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DOI: <https://doi.org/10.32782/CMI/2023-5-11>**Iliashenko Nataliia**Doctor of Economic Sciences, Associate Professor,
Sumy State Pedagogical University named after A.S. Makarenko**Sntyka Yurii**Candidate of Pedagogical Sciences,
Lecturer Business Economics and Administration Department
Sumy State Pedagogical University named after A.S. Makarenko
ORCID: <https://orcid.org/0000-0002-6187-2860>

BASIC PRINCIPLES OF SOCIO-ECONOMIC DEVELOPMENT OF THE EDUCATION SPHERE

Education is important for economic development, after which it gives people the skills and knowledge they need to participate in the workforce and contribute to the economy. The further level of economic development throughout the country depends on the level of educational development. Problems and trends in the functioning and development of education were considered in the works of many leading researchers. Most of the works are devoted to the innovative development of education. The protest is that these works do not present the main basic principles that ensured the socio-economic development of the education sphere of Ukraine. Thus, the purpose of the article is to conduct a study of existing developments and form, based on its results, the main principles of socio-economic development in the field of education. The work presents a hierarchy of principles in the field of education. The principles of higher, middle and lower levels are distinguished. In addition, the work proposes mandatory marketing research of the market of educational services. This research has a number of features that are expressed in terms of the following characteristics: specific areas of research, features of the research object, the need for preliminary research and features of information sources. It was found that the place for the development of the educational industry is the analysis of the market opportunities of the educational institution and the search or formation of target markets for their implementation. It is proposed to use the socio-technological factor of segmentation in modern conditions of distance learning.

Keywords: educational sphere, development, principles in the educational sphere, peculiarities of research in the educational sphere, segmentation of educational services.

Ілляшенко Н.С., Штика Ю.М.

Сумський державний педагогічний університет імені А.С. Макаренка

БАЗОВІ ЗАСАДИ СОЦІАЛЬНО-ЕКОНОМІЧНОГО РОЗВИТКУ ОСВІТНЬОЇ СФЕРИ

Освіта важлива для економічного розвитку, оскільки вона дає людям навички та знання, необхідні для участі в робочій силі та внеску в економіку. Від рівня розвитку освітньої сфери залежить подальший рівень економічного розвитку всієї країни. Проблеми та тенденції функціонування та розвитку освіти розглядалися в працях багатьох провідних дослідників. Більшість праць присвячено інноваційному розвитку освіти. Проте в цих працях не подано основні базові засади, які необхідні для соціально-економічного розвитку освітньої сфери України. Таким чином, метою статті є проведення дослідження наявних напрацювань та формування за його результатами основних засад соціально-економічного розвитку освітньої сфери. В роботі представлено ієрархію принципів в сфері освіти. Виокремлено принципи вищого рівня, середнього та нижнього рівні. Принципи вищого рівня є базовими і до них відносяться принципи врахування соціального чинника на всіх етапах навчального процесу, а також принцип виведення на ринок засобів вирішення споживчих проблем, втілених у конкретних послугах. До принципів середнього рівня належать: принцип врахування зовнішніх ефектів, принцип адекватності засобів виробництва і маркетингу постійним змінам попиту. До принципів нижнього рівня відносяться: пропонувати послугу, що повністю відповідає споживчому попиту, орієнтуватися на досягнення кінцевого результату виробничо-збутової діяльності, використовувати принципи програмно-цільового методу та комплексного підходу, інтегрувати стратегію адаптації до мінливого попиту з активним впливом на нього та створювати умови для відтворення попиту, забезпечують постійність інноваційного процесу, що дозволяє орієнтуватися на довгострокову перспективу. Крім того в роботі запропоновано обов'язкове проведення маркетингових досліджень ринку освітніх послуг. Дане дослідження має ряд особливостей, які виявлено у руслі наступних характеристик: специфічні напрями дослідження, особливості об'єкта дослідження, необхідність проведення попередніх досліджень та особливості джерел інформації. Виявлено, що важливим для розвитку освітньої галузі є аналіз ринкових можливостей навчального закладу та пошук або формування цільових ринків для їх реалізації. Запропоновано в теперішніх умовах дистанційного навчання використовувати соціо-технографічний фактор сегментації.

