

4. Market of educational services of Ukraine. Analysis, perspectives and development trends

The expansion of the supply and differentiation of the range of goods and services presented on the market objectively determine the corresponding processes in the field of education, starting from kindergartens and ending with the MBA degree.

An educational service is the result of various (pedagogical, educational, scientific, organizational and managerial) activities by employees of the education sector to meet the educational needs of individuals and the entire society.

An educational service is a product that in the process of implementation is transformed into a workforce, the quality of which depends not only on the totality of the services received, but also on the quality and quantity of one's own labor spent in the process of consumption.

The main law of our country - the Constitution of Ukraine - states the right to free education guaranteed by the state. However, it is no secret that education is paid for in many cases - either officially or through bribes ("a feature of national education" is the ability to buy a diploma). Of course, the market of educational services is quite capacious and it is impossible to fill it completely with state funds at the expense of budget expenditures. A possible option may be to study for credit.

In the conditions of a market economy and fierce competition, it is important not only to provide a "solid baggage" of knowledge, but also to prepare students for life, to form a market mentality. The quality of the acquired knowledge is important, which must be ensured by the compliance of the educational institution with the standards developed by the state. This will allow you to navigate among a large number of recently created educational institutions. In addition, the reform of the educational system of Ukraine aims to bring it closer to European standards, to make our diploma "liquid".

The thesis of "lifelong learning", adopted in relation to education in Ukraine, should apply not only to students, but also to teachers and educators. It is necessary to create conditions that would stimulate the teacher to improve his own qualifications,

to work on himself. Of course, not the last role should be played by material encouragement, which at the present stage is almost absent in public schools.

One of the main resources of modern society is education. Today, significant shifts in the socio-economic structure of society are becoming more and more present; this shift has a qualitatively different character from all previous social changes. Their main content is unprecedented in the history of human development, increasing the importance and role of knowledge, as well as man, as the main imperative and goal of economic and social development. Due to this, the research of those areas in which the reproduction and development of man and knowledge takes place, i.e., first of all, education.

The relevance of the problem of education in various areas of human knowledge is connected with such modern trends of world social development as the intensive change of traditional models of learning, the creation of alternative educational institutions, as well as with the orientation of Ukrainian educational policy towards integration into the European educational space, democratization and free choice of programs training and education, creation of a system of continuous education, its humanization, humanitarianization, informatization and computerization.

In order to comprehensively study the market of educational services, leading scientific teams conduct analytical studies, the results of which, in particular, are reflected in analytical notes: "Ukraine on the international market of educational services of higher education" [1].

"Determining the competitive advantages of obtaining higher education in the competing countries of Ukraine on the market of educational services for foreign students" and others [2].

The educational system of Ukraine, being an important component of the European area of higher education and occupying a corresponding share in the world market of educational services, is in demand among foreign students. In view of this, our article is devoted to the study of the current state of the educational services market in Ukraine for studying foreign students. The conducted analysis makes it possible to identify the strengths and weaknesses of the national system of higher education, and thus to

improve the quality of the provision of educational services and increase the export of higher education.

Theoretical foundations of the market of educational services. The final result of the activity of higher education institutions is a product - intellectual property in the form of textbooks, study guides, monographs, methodical materials, articles, publications, presentations at scientific and practical conferences of various levels, etc.; and service as a process of transfer of knowledge, skills, and abilities from the supplier (institution of higher education) to the customer-consumer (individual, enterprise, state, etc.) in the educational process. It is they who become the object of purchase and sale in the market of educational services, which is developing at a rapid pace.

Consumers of educational services can be divided into direct and indirect. Direct consumers of educational services are entrants, students, or graduates who acquire knowledge, skills, and abilities. And among the mediated ones should be counted: parents who encourage children to study and obtain these services in order to increase their status on the labor market, obtain a prestigious high-paying job for children and ensure a dignified old age; enterprises that receive as a result of highly qualified specialists and increasing the probability of increasing production efficiency; a state for which the provision of quality educational services can contribute to the growth of social and economic stability; and a society whose general well-being is growing noticeably.

