



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

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**TÍTULO:** Formación y regulación del mercado de servicios educativos según los requisitos de la economía de mercado.

**AUTORES:**

1. M.G. Sergeeva.
2. N.V. Alexandrova.
3. S.Yu Mikhaylova.
4. N.V. Ivanov.
5. E.V. Merzliakova.
6. T.F. Sizova.
7. A.V. Okereshko.

**RESUMEN:** Las nuevas condiciones para la prestación de servicios educativos en Rusia, como la transición de un monopolio estatal a un sistema educativo de múltiples niveles, la educación remunerada, han requerido la reestructuración de las instituciones educativas. Los resultados mostraron que una característica importante de los servicios educativos es que se producen y consumen simultáneamente, pero el servicio educativo es siempre un proceso bastante largo. Los servicios educativos deben cumplir con los criterios de calidad uniformes desarrollados por las autoridades educativas estatales, municipales o públicas u organizaciones internacionales y en función del nivel de propósito y la calidad de la educación definida por las normas pertinentes. Los

graduados ofrecen su fuerza laboral a empresas que evalúan las habilidades de esta fuerza laboral en forma de salarios iniciales y otras condiciones de empleo.

**PALABRAS CLAVES:** servicios educativos, mercado de servicios educativos, graduados de organizaciones educativas profesionales, economía de mercado, herramientas de marketing.

**TITLE:** Formation and regulation of the educational services market, according to the requirements of the market economy.

**AUTHORS:**

1. M.G. Sergeeva.
2. N.V. Alexandrova.
3. S.Yu Mikhaylova.
4. N.V. Ivanov.
5. E.V. Merzliakova.
6. T.F. Sizova.
7. A.V. Okereshko.

**ABSTRACT:** The new conditions for the provision of educational services in Russia, such as the transition from a state monopoly to a multi-level education system, paid education, have required the restructuring of educational institutions. The results showed that an important characteristic of educational services is that they are produced and consumed simultaneously. But the educational service is always a fairly long process. Educational services must meet the uniform quality criteria developed by the state, municipal or public education authorities or international organizations and according to the level of purpose and quality of education defined by the relevant standards.

Graduates offer their workforce to companies that evaluate the skills of this workforce in the form of starting salaries and other employment conditions.

**KEY WORDS:** educational services, educational services market, graduate of professional educational organization, market economy, marketing tools.

## **INTRODUCTION.**

New conditions for the educational services provision in Russia, such as the transition from a state monopoly to a multi-layered education system, paid education, have necessitated the restructuring of educational institutions.

The transition to market relations in Russia led to the emergence of paid services in the field of education, the share of which is increasing every year. The emergence of paid services was followed by the emergence of private educational institutions. The emergence of the paid sector is a natural trend in the development of the modern market of educational services in Russia and affects the social aspect of economic relations; it concerns the appropriation of funds and production results. Competition for the consumer tightened requirements to quality and conditions of providing services in learning.

Pedagogical science and practice characterize the modern national education system as a crisis related to the crisis of society and its transition from politics and economics to culture and education. The changes taking place in the political and socio-economic spheres of Russian society development affect inevitably the development of the system of professional training of specialists in different fields.

In the Russian Federation, the field of education is declared a priority. Modern vocational school is going through a period of reforms determined by the transition to a new educational paradigm, the priorities of which are the interests of the individual, adequate to trends of intensive development of

society (Zakirova & Shafigullina, 2016; Aminova et al, 2016). The ongoing changes determine the emergence of new goals of vocational education, which are to achieve such a level of education of the individual and society as a whole, which ensures the solution of vital tasks.

In the XXI century, in connection with the reorientation of the education system to new values, significant changes in the education system are necessary in the preparation of a competitive, practice-oriented specialist who is in demand in the labor market. Education must meet the interests and needs of both the individual and society, and therefore, one of the objectives of education is the training of professionals to ensure the economic and cultural development of society.

