментальную науку. Все это приведет к формированию творческой и социально ответственной личности. В ходе исследования основной акцент делается на стратегию улучшения образовательной системы как научно-теоретического, методологического документа, на основные направления развития государства на образовательной арене как значимой составляющей фундамента страны и укрепления государственной независимости.

Ключевые слова: высшее образование, образовательные услуги, компетенции, образовательный маркетинг, социальный маркетинг, конкурентоспособность, аккредитация вуза.