The market of educational services is very specific. O. V. Mudra distinguishes the following its main features: information asymmetry, which implies a difference in the knowledge of some participants compared to others; unequal access of all market subjects to relevant resources; the formation of market relations in the field of education takes place on the basis of market competition under the influence of state regulation; the independence of higher education institutions in carrying out their activities, in particular, the ability to independently choose the direction of training specialists and conducting scientific research; high elasticity of demand for educational services, quick response to changes in demand; high elasticity of demand for educational services, quick response to changes in demand; the structuring of the

market of educational services is carried out according to economic and territorial locality, according to conjunctural and segmental characteristics; individuality and non-standardization of the provided services and technologies, high differentiation of the product in the same specialty; development of the function of adapting education and people to new opportunities for training, retraining, and professional development; changes in public opinion regarding the perception of education as the most important prerequisite and basis for material well-being; formation of non-state education at all levels; orientation of young people to prestigious professions [3, p. 38].

The development of the education system in Ukraine in the context of pan-European and global integration processes necessitates the renewal of the activities of all educational levels, in particular preschool, as well as primary, secondary and higher education, because globalization trends today place higher demands on the graduates of each of them for personal intellectual development

On the surface of society's life, education appears as a conditional mutually determined unity of two blocks - economic and non-economic. The economic function of education, on the one hand, consists in the reproduction of knowledge and labor, on the other hand, in providing society with a specific product - educational services. The non-economic block is a complex set of elements of a spiritual, mental, and cultural nature aimed at reproducing the spiritual-mental matrix of society. Thus, education, on the one hand, is the sphere of formation of a complex personality in the whole set of its spiritual, cultural, mental features and with a certain set of knowledge, abilities, skills, on the other hand, it is a means of reproducing values aimed at forming general ideas among members of society about correct goals and vectors of development of human activity. The above allows us to define education as a sphere of complex reproduction and development of a person and the socio-economic structure of society [4].

The peculiarity of today's economic situation is that the restoration of industrial and educational potentials and the renewal of education can and should be solved jointly, by combining the opportunities, potential, resources of the economic spheres and universities. At the same time, bilateral contractual relations provide for the

drafting of longterm programs for the training of specialists taking into account the prospects for the development of the industry and the characteristics of the enterprise; the target component of student training, implemented jointly by colleagues of the university and the enterprise; creation of a base for technological practice of students and graduates; creation of new and re-equipment of existing educational and scientific laboratories at the university; the organization of joint structures for the coordination of cooperation, including departments with a functional load and an organizational economic model.

Today, we can talk about a slight imbalance between supply and demand in the educational services market. At the same time, the main incentive for the formation of partnership relations should be mutual interest in improving the quality of training of specialists. Unfortunately, the country does not yet have a coordination mechanism for the personnel training system, although the technology for its creation is already being developed. Employment services and recruiting agencies continue to experience a mismatch between supply and demand in the labor market; higher educational institutions, as before, train specialists without taking into account the need for personnel in the labor market. It is about the need to use a systemic approach taking into account the strategy of economic development of the country, each specific region and city.

Real areas that need development in many universities include, for example, the implementation of scientific and practical work commissioned by enterprises. This refers to a situation where the company finances expenses in general or by individual items, and the university provides research work not only by the forces of scientific employees and teachers, but also attracts students and graduate students for this work, which in the future opens up real opportunities for targeted employment. As a result, cooperation in the field of training of leaders, top managers and employees of enterprises becomes the norm in the system of relations between universities and enterprises. As the company's management and employees are mostly aware of the need for continuous professional development, universities offer them training in professional development courses, postgraduate and doctoral studies.

We consider the practice of conducting seminars and other short-term training events for company staff or students to be effective, since most of those who came to business from theory feel a lack of practice. For their part, universities invite leaders and top managers of companies to give practical courses to students for the latter to acquire practical skills.

