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UNIVERSITY EDUCATIONAL SERVICES MARKETING: FEATURES, OPPORTUNITIES, PROBLEMS

Abstract. In the new socio-economic conditions for Kazakhstan, educational institutions are forced to be active market actors, independently formulating an offer, providing and selling their educational services. The interest of universities in the search for opportunities to increase the competitiveness of educational services is beyond doubt. In this work, the author defines some features of educational services as a subject of marketing activities of an educational institution, specifies the marketing potential in the field of higher professional education. The prospect of applying marketing innovations for the development of educational services has been identified.

Key words: educational service; marketing; competitiveness; promotion.

Introduction. The strategy and tactics of reform, which Kazakhstan and Russia have been implementing in recent years in the field of higher professional education, is largely associated with its commercialization. The market is rapidly filled with paid educational services: private schools, commercial Universities, etc. of Course, each such organization is trying to take the most favorable position in the market, which implies the urgent need to develop an effective marketing strategy. At the same time, it should be recognized as insufficient modern scientific developments of organizational and economic support of marketing activity in education, which rather characterize the stage of theoretical understanding of marketing issues in relation to the specifics of the activities of educational organizations, rather than provide a systematic, scientifically based marketing activity using all available opportunities and reserves available to modern universities.

Having originated in the industrial sphere, marketing for a long time did not find appropriate application in the field of educational services. However, the focus of the Kazakh economy on integration into the world economic system, increasing competition and commercialization of educational services have led to the need for early introduction of marketing elements in the practical activities of educational institutions.

If a few decades ago education and business were considered as antagonistic spheres, and the penetration of marketing mechanisms and tools into the system of higher professional education was not possible, in the present we can observe the formation of market relations in the field of production and provision of educational services. The number of non-state educational institutions endowed with relative autonomy and the right to produce and provide their educational services mainly on contractual terms is growing quite actively today. At the same time, the flip side of the privileged autonomy of universities, the need to formulate and implement adaptation strategies, positioning, market penetration, where the "reserves paid educational services still greatly exceeds the capacity demand» [1].

Methods. First of all, the definition of marketing in education is still quite vague, many Russian authors as such use the definition of F. Kotler, which is very vague characterizes the specific functional load and key performance indicators of the marketing function in modern universities [2].

Scientists unanimously define marketing of educational services as a system of management of market activity of educational institutions (table).

Definitions of the concept «marketing of educational services»

Author, source	Definitions
F. Kotler., Fox K. [2]	Research, planning, implementation and monitoring of carefully formed programs, with the aim of initiating voluntary exchange of values with target markets to achieve the objectives of educational institutions
Obolenskaya T.E. [3]	Development, implementation and evaluation of educational services by establishing an exchange relationship between educational institutions and consumers of educational services in order to harmonize the interests and meet the needs of students, pupils, students and listeners
Pankrukhin A. P. [4]	Philosophy (a set of General principles of market relations as a system of views), strategy and tactics of relations and relationships of consumers(users), intermediaries and producers of educational and related services and products in the market, free choice of priorities and actions on both sides, exchange of values
Tikhomirova N. V. [5]	The system of management of market activity of educational institution directed on regulation of market processes and studying of the educational market which leads to the most effective satisfaction of consumers: the person in education; educational institution – in development; firms and other organizations-customers – in growth of personnel potential; society-in the expanded reproduction of total personal and intellectual potential

Marketing of educational services is a science that studies the market of paid educational services; activities for their distribution and promotion; philosophy of educational business. The use of marketing enables each educational institution to monitor the situation on the labor market and adjust the volume and quality of educational services in accordance with it [3].

Despite the use of classical marketing terms "type of activity" and "satisfaction of needs", in our opinion, this definition does not sufficiently characterize the essence and specificity of marketing activities in education, which seriously limits the possibility of its practical use.

The application of marketing in higher education will contribute to improving the quality and expanding the range of educational services, will allow more diverse to meet the demands of consumers of such services and eventually contribute to the rise of education in society to a higher level [4].