Ключові слова: освітня сфера, розвиток, принципи в освітній сфері, особливості досліджень в освітній сфері, сегментація освітніх послуг.

Problem setting. The purpose of education is to provide people with the knowledge, skills and values they need to become informed, responsible and productive members of society. Training aims to provide people with the tools

and models they need to succeed in life, both personally and professionally. In addition, education is important to economic development because it gives people the skills and knowledge they need to participate in the workforce

and contribute to the economy. The further level of economic development of the whole country depends on the level of development of the educational sphere. However, the consequences of the corona virus epidemic, military actions in the country, lack of sufficient financing of the educational sphere require educational institutions and their controlling bodies to formulate an optimal strategy of reform, which would allow to withstand all the obstacles of today and increase the level of socio-economic development of education.

Analysis of recent research and publications. The problems and trends of the functioning and development of education were considered by leading researchers. In particular, they are presented in the works of such scientists as Jones H. [11], Kaleniuk I.S. [2–4], Kremen V.G. [5; 6], Kuklin O.V. [7; 8], Levchenko O.M. [9; 10], Lester L. [12], Saukha P.Yu. [1], Tkachuk O.V. [10], Ushenko N.V. [10] and other. Most of the works are devoted to the innovative development of education. However, these works do not present the basic principles that are necessary for the socio-economic development of the educational sphere of Ukraine.

The purpose of the article. Thus, the purpose of the article is to conduct a study of existing developments and form, based on its results, the basic principles of socio-economic development of the educational sphere.

Basic material. The basis of any development is the principles by which the subject of the development mechanism should be guided. It is proposed to present the principles in the field of education in the form of their hierarchy (Fig. 1).

Thus, the top-level principles that are basic include:

- the principle of taking into account the social factor at all stages of the educational process is that the main object of educational activity is people, namely consumers of educational services, and the subject is their relationships;
- the principle of bringing to market means of solving consumer problems, embodied in specific services –

i.e. adaptation to each specific consumer, trying to satisfy his needs and solve all his problems in the shortest period of time. This requires constant development, training, advanced training, etc. from teachers and administrative workers.

To the principles of the middle management, i.e. those that are more inherent specifically in the field of education include such:

- the principle of taking into account external effects is that quite often a service can have an impact not only on those individuals who take part in the process of provision and consumption. This is how educational services influence both future employers and society as a whole. Therefore, it is important to assess external impacts on the environment in advance and mitigate possible negative consequences;

- the principle of adequacy of the means of production and marketing to constant changes in demand – the demand for educational services changes faster than for material goods, which is primarily due to the obsolescence of knowledge. Thus, scientists have concluded that, on average, a specialist’s knowledge and professionalism lose their significance by 50% in 5 years. Thus, educational institutions must constantly monitor the market and adapt to its changes.

To the principles of the lower level, i.e. The most general principles include:

- offer a service that fully meets consumer demand;
- focus on achieving the final result of production and sales activities – effective implementation of services and obtaining a certain market share;
- use the principles of the program-target method and an integrated approach;
- integrate a strategy for adapting to changing demand with active influence on it and create conditions for the reproduction of demand;
- ensure the permanence of the innovation process, which allows you to focus on the long term.