The current economic situation is characterized by increased risk, uncertainty and dynamism of the environment. Vocational education is also experiencing a serious impact of these changes, which affects the demand for specialists in different fields (Akopyan & Hovhannisyan, 2017; Badakhova, 2017).

## **DEVELOPMENT.**

### **Research methodology.**

Today, a specialist should not only be ready to perform social and industrial activities in a market economy, he should also be professionally competent; be able to improve systematically their professional skills and update and enrich their knowledge continuously, apply them in their activities; be able to build interpersonal relationships and make management decisions, have the skills of organizational work, so the market economy reasonably imposes new requirements for training: high level of qualification and professionalism; formation of knowledge, abilities, skills and professionally important qualities of the person; high professional mobility determined by changes in the types of employment; training of a new type of specialist that can easily adapt to changing situations; training of a competitive specialist. Educational institution in a competitive environment must take care of the quality of training to meet the requirements of the market economy (Borisova & Novoseltseva, 2016).

To determine the nature of educational services and identify their features, it is necessary to analyze the concepts “educational service”, “education sphere”.

According to L.V. Agapova, educational service is personalized education, education of an individual in accordance with his individual abilities, capabilities, and desires (Agapova et al, 1981). The need for educational services is a person’s desire to receive education as a service, that is, in accordance with their abilities and capabilities.

Modern humanitarian understanding of the content of education interprets the educational services system as a kind of socio-cultural environment of a person with his values and needs, interests and self-expression, goals and self-development. Education is designed to teach people in the modern world to overcome the challenges facing humanity. Education covers all age categories of students, from which the professional layers in society are formed, science, culture and art are developed. If the education system (municipal, regional, federal) is sufficiently developed, it provides services to all categories of customers and consumers of education.

Educational services provided by professional educational institutions are a commodity and have certain features that should be taken into account when assessing the competitiveness of educational institutions: intangible educational services: lectures, practical classes, laboratory work and seminars conducted by teachers of educational institutions are not embodied in the finished product. This fact makes it difficult to assess the quality of services.

To attract consumers and convince them of the quality of services, educational institutions introduce their licenses, certificates of state accreditation, curricula, work programs, a list of specialties and possible specializations, the presence of various forms and methods of training; the combination in time of the production and consumption of educational services; inseparability from a particular individual: for technical schools and colleges it is characterized by the fact that many courses are conducted on their own methodological developments, there are author’s courses, read only in this

institution and by a specific teacher, there are their own scientific schools and its followers; the volatility of the quality of educational services: affects the potential of the teacher, his conscientious attitude to the educational process, physical and psychological state. In addition, the quality of the educational process will be reflected in the availability and condition of the material and technical base. The existing standards of specialties also give more freedom in the choice of disciplines read in the educational institution, which in turn leads to a different quality of educational services.

The quality of specialists with a diploma of one specialty, but educated in different educational institutions, will be different even with the same grades in diplomas; the inability to store educational services: on the one hand, the service cannot be prepared as a commodity and stored in a warehouse, but it is possible to produce in advance, for example, various textbooks, guidelines, training programs on computers, etc. On the other hand, the information received by the student in the learning process is forgotten and becomes outdated after a while. Therefore, there is a need in additional training, retraining and obtaining new developments and information necessary in the field of its activities in the process of employment (Taova, 2017).

Educational services differ from other intangible services in their consumer properties (consumer value): they meet the needs of the individual in spiritual and intellectual development and the acquisition of a particular specialty or qualification. In addition, educational services have the following *specific features*: the level of educational services depends on the previous level of training of the student, his abilities and desire to consume educational services; consumption of educational services leads to the improvement of the quality of the specialist; from the point of view of the consumer the remoteness of material benefits at the time of purchase of educational services; educational services differ from other services, as a rule, by higher cost, which is a consequence of higher qualification of performers of educational services; educational services do good not only for the student who purchases the service, but also for the society.