An interesting way of working with students even in the process of their studies in higher education can be the creation of special training centers, in which it is expedient to create workplaces that simulate the activities of real enterprises.

All the above directions of cooperation between universities and enterprises, in our opinion, will lead to the training of both students, postgraduates, and practitioners who are interested in improving the quality of specialist training.

Nowadays, the social importance of the education system has increased many times. Global and rapid changes in the political, technological, economic and social development of world civilization have turned into a strategic factor of the progress of society its scientifictechnical, socio-cultural and spiritual potential, the increase of which is directly related to the level of development of the socio-cultural sphere and, first of all, to the state education system, with an increase in the educational and professional level of the entire population.

Among the issues that require an urgent solution, the problem of optimizing the functioning of the domestic market of educational services stands out. The normal functioning of the educational services market primarily depends on the state of the competitive environment. As for the free entry into the market of sellers of educational services, it is somewhat limited by the highly bureaucratized procedure of licensing and accreditation of the specialty, the field of training and the educational institution as a whole. However, despite this, HEIs of all types and forms of ownership are, in principle, successfully positioned on the market of educational services, competing with each other [5].

An equally important trend in the development of the educational services market in Ukraine is the lack of pure (perfect) competition between sellers and buyers. In particular, private higher education institutions compete with public ones in terms of

price policy. They determine the cost of education exclusively taking into account the law of cost, demand and supply, while state higher education institutions are forced to include in the cost of education of a contract applicant the sums they do not receive for those students who study at the expense of the state budget. In view of this, fees for identical educational services in private universities are usually lower.

Another problem related to the functioning of the domestic market of educational services is social stratification in obtaining higher education. It is manifested in the fact that children mainly from families with a high level of income can act as buyers in the market of educational services. Therefore, it turns out that children from wealthier families receive higher education, which to a certain extent is a ticket to the highly qualified, highly paid labor market. Children from poor families cannot become subjects of the educational services market due to lack of funds, and at the same time they cannot get free education, because their level of knowledge is usually lower, because they cannot use the services of a tutor or various courses for pre-university training. Thus, the functioning of the market of educational services contributes to the stratification of society by the level of education and lays down the prerequisites for future stratification by the level of income [6].

The functioning of the educational services market has given rise to a tendency to ensure social and economic protection of its subjects. The fact is that the benefit from the acquired skills, knowledge and skills is not received by the owner (graduate), but by the one who directly buys the workforce. Also, if a graduate studied at the expense of the state budget, and goes to work for a non-state enterprise or organization, the state will bear the costs. Therefore, there is a need to regulate relations between sellers and buyers of educational services and buyers of highly qualified labor force.

The development of the educational services market makes the problem of using marketing elements in the management of an educational institution more and more urgent. This is due to the fact that one of the most important realities of the development of modern education is the growth of the number of non-state educational institutions and, as an alternative to this, an increase in the share of commercial admission of students to state universities. The lack of effective marketing of the market of

educational services causes a lack of information about the number of workers needed to ensure the reproduction process.

Today, the following negative trends are characteristic of Ukrainian higher education:

- the increase in the number of higher education institutions, which often does not lead to an increase in the quality of education;
- an imbalance between supply and demand in the educational services market, which is accompanied by an increase in the number of graduates of undemanding professions;
- decrease in the quality factors of the work of higher educational institutions, in particular the qualifications of graduates;
- the existence of a resource crisis, which manifests itself not only in the reduction of funding from the state budget, but also in the commercialization of educational activities;
- a steady trend towards mass education along with the deterioration of the qualification and age structure of employment;
- low level of remuneration in higher education institutions, which caused the outflow of personnel;
- aging of the material and technical base of higher educational institutions;
- growing competition of higher education institutions to attract potential students;
- insecurity of student places in dormitories;
- a significant reduction of state seats;
- the advantage of private higher education institutions in comparison with state ones in price policy.

