Modern professional education and educational services market

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The article presents results of research which is implemented according to the thematic plan of research of the Department of Public Service and Management of the Central Institute of Postgraduate Pedagogical Education of SHES "University of Educational Management" on the topic: "Scientific and methodological bases of increasing the efficiency of public-private management of continuous education under the conditions of social transformation in Ukraine" (state registration number № ДР 0116U007183).

The author's position is the need to introduce logistics as one of the most successful management mechanisms that enable the synchronization of the educational system's elements of the educational institution and reduce the risk of ineffective use of educational resources. It is proven that the ideology of changes in the field of vocational education and training are replaced by the consolidated purpose, tasks, development paths and key components of modern vocational education. The components of qualitative vocational education and indicators of competitiveness of educational services are presented.

Keywords: educational environment; educational service; single educational space; quality of educational services.

Introduction

The development of independent Ukraine, its progressive development is directly linked to the success of transformational processes in the field of education. The priority directions of the state policy regarding the development of education in terms of its accessibility are the creation of a market for educational services and its scientific and methodological support. The implementation of this right or the principle of equal access implies the transparency, continuity of the education system of all levels, and the flexible consideration of demographic, social and economic changes. The principle of equal access to quality education is literally or/and contextually enshrined in the norms of Ukrainian legislation.

Goals of article

is to uncover the conceptual foundations of reforming vocational education in order to modernize the educational environment and create a single educational space as a

unified opportunity for obtaining professional qualifications throughout life.

Materials and methods

At this stage of the scientific research we used methods of theoretical search, theoretical knowledge of scientific sources and legal documents on the assessment of students' learning outcomes, comparison, classification, generalization and analysis of educational management methods, teacher methodological experience, comparison of pedagogical positions and facts regarding assessment of student achievements.

Results

The research result is the theoretical substantiation of the requirements for the institutional educational environmental approach to the management of the development of the vocational education institution through the creation of a single educational space and the providing of quality educational services.

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Discussions

Over the past decades, the prestige of vocational education in Ukrainian society has been gradually declining due to the lack of investments in modernizing the system of vocational education; imbalance between offer and demand, between the quality of professional training and the needs of the labor market in professional qualifications; imperfection of the system of professional orientation and career counseling of youth and adults.

Crisis phenomena in vocational education are aggravated by global problems and challenges of our time: demographic decline both in Ukraine and abroad, a surge in labor migration, high social demands of young people on the attractiveness of the workplace, availability of education abroad, the growth of the impact of social networks on the choice of future profession and life style.

Diana Lorillard emphasizes, "We have been living for several years in the new millennium, but we have hardly come close to the goal of creating a community of teachers capable of streamlining experience and incredibly fast growth. Wherever we look, we see that education needs to be improved. The problem of its quality is the same test like the problem of magnitude. An open-minded teaching system must be necessary part of single open educational space. The community of teachers will need a learning toolkit and the space that will enable to built educational process and develop new methods available through digital technologies; it will have to use available educational resources and disseminate high-quality education" (2008).

(2018) emphasis is placed on alteration the ideology of changes in vocational education and training and should define the consolidated goal, objectives, development paths and key components of modern vocational education.

Chapter III. The quality of professional education reveals the main concepts:

3.1. The content formation of vocational education on a competent basis in accordance with the needs of the economy, professional standards, requirements of the National Qualifications Framework; introduction of internal and external education quality system.

3.2. Modernization of the educational environment that provides innovation, accessibility, transparency, flexibility and openness of the educational process for obtaining professional qualifications for different categories of the population, taking into account gender equality.

3.3. Creation of a multi-level qualitative system of teachers training for vocational education, involving in the educational process highly qualified workers of the production or service spheres, introducing motivational mechanisms for stimulating the professional development of teaching staff.

Considerable attention is paid to the formation of a single space of professional education and training in order to ensure the mobility of the educational process, the possibility of choosing its own educational direction, the use of variational forms of education through the integration of educational processes and its programs in educational institutions regardless of organizational and legal form and property, forming a single educational space of vocational education and labor market.

In the conceptual principles of vocational education's reform "Modern Professional Education" (2017) in Ukraine

Pict. 1. The single educational space for vocational education and training

The single educational space is the possibility of continuous professional education throughout the life, a combination of training in the workplace, in institutions of vocational and higher education of all types and forms of the submission, recognition of professional qualifications (Pict. 1).

That is why the components of quality professional education are:

- motivated qualification candidate;
- content of education based on professional standards; modern educational environment;
- an innovative teacher;

- educational process oriented on the results of training;

- recognition of the results by training centers for the assessment of qualifications.