Currently, there are a large number of methods for assessing competitiveness, a significant part of which is designed to assess the competitiveness of goods. Some of the existing methods identify the competitiveness of goods with the competitiveness of the organization, what is not always possible to agree. Analysis of methods for assessing the competitiveness of organizations allows noting that in relation to educational services there is a limited number of methods of their calculations, which also have certain shortcomings that complicate their practical use.

Assessment of the competitiveness of the organization involves the objective identification of factors and the nature of their impact on competitiveness, which will determine the strengths and weaknesses of the organization, offer measures to improve competitiveness. Competitiveness assessment is necessary both to ascertain the situation in which the organization is currently located, and more importantly, to manage its various parameters in order to achieve greater competitive advantages.

In assessing the competitiveness of the organization, in our opinion, it is necessary to solve the following tasks: to identify internal factors that affect the competitiveness of the organization; to determine the nature of the impact of these factors on the competitiveness of the organization as a whole; to determine the indicators characterizing these factors; to calculate on the basis of these indicators the integral indicator of competitiveness of the organization; on the basis of the analysis of integral and private indicators to offer actions for management of competitiveness of the organization to increase its level.

From the point of view of the customer and the consumer of educational services, each service must have certain boundaries, content, cost and other parameters. The subject of the service must meet certain requirements, and the service itself must be structured in a certain way. First of all, there must be a really achievable goal of education: what the customer expects as a result of the provision of services. The same goal can be achieved in different ways; different learning objectives can be applied to achieve the goal. Therefore, the customer or the consumer of the service must know the ways in

which the goal will be achieved. In this case, each method of training will have its own values of parameters: the cost of training, duration, amount of knowledge.

It is very important to determine in advance with the customer the method of control (testing) of assimilated service items: knowledge, skills, and psychological functions. Thus, the educational service includes the following components: the goal, the desired result; learning objectives that ensure the achievement of the goal, as each method of learning must be accompanied by the determination of parameters; control of assimilation, conditions for the provision of services, achieving the goal.

### **Research results.**

An important feature of educational services in general is that they are produced and consumed simultaneously, but at the same time, the educational service is always quite a long process. V.D. Markova defines the following characteristics that distinguish educational services from goods: intangible, variability of quality, continuity of production and consumption, inability to store. Educational services must meet uniform quality criteria developed by state, municipal or public education authorities or international organizations and depending on the level of purpose and quality of education defined by the relevant standards.

The education sphere, on the one hand, integrates components of educational activity, that are various in form, into a single subsystem of society, on the other, acts as a field of interaction of the educational process, educational activity. A special place in the education system is occupied by vocational education, which is an independent subsystem of education, implementing its inherent functions in specific ways. According to J. Bongard, the system of vocational education is formed on the basis of the needs of regional labor markets in the training of specialists and skilled workers and has the following important properties: the system of vocational education is an open system, which is characterized by dynamic interaction with the outside world. Such a system tends to increase the complexity and differentiation; the system of vocational education is non-linear, there is no rigid

determination, it is impossible to predict the final result; the system of vocational education is to a certain extent self-organizing, capable of reflection, quantitative and qualitative enrichment, permanent transformation, which continuously take place in the external and internal environment (Bongard et al, 2006).

The problems of modernization and reform of education are being solved in all countries, and despite the difference in systems, their regional characteristics, global trends in education have much in common: changing goals and functions, strengthening its innovative component associated with the peculiarities of the transfer of cultural values; improving the quality of education in accordance with the changing real needs of society, which involves the implementation of new educational technologies, changing the system of training and retraining; orientation to the principles of continuous education involves the introduction of new educational technologies, the search for new ways of presenting educational services that take into account the needs of students (distance education, computer training programs, the use of Internet technologies); the formation of new goals of higher education, which in the XXI century becomes a social institution that meets the needs of society in vocational education.

The state of the educational services market directly depends on the state of affairs in society - its economic and social sphere, spiritual and political life. Limited opportunities of society in the development of the educational services market leads to changes in various characteristics of socio-economic life and reduce the quality of human capital. The first specific non-price determinant of the educational services market is the level of commercialization of the education sphere on the part of supply and demand.