Therefore, today in Ukraine, the market of educational services is not ready to fully satisfy the demand of employers in personnel and respond promptly to changes in their needs. The presence of a professional and qualification imbalance between the needs of the labor market and the training of personnel by educational institutions causes significant unproductive spending of public and personal funds of citizens, as well as moral losses of society. The lack of effective marketing of the market of educational

services leads to the fact that society does not know how many and which specialists are actually needed to ensure the reproduction process. Therefore, there is an urgent need for immediate state intervention in order to regulate relations between subjects in the market of educational services.

Today, there is a problem of trust in newly created institutions. If primary and secondary education institutions have largely overcome this problem (as the main criterion is the level of trust of parents who consider it prestigious to teach their child in a private school), higher private educational institutions have not yet had time to prove themselves by the achievements of their graduates. Potential employers prefer state universities, and among the reasons for mistrust is the dependence of the availability and color of a diploma on the amount of money a student (or rather, his parents) has.

Therefore, it is worth considering in more detail the competitiveness in the field of higher education, as well as analyzing the possible prospects of such new educational offers for the Ukrainian market as business education and distance education.

Universities. The market of educational services in the field of higher education is quite attractive due to its considerable capacity (demand outweighs supply). And also the possibility of obtaining profits.

The first three universities, which are leaders in the overall rating formed on the basis of experts' assessments, took the first three places in the rating formed on the basis of youth assessments. According to experts, only the National Technical University "Kyiv Polytechnic Institute" ranks second, and the National University "Kyiv-Mohyla Academy" - third, according to the opinions of young people - the opposite. There is a significant gap in the sum of the points scored by these three leaders (this especially applies to Taras Shevchenko National University) from the rest.

The main indicator of the competitiveness of a certain higher education institution can be the interest of potential employers in the graduates of this particular institution. Thus, surveys of employers have shown that the level of popularity of a particular higher education institution depends on the presence of prestigious faculties in it. For example, it is believed that the best economists and lawyers are trained by NaUKMA

and the University named after T. Shevchenko; qualified programmers and computer specialists - KPI, and the best bank employees - Kyiv National University of Economics.

So, among the advantages of state higher education institutions, employers note many years of experience in the education market, established traditions, good teaching staff, and most importantly, the thoroughness of the competitive selection of applicants (even the availability of money is not a guarantee of admission). Although both public and contract employees study in almost all universities today (the latter make up from 5 to 50% of the total number of students), they all take the same exams and tests.

Despite the outlined positive points, domestic diplomas are not yet recognized by Western employers. Although quite successful transformations and innovations have recently been introduced that bring Ukrainian diplomas closer to market requirements and Western standards: the list of possible specializations has been expanded, the transition to the "junior specialist-bachelor-specialist-master" scheme has been implemented.

Among the main disadvantages of public education are corruption, the formality of education (for example, in many regional educational institutions, a master's degree is obtained automatically, without special exams), as well as the outflow of qualified specialists due to the low level of remuneration for their work.

Today, the market of higher education is replenished with private institutions at a fairly fast pace. Among the main problems they have to overcome:

- mistrust regarding the level of education received, since here actually the competition begins and ends with signatures in the contract;
- almost all teachers work part-time at such higher education institutions, and therefore, the teacher has no interest in using his author's developments;
- the material and technical base, even under the conditions of financial infusions of applicants, cannot be built in such a short period of time; and finally, non-state universities appeared not so long ago (a little more than ten years ago), and they simply did not have the time and opportunity to prove themselves.

Although it should be noted that private universities are gradually beginning to compete with state "old-timers". The best example is the exit of the Interregional Academy of Personnel Management to 17th place in the ranking of higher education institutions of Ukraine. The factors that allowed to create the "name" of this higher educational institution are, among other things, orientation to the needs and requirements of the market (specializations offered by private universities are those that are in the greatest demand on the labor market), as well as the construction of educational programs according to Western samples.