The use of marketing in non-profit organizations allows them to avoid dependence on the market situation, to adapt to themselves the main objective factors - both macro and micro-environment, to fully realize the main and entrepreneurial goals, to provide for themselves the most effective financial support.

Participants of marketing relations are educational institutions, consumers (individuals, enterprises and organizations, the state), intermediaries, as well as public structures involved in the promotion of educational services on the market.

An important role among the subjects of marketing of educational services is played by the personality of the student, as he is the material carrier of educational services, as well as their final consumer.

The main objects of marketing of educational services are goods and services, it can also be institutions, territories and individuals. It can be noted that in most cases the object of marketing of educational services is any object offered in the market for exchange.

Objects of marketing of educational services actively interact with each other. For students, the location of the educational institution is important, and what opportunities for their residence it has, in this situation, special attention is paid to such an object of marketing of educational services as the territory [5].

The following features of educational services can be distinguished:

- educational services are not material and are not tangible until the moment of their acquisition;
- educational services are inseparable from the subjects providing them, produced and consumed simultaneously;
- impermanence of quality of educational services. The quality of educational services affects the development of society as a whole, and hence the need for the quality of educational services to meet the requirements of state control;
- significant length of educational services in time;
- non-preservation of educational services.

The purpose of marketing of educational services is the formation of conditions for the development of the education system, which will meet the educational needs of the individual and society as a whole, taking into account the needs of the regional labor market; preservation and development of the education system in the market [6].

A special role in marketing in education is given to the state. It provides legal protection of subjects of marketing relations from monopolism, as well as from bad faith in business and advertising.

The state establishes lists of professions and specialties in which education is conducted, forms a basic range of educational services. It carries out certification and state accreditation of educational institutions, i.e. acts as a guarantor of the quality of educational services, its compliance with educational standards.

The Central place in the marketing of education is the development of a marketing complex, which includes:

1. Service as a commodity: the range of educational services is quite wide, constantly and intensively updated, taking into account the requirements of customers, society, scientific and technological progress. The processes and technologies of providing educational services are quite flexible and easily changeable.

2. Service price: prices for educational services are formed under the influence of the market, competitors acting on it, the value of effective demand, the price can also be used to position the service.

3. Service distribution channels: a set of independent organizations involved in the process of meeting the demand for services and making them available to consumers [7].

4. System of promotion of services to the market: promotion activities are aimed at specific target groups of consumers of educational services, possible intermediaries. The main tools of the system of promotion in the market of educational services include advertising-any paid form of non-personal representation and promotion of educational services by a clearly defined advertiser; sales promotion-a system of short-term incentive measures and methods to encourage the purchase or sale of educational services; personal sales-oral presentation of educational services during a conversation with one or more potential buyers in order to make their sale; public relations-planned long-term efforts aimed at establishing and maintaining relations of educational institutions with different segments of the public.

Main part. The marketing approach to managing the activities of market entities meets with particular difficulties in the field of education. Even in countries with developed market economies, education remains primarily the object of attention and support of the state, financed by public authorities; the need for marketing here is still in its infancy. If in developed countries the need for marketing in the field of education is still growing, in Kazakhstan and Russia, the active commercialization of education has posed the problem of marketing in practical terms, including to public educational institutions.

The next problem today is the opening of prestigious specialties in non-core universities. Indeed, since the early 1990s, due to the intensive development of small business and changes in the judicial and legal system in Ukraine, there were not enough qualified economists, lawyers, etc. Therefore, in technical, agricultural and some other universities, appropriate specialties were opened, despite the weak material base and insufficient staffing. This has led to the fact that, for example, agricultural universities primarily train lawyers, specialists in international Economics, etc., and not farmers

Similar problems are observed in the system of higher pedagogical education. Thus, there are more unemployed teachers registered in urban employment services than there are vacancies in rural schools, but there are still not enough teachers in the latter. The situation is similar with graduates of medical universities. Instead of a differentiated approach, when classical universities provide education in the field of fundamental knowledge and those applied Sciences, in which a particular educational institution has traditionally trained specialists, in the economic and humanitarian spheres, other universities-in sectoral areas: engineering, pedagogical, medical, agricultural, etc., the practice is currently being implemented: "we Prepare everyone for everyone".