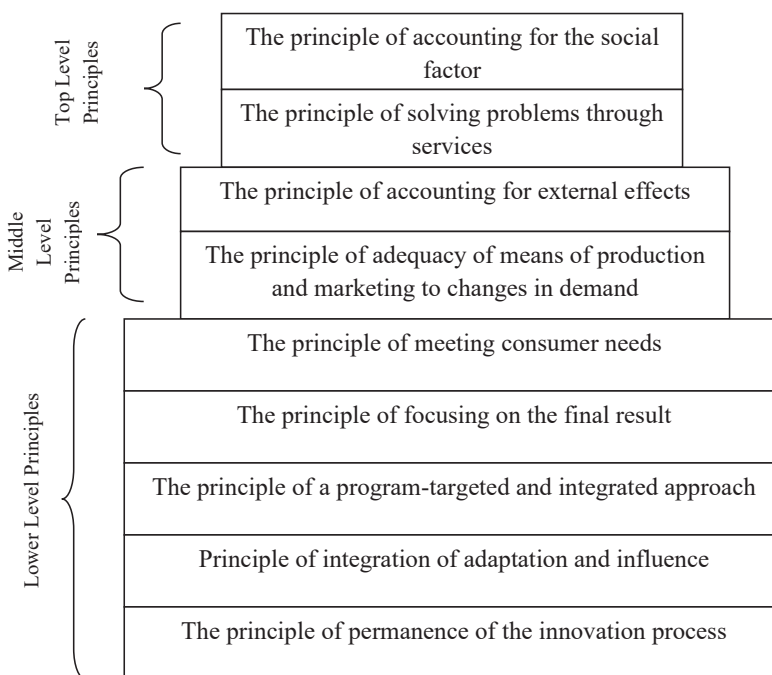


Figure 1. Principles of educational services

Besides the principles, an important basic element is the conduct of marketing research. Market research in the educational services market has its own characteristics. In most cases, this is due to the nature of the services themselves. Let's look at them in more detail.

1) Specific areas of research. Marketing research in the field of educational services is carried out in the following areas:

- study of the general market of educational services;
- analysis of consumers in order to create their portrait;
- identification of existing and potential demand for certain specialties, the needs of employers;
- research of demand for new professions;
- study of channels for the distribution of educational services on the market from educational institutions to consumers;
- study of the competitive advantages and disadvantages of certain educational services;
- identifying the influence of external effects on the consumer of educational services;
- analysis of the motivated behavior of the consumer of educational services;
- research of consumer expectations;
- study of the client's perception of a particular educational service;
- service control;
- study of methods of providing educational services and consumer reactions;
- research of contact personnel – teaching staff.

In general, it should be noted that the main directions of research in the educational services market are the study of behavioral reactions of consumers and the process of providing services.

2) Features of the research object.

2.1) The need to study those individuals who directly provide educational services, namely the teaching staff. Of course, as in the case of a traditional product, the object of research is the educational service itself. However, due to its specific features, namely intangibility and inseparability from the source of its production, marketing research is aimed specifically at studying the object of providing an educational service. After all, even a seemingly identical service can be provided in different ways. It depends on the human factor, on the person providing the service, his professionalism, level of qualifications, etc. Therefore, in order to learn about the competitive advantages and disadvantages of a particular educational service, it is necessary to evaluate and research its provider, and involve him in the study as a subject or consultant. It is the teachers who interact directly with students who know them best, they constantly communicate with them, understand their needs, sometimes even become friends. That is why this category of workers can quickly generate a list of necessary research criteria and provide answers to certain questions, which will significantly save the resources of the educational institution.

2.2) The complexity of the study due to the significant flexibility of educational services. Educational services become more flexible thanks to additional related services. Thus, a basic service can have many, so to speak, final options. This is due to the fact that, as usual, services are provided by people, and each individual approaches this process individually. And it's not always even possible to

explain why you prefer to learn from one person and not from another. All this affects the effectiveness of consumer research and the educational services market as a whole.

2.3) Mainly the qualitative characteristics of the educational service. Most of the characteristics of an educational service are qualitative, that is, those that cannot be assessed quantitatively. Therefore, it is necessary to first clearly formulate a scale by which they can be assessed. For example, the level of a university's material resources can be assessed based on the scores of independent experts and city residents. But such an assessment can only be used in the case of internal assessment. If the assessment must be made by consumers, then everything is much more complicated. After all, each student feels his own levels of satisfaction and dissatisfaction with a particular educational service. And it cannot always be explained in any formalized form. And this requires even more painstaking work on the part of marketing analysts.

3) The need for preliminary research. One of the features of educational services is the difficulty of preliminary assessment of its effectiveness. Certain services can only be assessed after receiving them (for example, a haircut), and for education – quite a significant time must pass. Because of this, it is quite difficult for marketers to create criteria for research, because, like consumers, they cannot know in advance the effects of consuming an educational service. In this regard, it is first necessary to conduct a preliminary study of a certain group of consumers (panel studies) based on the principle of personal interviews. Such surveys should be conducted by a qualified specialist not only in the field of marketing, but also in sociology and psychology. And only then, after analyzing the results obtained (the criteria for consumers choosing a particular educational service), research is carried out on the entire market (usually taking into account a sample). Preliminary research can also be carried out by interviewing contact personnel – teachers (see feature 2.1).