By the way, giving preference to a state diploma over a private one, employers still point out that private educational institutions are ideal for obtaining a second higher education or retraining.

It is clear that for a certain period of time, private universities will not be able to compete strongly with the state education system. However, if the financing of public institutions of higher education does not improve, the situation may change quite dramatically.

As for the competitiveness of Ukrainian education in the world market of educational services, its price attractiveness is unquestionable. In addition to the fact that education here is quite cheap by European standards, the cost of living in Ukraine is also affordable.

For example, studying at a private university in Switzerland costs 20,000-25,000 USD per year, and even a fairly modest student life requires at least 1,000-1,500 USD. That is, the cost of one year of study in Switzerland is approximately equal to two full diplomas of higher education in the most prestigious universities of Ukraine. Even, say, in the recently attractive Czech Republic for our students (the cost of a modest life is about 120 USD per month, which roughly corresponds to similar figures for Ukraine), a year of study at the medical faculty of Charles University will cost 10 times more than a similar year at a Ukrainian medical university .

However, there is a significant drawback of even the best of our educational institutions - our educational standards do not correspond to European ones, and often - and vice versa: Western education is not recognized by our employers, and this

reduces the competitive attractiveness of Ukrainian institutions in the field of higher education.

Business schools. Business education has been introduced to the market of educational services since the beginning of the 90s. Business schools are educational institutions that offer educational programs in the field of business administration, organization and production management in all spheres of activity. The curricula of such schools are aimed at practical aspects of management and hardly focus on theoretical knowledge.

Compared to traditional Western education in this field, our business schools have their advantages and disadvantages.

First, the cost of an MBA program in Ukraine is almost three times lower than in the West. In addition, so far no Western business school will teach how to do business "Ukrainian" better than the players of the local market offer.

Now in Ukraine, there is quite a wide offer of business education, various author's programs and trainings. However, the MBA degree in its classical (as close as possible to Western standards and national characteristics) version is provided by the International Institute of Management (IIM), "Kyiv-Mohyla Business School" (KMBS), Lviv Institute of Management (LIM), Dnipropetrovsk Academy of Business and Law (DAUBP).

Among the main shortcomings of Ukrainian MBA programs is the non-recognition of their diplomas not only outside of Ukraine, but also within the country. In Ukraine, it is impossible to accredit an MBA program in the State Accreditation Commission, because it is not in the state register of educational programs. As an alternative, they offer a distance business education project (developed by the Kyiv Institute of Investment Management and the German Institute of International Relations), which will be accredited by the European Foundation for Accreditation of International Business Administration Programs (FIBAA). It is worth finding out the features of distance education, determining the advantages and disadvantages.

Distance Learning.

Distance learning is a form of organization of the educational process in which the main thing is the independent work of a person studying. This allows you to study at a time convenient for the student and in a place far from the teacher. This type of training provides an opportunity to get an education to a wide range of people who have limitations to study face-to-face.

DN is widely used in the world education system. There are centers of science and technology at all universities in the USA and Western Europe. Connecting the Centers to the global computer network allows creating virtual classes for students. Which are in different countries. The global Internet is an integral means of wide use of the Internet.

That is, the main problem of this form of education in Ukraine under the conditions of insufficiently active use of Internet resources (especially in the regions) is the difficulty in obtaining information.

Suggestions for solving the problem:

- Reforms in education financing.
- Approximation to European standards of education.
- Improvement of the legislative framework.

Justification of proposals and selection of alternatives. I believe that to start certain improvements, of course, it is necessary to be enthusiastic, but financially supported. An important source of support for the industry is the organization of the economic activity of educational institutions.

In the system of preschool child education, this is carried out at the expense of paid services based on the non-profit activity of preschool institutions. At the same time, the fee for maintaining children in preschool institutions is deducted from the total income of the family and is not subject to taxation. Budget allocations are allocated in the form of targeted subsidies to individual families to pay for their children's stay in preschools.