There was an acute problem of the quality of training. First of all, this applies to technical universities. Future engineers are forced to look for a place of practice on their own, and a significant part of them do not represent their profile production at all. The state has to put up with the fact that the average age of managers and leading specialists on the once flagships of domestic production is approaching retirement. And this is despite the fact that the number of graduates of engineering specialties has not changed, and the number of workers in the industry has decreased since 1991. about 2.5 times. Thus, an increasing percentage of young people do not work in their specialty or go abroad with the intention of staying there forever. This affects the economic situation of the country and increasingly reduces its prestige in the world [8].

Recently, due to insufficient funding, universities are forced to expand distance education for survival. At first glance, there is nothing wrong with this. The state allows the higher school to act in the spirit of a market economy, teachers have additional earnings, the student who is trained by distance learning can master knowledge without separation from the main place of work. However, in fact, a diploma is actually acquired, not knowledge, so the level of a part-time graduate does not meet the requirements for a specialist with a higher education. Will he then be able to conduct an honest business, professionally manage the team, be a qualified civil servant? The teacher often has three or four part-time jobs in different places, realizing that the main thing for him is not quality, but quantity, which does not contribute to his professional growth as a teacher and scientist. In society there is a paradoxical phenomenon: despite the fact that the "de facto" gradually decreases the value of higher education and professions, for the mastery of which it is necessary to graduate, and the concept of intellectuals is leveled, "de jure" an increasing number of employers require their employees to have not only a diploma, but also a master's degree. After that, do we have confidence in improving the efficiency of managing the economy and other spheres of society's life?

Even 30-40 years ago, a significant part of the middle and Junior managers were with secondary technical education (graduates of technical schools). And today, specialists with a master's degree are appointed to these positions [9].

No less problems in the field of training of scientific personnel. Departmental science practically ceased to exist. Academic science is reduced to a critical minimum. Still somehow science functions in higher educational institutions, and that largely rests on the enthusiasm and desire to get a degree and title, to take a certain position, etc

The percentage of doctoral students who have come from the student's bench is increasing, most of them vaguely represent their prospects in science and higher education. There is a clear need for a certain competition between specialists with higher education, but in the scientific environment there should be a competition of views, concepts, results of scientific and practical activities, and not the scientists themselves. In practice, it goes to the latter.

There is no doubt that the future of any country depends primarily on the development of science. It is impossible to ensure its progress in the conditions of formation of the knowledge economy without the use of the marketing concept, which provides for monitoring of the educational environment and prolonged improvement of the higher education system

The introduction of the concept and tools of marketing as a management system in higher education institutions in the educational, scientific, methodological and educational processes will contribute to the expansion of their innovative component, increase their competitiveness, will form the needs of society in the relevant educational services [10].

Marketing is particularly relevant for the system of domestic education because it will be structural (in areas, specialties and specializations of training) transformation in accordance with the new quality of demand for specialists. According to the most conservative estimates, Russia and Kazakhstan need at least millions of small and medium-sized businesses for the normal functioning of the market. And this - the millions of managers, accountants, and other specialists in the sphere of business. A new wave of demand for specialists in the spheres of production and services is approaching, since the period of "making money out of thin air", the accumulation of initial capital on the resale of goods made by someone earlier, has its natural and rather rapid time limit. Given the length of the cycle of providing educational services, it is unacceptable to wait for this demand to be presented in a formalized form. It is necessary to prepare for it, it is necessary to predict, purposefully form, including taking into account regional and branch segments and features of the market. All these are the tasks of marketing, the scope of its application.

The level of financing of higher education institutions by the state and, as a consequence, the degree of expression of state ownership of universities is now such that outside of market relations, universities can no longer exist.

The statistical difference between the educational system of Kazakhstan and Russia is the ratio of private and public universities. In Kazakhstan, there are five private universities per one state University, while in Russia state universities outnumber non-state educational institutions. According to the CS MNE in 2018, Kazakhstan's public spending on education amounted to 3.7% of gross domestic product (GDP). The share of government spending on higher education remains consistently low in the range of 0.3% of

GDP, spending on science does not exceed 0.2% of GDP. This level of investment as a percentage of GDP is lower than in many countries and below the UNESCO recommended average of 5-7% of GDP.