Modern educational environment – material-technological, social and physical environment (accessible, innovative, business-oriented, open, inclusive, value-oriented, developmental, motivating), programs, technologies and means of training, intelligent design, which facilitate the acquisition of competencies vocational education throughout life (Table 1)

COMPOSITION OF SPECIALIST'S PROFESSIONAL COMPETENCY

KEY COMPETENCIES	PROFESSIONAL AND GENERAL PROFESSIONAL COMPETENCIES
Communicative	Professional competence
Professional ethics	Ability to work in a team
Information and digital technologies	Labor protection competence
Legal competence	Energy Saving Competence
Life-long learning	Ecological competence
Entrepreneurship and financial literacy	Economic competence

There is a transition to systematic introduction of ICTs in all types of educational activities, the creation of online platforms with educational and methodological materials for candidates and teachers, the use of electronic textbooks, content libraries, smart complexes, new IT technologies, multimedia learning methods, social professional networks. High-tech educational and practical centers and laboratories are being created, startups, simulation centers, educational-production clusters are being launched in the educational process.

Inclusive vocational education is encouraged and the principles of gender equality in obtaining professional qualifications are ensured. For those who are with special needs education, appropriate conditions are created, special educational programs, correctional and rehabilitation measures are developed, appropriate psychological and pedagogical support is provided.

Indicators of the competitiveness of educational services (the part of participation in the regional market of educational services, staffing, indicators of development of the educational and production base, development of material and technical base, training of teachers, participation in research activities, international activities) provide for the inclusion of indicators of IVE's market value – indicators of profitability, business activity, liquidity, economic efficiency, which determine the level of competitiveness of an educational institution.

Among the factors that conditioned the effect development of IVE after implementation of the organizational management mechanism, it should be noted:

- increasing the validity of the adopted management decisions of various levels aimed at increasing the market value and ensuring financial sustainability of the educational institution;
- the growth of the quality of provided educational services;
- increased manageability of management personnel;

- strengthening of internal financial control procedures;
- implementation of the cost management program;
- implementation of the program for reducing the cost of debt capital;
- automation of managerial accounting.

The special structure of the information support system for decision-making in the management of the competitiveness of the IVE allows accelerating the process of analyzing the factors of competitiveness and ensuring the validity of the management decisions that are taken and thus reduce the unproductive costs, also contributes to the intensive development of the educational institution.

So the implementation of educational services is the result of socio-pedagogical and organizational-production relations between various economic actors – the owners of the educational services' production factors (pedagogical teams) and allows considering IVE as objects of corporate governance.

Thus, there is a need for an appropriate change in the methods for managing the development of IVE, the search for adequate economic and financial instruments, and the establishment of such a management system that will ensure effective action to increase and efficiently use the resources of the educational institution in a context of increased competition.

Educational service is a product of joint work of teachers and learners who, in the process of implementation, transforms into a labor force whose quality depends not only on the aggregate of services received but also on the quality and quantity of own work spent in the consumption process (Amelina, Popova, Vladimirov, 2013).

Educational services are considered as important and distinctive economic benefits that are created by pedagogical workers. The practical labor of education workers and also material resources supplied from industry

and other industries are spent on its production. Therefore, educational services also have value. And in this capacity they become a commodity and can act as the object of market relations.

Educational services relate to expensive goods, which is due to a number of circumstances: first, they are produced by highly skilled scientific and pedagogical work using modern teaching and laboratory and information and communication resources; and secondly, they have a big part of fixed costs, especially payment (Aleksandrov, 2007).

Thus, in developed countries, almost 70% of the total amount of expenses in higher education is for salaries. This is explained by the fact that despite the increase in the number of resources, one of the main factors in the development of education, as before, remains the intellectual capacity of teachers, their intellect.

The focus on the perspective development of the educational services sector involves the formation of a specific attitude to the consumers themselves of these services as an active part of the process of their creation and further submitting. Formation of competitive struggle among educational institutions is a characteristic phenomenon for the sphere of educational services. As a result, incentives for the development of the system of vocational education in general are created; the selection mechanism of the most effective decisions is formed; opportunities for free choice for all participants in economic relations are provided. According to market laws, conditions for the competitive struggle between universities in all areas of their activities are created. The ability to compete is provided by a number of factors (Mokhnachev, 2008):

- assortment policy of the offered services;
- availability of educational service, which is in demand;
- attractive prices;
- effective programs for the implementation of the service;
- additional Services;
- advertising activity.