State regulation is manifested in the dominant role of the state in the educational market, both from the supply side, when the state is the main producer of educational services, and from the demand side, when the state is the main payer for educational services (“free education”). In addition, the state

is called upon to perform traditional functions for market countries – legal protection of market entities (primarily its consumers) from monopolism, from bad faith in business, advertising, ensuring the quality of goods, maintaining statistics, promoting large-scale market research, etc.

The Development Strategy of the Russian Federation in the field of education is aimed at ensuring effective modernization of education. The state is forced to finance this market, due to investments in education and training of the labor force, human capital is formed, one of the main factors of the successful development of the economy. The educational services market is influenced, on the one hand, by the state, investing in education; on the other hand, the importance of the processes of formation of human capital for society. Thus, the economic relations concerning educational services having social and economic character are to a large extent connected with the factors determining the dynamics of the educational services market. The relationship between the labor market and educational services are born when an educational institution enters the labor market with the results of its educational activities, mediated in the knowledge, skills and abilities of graduates.

### **Discussion.**

Graduates offer their workforce to enterprises that assess the skills of this workforce in the form of starting salaries and other conditions of employment. The manufacturer of educational services is interested in that his educational programs meet the requirements of the labor market, and graduates learn the program as fully as possible. Firstly, the labor market determines the basic standards of education quality in the form of changes in demand for certain specialists, clarification of knowledge and skills that applicants for certain vacancies should have. Secondly, the prospect of employment is an important motive that determines the choice of educational products by the consumer.

The interrelation and interdependence of the educational services market and the labor market give the right to assert that the demand and supply in the educational services market are influenced by the demand for specialists in the labor market.

Vocational education has been operating under market conditions recently. The market is a complex system of relations between the producer and the consumer of goods and services, the functioning of which takes place, in turn, in the system of political, economic, social relations, provided with a developed legal infrastructure. The transition to market relations and the transformation of the entire economic system of Russia make us look for new innovative ways of development of the entire economy, including the market of educational services. The main characteristics of the market is the freedom of choice by the manufacturer of the range of goods and services supplied to the market, and forms of organization (economic, technological, etc.) of their production, and the consumer - purchased goods and services; freedom of pricing for goods and services in the mode of fluctuations in demand and supply; free competition of producers. The main purpose of the market economy is to make a profit. The labor market is the sphere of purchase and sale on the basis of contractual conditions between the buyer of labor - the employer and the seller of human abilities, which are further used in the process of material production.

The formation of labor markets and educational services, the processes taking place in them are always directly dependent on the state of the economy. At the same time, in the educational services market there are relations between direct consumers of educational services - different categories of the population, and producers of these services - different types of state and alternative educational institutions. The specificity of the educational services market, which distinguishes it from other markets, is that the buyer pays for an intangible service, expecting to receive income from this service. The seller undertakes to implement the educational service for a certain period of time (training period) by means of general and professional training, retraining or advanced training of employees through its program.

According to Abdulatipova & Tsakhaeva, the educational services market is formed and operates on the basis of the consumer's freedom to choose the profile of services and type of educational institution and the right of all citizens to receive primary, basic vocational education on a competitive basis, as well as retraining and advanced training on the initiative of employers, employment services and their own (Abdulatipova & Tsakhaeva, 2017). Thus, solving the problems of vocational education, training and employment as a single social complex in the economy of all regions requires the study of the relevant markets, as well as the socio-professional structure of the population. At the same time, it is necessary to understand the theory and methodology of formation and use of human capital, as well as the analysis of the labor market and educational services, assessment of current trends and the consequences of their development for the population, the ongoing reforms in the field of education.