For comparison: in 2018, Russia allocated 667 billion rubles for the education sector. In Russia, state universities continue to receive the bulk of the funds they need from the state budget in a targeted manner.

In Kazakhstan, a fundamentally different way of development was chosen – universities were corporatized. By 2001, all major higher education institutions in Kazakhstan had become joint-stock companies, 20% of which were distributed among the collectives, and 80% remained in the hands of the state for subsequent sale. Thus, the denationalization of the higher education system began, and the main emphasis was placed on the fact that state universities are non-core and unprofitable assets for the state, little focused on the needs of the labor market. According to the authors of the reform, it was the active players of the labor market-potential employers-who had to gain control over universities and use them to prepare their personnel reserve [11].

In most cases, the corporatization of universities and the arrival of private investors in them had very tangible negative consequences. The authorities of Kazakhstan considered corporatization as an opportunity to reduce the costs of maintaining universities, which often led to a decrease in the quality of training of students.

The process of corporatization of universities is considered as an additional opportunity to find the necessary funds for the maintenance of educational institutions. At the same time, the revenues of universities are also made up of funds from commercial training. This is one of the most closed from the General public topics in Kazakhstan. It is known that the cost of training in most prestigious universities of the Republic is 2-3 thousand us dollars per year. In the universities of the "second level" this value is slightly less. Russian universities have the opportunity to set a higher price level, which is about 5-6 thousand dollars a year. The specific value is influenced by many factors, such as specific specialization, the presence of a military Department in the University, etc.

In Russia, most of the extra-budgetary funds earned in this way remain at the disposal of the University. Control over the expenditure of funds and the passage of payments is carried out by the Federal Treasury, but the cost estimates are compiled and approved by the planning and financial departments of universities independently. In Kazakhstan, the possibilities of universities in this direction are significantly limited, so the financial support of teachers of higher education remains a task, first of all, the state authorities. In the absence of additional payments from extra-budgetary funds, the remuneration of teaching staff in Kazakhstan remains at a low level, which is an additional obstacle to attracting young employees to universities.

The obtained results (conclusions). Thus, the marketing of educational services has a number of features due to the specifics of the service itself and the education sector as a whole. These include: the active role of the end consumer of educational services; deferred detection of results of rendering of educational services; the primacy of cooperation and limit the effectiveness of competition between producers of educational services; the special role and importance of the state in education and the necessity of his participation in the development of education. Summing up, it should be noted that at the moment the marketing of educational services in Russia and Kazakhstan is still at the stage of its formation. Many educational institutions create departments to promote the brand of the University and its educational services to the market. Analyzing the pace of development and specific marketing activities of individual Universities, we can confidently say about the great prospects for the successful formation of this sphere of marketing activity in the market of educational services in our country.

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**ЖОО БІЛІМ БЕРУ ҚЫЗМЕТІНІҢ МАРКЕТИНГІ:
ЕРЕКШЕЛІКТЕРІ, МҮМКІНДІКТЕРІ, МӘСЕЛЕЛЕРІ**

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МАРКЕТИНГ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ ВУЗА: ОСОБЕННОСТИ, ВОЗМОЖНОСТИ, ПРОБЛЕМЫ

Аннотация. В новых для Казахстана социально-экономических условиях образовательные учреждения вынуждены быть активными субъектами рынка, самостоятельно формирующими предложение, оказывающими и продающими свои образовательные услуги. Заинтересованность вузов в поиске возможностей повышения конкурентоспособности образовательных услуг не вызывает сомнений. В данной работе автор определяет некоторые особенности образовательных услуг как предмета маркетинговой деятельности образовательного учреждения, конкретизирует потенциал маркетинга в сфере высшего профессионального образования. Выявлена перспектива применения маркетинговых инноваций для развития сферы образовательных услуг.

Ключевые слова: образовательная услуга; маркетинг; конкурентоспособность; ВУЗ.

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