During the discussion about the educational service provided by the IHE as a market commodity, certain relationships are formed between the institution and the final consumer. However, there are differences in the relationship depending on whether paid services or not. Free education is characterized by the presence of a mediator in the form of a state between a higher education institution and a student. In case of paid tuition, the choice of a certain institution is due to the higher price of education, rather than the quality of education. Therefore, one of the possible assessments can be competitiveness. When choosing any educational service, it is necessary to pay attention to its attractiveness. As a criterion, you can choose either the indicator of the internal utility of the service, or the assessment of the consumer value of the service (Amelina, Popova, Vladimirov, 2013).

The market of educational services is a sphere of circulation or a system of economic relations with regard to the purchase and sale of educational services. It is characterized by three mandatory components: buyer, seller and merchandise. Each of them is related to categories of demand, offers and prices. According to the originality of the goods sold, this market directly relates to the market of

services, but is closely connected and interacts with other types of market: labor, information, goods, etc.

Teachers, who can directly track the reaction of the consumer market (students), flexibly adapt to his inquiries play a decisive role in ensuring the quality of educational services. Therefore, one of the important resources for ensuring the competitiveness of educational services is the training and advanced training of the teaching staff, whose representatives are also unique marketers, as they contribute to the enrichment of relationships with buyers of educational services (Sergeyeva, 2017).

The peculiarities of providing educational services' technology are connected with an increase in their competitive differentiation, which is mainly due to the price factor that causes price competition. It can be such alternatives:

- giving to the existing educational services the elements of innovation (qualification improvement for graduates every five years at reduced prices, free provision of textbooks through the Internet, etc.);
- staffing of the institution by highly skilled teachers, who constantly improve their educational level;
- creation of modern audiences, material and technical base;
- a more thorough organization of the learning process (the ability to independently study material and control using the computer in an interactive mode, the use of computer databases, case study, training, small groups' work, distance learning through information and communication networks).

For example, State Educational Institution "The Odessa Center for Vocational Education" offers the training, retraining and skills upgrading of workers with a full range of qualifications and issuing the State Certificate of 27 licensed professions, as well as short-term courses for study of advanced technologies and equipment, and also training certain types of work.

The creation of a civilized market for educational services in Ukraine and ensuring the competitiveness of IVE should take into account the influence of the following factors:

- 1) globalization;
- 2) technologies;
- 3) competition.

The quality and, hence, the competitiveness of IVE negatively affects the preservation of many features of the Soviet educational system, which are still inherent in the domestic system of vocational education and training:

- the interest of the vast majority of IVE's directors in preserving the current position of affairs;
- technological, informational and educational insufficiency of transition to European standards of professional education;
- habit and readiness of the population to use established schemes of relations between consumers and producers of educational services (bribes, acquaintances, etc.);
- the rejection of a significant part of the teaching staff of the IVE the innovative methods and technologies in vocational education;
- absence of a desire to raise systematically professional and pedagogical qualifications.

The criteria proposed by I. Amelina are used in evaluating the quality of educational services (Amelina, Popova, Vladimirov, 2013):

- availability of services related to the location of the educational institution near the "buyer" residence;
- the reputation of the educational institution;
- knowledge and experience of the teaching staff;
- reliability (proper level of knowledge), safety in training (during experiments), cultural level of teaching staff (courtesy, tact, attention);
- response to additional requirements of learners, students, consumer organizations;
- level of communication (functioning of electronic communication networks, communication skills of teachers);
- aesthetics of class-rooms (appearance of employees, equipment of audiences).

The development of the educational services sector creates opportunities for the formation of favorable relations with consumers of educational services and promotes the establishment of a positive image of the vocational education's institution for attracting potential clients and ensuring better training of young people within the framework of formal education, namely: the rapprochement (partnership) between vocational education and business; development and modernization of educational programs and complexes taking into account the needs of the regional labor market; creation with the help of business and modernization of the educational and practical base of educational institutions; retraining and raising

teachers' professional qualifications for working on new programs; application of effective forms of studying in the process of formal education; the introduction of inclusive education elements in the professional training of young people with special needs.

The quality of educational services is the basis of the successful work of educational institutions. The long-term market success of IVE for the provision of educational services depends on the timely updating and enhancement of their resource support. This task concerns not only the operational level of management activity of the IVE's leadership, but above all tactical and strategic management decisions.

Conclusions

Thus, there is a need for an appropriate change in the methods for managing the development of IVE, the search for adequate economic and financial instruments, and the establishment of such a management system that will ensure effective action to increase and efficiently use the resources of the educational institution in a context of increased competition. Consequently, the proposed organizational mechanism for ensuring the competitiveness of the institution of professional education allows increasing the efficiency of decisions on managing the competitive advantages of an educational institution and thus increasing the volume and quality of implemented educational services, creating a single educational space.

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