One of the problems of further development of the system of vocational education, improving its ultimate effectiveness is the definition of rational ways, means and methods of its inclusion in the emerging system of relations of the market economy: the definition of rational ways, forms and methods of extension of market relations system to the system of vocational education. One of the essential theoretical and methodological provisions contained in the works of domestic and foreign authors is the assertion of the principle that the development of education cannot be carried out directly under the influence of the mechanism of market relations, if only because one of the foundations of these relations is a system of closed, selfish, individual-personal or limited-corporate interests of individual groups and layers of society, entering into various kinds of contradictions, with the same closed-selfish interests of other groups and layers in the production process, distribution, redistribution and consumption of goods and services.

## **CONCLUSIONS.**

The creation of an extensive network of a wide variety of non-state educational institutions, the penetration of foreign educational institutions with extensive market experience in the field of vocational education, the possibility of obtaining education by Russian citizens abroad have led to the fact that consumers of educational services can independently make a choice of educational programs, different in content, forms and methods of training, as well as the conditions for their acquisition.

The list of goods and services related to education has also been expanded. In the opinion of A.V. Alferov and A.G. Bezdudnaya, the cyclical nature of the development of the educational services market is determined by the total impact of the complex of factors of general economic nature, including: changes in the social and economic structure of the society; fluctuations in the general economic and sectoral conditions and related structural changes in the national economy; the state of the national education system; the situation on the labor market (Alferov & Bezdudnaya, 2004).

All these factors are more or less interrelated. The cyclical nature of their interaction is determined both by the cyclical nature of economic development and by particular changes in the socio-political situation in our society.

At the same time, the educational services market approached the situation when: the growing volume of supply balanced the dominant previously solvent demand and began to exceed it; a differentiated demand for educational services in the business sphere was formed; a developed infrastructure of the educational services market was formed; federal and regional authorities are not able to provide sufficient material support for educational institutions, and they have to conduct market research.

In the current conditions of the market economy, only those institutions that actively use marketing tools can take a worthy place in the educational services market: constant research of supply and

demand; formation of a balanced portfolio of services; supply of prices adequate to the effective demand and quality of services; implementation of flexible communication and marketing policy.

Marketing approaches to such a specific area as professional education is a relatively new area of economic science. Although many researchers have dealt with this problem recently, many issues were raised to a small extent. This is largely related to the concept of educational goods and analysis of the educational services market. Therefore, one of the conditions for the sustainable state of the educational institution, according to A.V. Alferov and A.G. Bezdudnaya, is the study of the labor market, the market for services, that is, marketing research and the use of their results in marketing activities (Alferov & Bezdudnaya, 2004).

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#### **DATA OF THE AUTHORS.**

**1. M.G. Sergeeva.** Doctor of Pedagogic Sciences (Advanced Doctor), Associate Professor, Senior Research officer; Research Institute of the Federal Penitentiary Service of the Russian Federation, Moscow, Russia.

**2. N.V. Alexandrova.** Candidate of Juridical Sciences (Ph.D.), Associate Professor of Civil Law Disciplines, Chuvash State University named after I.N. Ulyanov, Cheboksary, Russia.

**3. S.Yu Mikhaylova.** Doctor of Historical Sciences (Advanced Doctor), Professor at the Department of Archival and Documentary Studies, Chuvash State University named after I.N. Ulyanov, Cheboksary, Russia.

**4. N.V. Ivanov.** Candidate of Historical Sciences (Ph.D.), Associate Professor of Civil Law Disciplines, Chuvash State University named after I.N. Ulyanov, Cheboksary, Russia.

**5. E.V. Merzliakova.** Senior lecturer of the Foreign Language Training Center, Saint Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University), Saint-Petersburg, Russia.

**6. T.F. Sizova.** Senior lecturer of the Foreign Language Training Center, Saint Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University), Saint-Petersburg, Russia.

**7. A.V. Okereshko.** Candidate of pedagogical sciences (Ph.D.), lecturer of the Foreign Language Training Center, Saint Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University), specialist of management postgraduate department, St. Petersburg Academy of Postgraduate Pedagogical Education, Saint-Petersburg, Russia.

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