4) Features of information sources. The level of satisfaction of consumers of educational services is more influenced by the level of efficiency of the process of providing the service than by certain external factors. Thus, the available internal information, which can be collected quite easily, can significantly save the resources of the educational institution. Let's take a closer look at exactly how you can quickly and cost-effectively obtain the necessary information:

- «hot interview» – conducting a survey of consumers immediately after receiving the service (after graduation, as well as interim annual surveys), which allows you to determine their first impressions and assessments;
- analysis of student complaints – allows you to identify those needs and requests that remain unsatisfactory, the reasons for their dissatisfaction, and make appropriate adjustments;
- a study of students and applicants who refused to study at this institution – their survey allows us to establish the reasons for the losses and avoid them in the future;
- focus groups – conducted both among students and among contact staff to identify information necessary for further research;
- control service – assessment of the work of teachers in order to determine the need for their additional training, training, exchange of experience, reward and punishment;

– survey of teachers – see paragraph 2.1 features.

Based on the listed methods, the main sources of information for researching educational services are consumers (students) and contact personnel (teachers).

Also important for the development of the educational sector is the analysis of the market opportunities of an educational institution and the search or formation of target markets for their implementation.

At this stage, there are also specific features that characterize the field of educational services. These are displayed in certain features in market segmentation and target segment definition. Let's look at them in more detail.

1) Features in market segmentation.

Based on the information obtained during marketing research, an analysis of the market opportunities for the development of the enterprise is carried out. It is usually carried out by comparing the internal development opportunities of the enterprise and external ones generated by the market. The education sector is no exception. The next step is to identify the target market to address the identified market opportunity. Most often, the market segmentation method is used for this, i.e. dividing the market according to a number of criteria into certain parts in order to determine where the enterprise can best demonstrate its advantages and neutralize its disadvantages. It should be said that in the field of educational services it is also recommended to carry out market segmentation.

Traditionally, market research specialists use the same segmentation criteria as in the case of physical goods. The most commonly used criteria are:

- demographic;
- psychographic;
- geographical;
- socio-economic;
- behavioral.

However, recently, due to the active development of the Internet, another criterion has emerged, according to which consumers are grouped depending on their attitude and ability to use the latest achievements in the field of information technology. This criterion is called socio-technographic. It is believed that the founder of this criterion is Forrester Research. According to her proposed methodology, consumers are divided into 7 groups:

– creators – develop social content for other consumers: publish blogs, their own web pages, upload developed videos, audio and musical works, publish their own articles and stories, etc.;

– conversationalists – convey their thoughts regarding certain events to other consumers using various means, for example, social networks (create and update them);

– critics – react to messages received from other people: publish reviews and ratings of services, leave comments on blogs, take part in forums, edit Wikipedia articles, etc.;

– collectors – organize content for themselves or other consumers using various means, such as RSS, tags, websites, online voting, etc.;

– followers (joiners) – create their own pages on social networks, communicate using their capabilities;

– observers – consume social content: read blogs, read newsletters, watch downloaded videos, read online forums, reviews and ratings, messages from others on Twitter, etc.;

– inactive – do not use modern technologies of the Internet communications market in any form.

It should be noted that the socio-technographic factor for the field of educational services is quite important. Today, there is a clear trend of transition to distance learning and its active development. Many famous universities around the world offer free access to their distance courses. In addition, this allows you to expand the boundaries of the market without significant financial costs. Also important is the fact that the main consumers of educational services are young people aged 16–30 years. It is this group of people today that is most susceptible to the influence of the global Internet. Therefore, in order to influence them and be able to fully satisfy their needs, it is necessary, first of all, to understand what they really are, to which groups, based on the socio-technographic factor of segmentation, they belong.

2) Features in choosing the target segment.

This feature lies in the fact that in the educational services market it is quite difficult to determine which segment is the target. After all, often the same basic services can be offered in different market segments. For example, distance learning services can be offered to both school graduates and already working people of various ages. Therefore, it is quite difficult to determine who exactly is the target audience of a particular educational service.

Conclusions. As a result of the conducted research, it can be concluded that for the further socio-economic development of the educational sphere, orientation to its basic principles is a necessary condition, namely, management of the principles of ensuring the quality of education, conducting marketing research of the market of educational services and analysis of market opportunities of educational institutions and search formation of target markets for their implementation.

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