General secondary education is financed by the state and at the same time uses all the opportunities of the non-state sector. Parents' incomes intended to pay for education

in private schools, gymnasiums, lyceums, etc., as well as sponsorship contributions of commercial entities, are exempt from taxation. The receipt of additional funds does not affect the amount of budget funding.

Vocational and technical education is reoriented to the fulfillment of orders of specific business entities and is financed from their funds.

Higher education is financed based on both societal and individual needs. Social needs are provided through a state order with the allocation of appropriate budget allocations, which are distributed on a competitive basis. Individual needs are provided at the expense of paid education, including the introduction of payment at the expense of state interest-free loans for education.

An important prerequisite for the competitiveness of the national education system is the tradition of thorough and high-quality education. Today, it is important to bring Ukrainian education closer to international standards, enriching it with practical aspects, first of all, through a clear and transparent system of state accreditation.

Of course, all of the above should be legal, and therefore new developments in legislation regarding the field of educational services are needed.

Implementation of proposals by governmental and non-governmental organizations. Education management is carried out by state management bodies and public self-government bodies. State higher education management bodies include:

- ministry of Education and Science of Ukraine;
- central bodies of the executive power of Ukraine, to which educational institutions are subordinate;
- higher Attestation Commission of Ukraine;
- state accreditation commission.

These institutions provide leadership in the field of education, participate in determining state policy in the field of education, science, and professional training; develop education development programs, state standards; provide communication with educational institutions, state bodies of other countries on matters that are within their competence; carry out accreditation of higher and vocational educational institutions, issue licenses and certificates to them; organize the attestation of

pedagogical and scientific-pedagogical workers regarding the assignment of qualification categories, pedagogical and academic titles.

Bodies of public self-government in education are:

- All-Ukrainian congress of education workers;
- general meeting of the staff of the educational institution;
- district, city, regional conferences of pedagogical workers;

Bodies of public self-government in education make proposals for the formation of state policy in the field of education.

Other non-governmental organizations with the involvement of foreign capital also operate in Ukraine. Among the most famous are the international foundation "Renaissance" (part of the network of Soros foundations), the British Council, the French Cultural Center. All of them are international charitable organizations that finance projects that contribute to the national revival and democratization of education, support various programs, and provide grants.

Necessary resources and conditions. The Ukrainian market of educational services has all the prerequisites for development, but reforms in education financing are a prerequisite. First of all, due to the development of private education, as well as the attraction of loans for training, the creation and operation of special savings and insurance funds.

Our teaching staff is quite qualified, but without material incentives, a normal material and technical base, access to information resources and provision of educational literature, we will observe an outflow of talented teachers abroad, or an increase in the level of corruption, and as a result, the diploma will turn from an indicator of the level of education into income level indicator.

Changes and reforms must be declared by the government and be legislated.

The main task of educational institutions is to train highly qualified specialists for the branches of the economy who can compete on the market, work to increase the income of their enterprises and public welfare, and contribute to the growth of the country's prestige in the international arena.

The overall security of the country can be ensured only by simultaneously solving this issue in a number of different fields, namely: military, technical, technological, economic, financial, political, environmental, informational, etc. The educational sphere cannot be an exception from the above list, if only due to the fact that the primary task of its functioning is the training of highly qualified specialists for all the listed fields. And in this sense, aspects of education security are decisive for all other spheres of socio-economic life [7, p. 13].

The urgency of strengthening educational security is especially acute against the background of increasing internal contradictions and conflicts on various grounds. Therefore, there is a need to study internal threats, which should be considered: a possible decrease in the level of education and qualifications of graduates due to more active involvement of students in distance learning and the creation of a network of virtual universities, which has become especially relevant in connection with the spread of the corona virus; psychological pressure and violence against students by peers and teachers; manifestations of corruption; uncomfortable study conditions; rapid "obsolescence" of acquired knowledge and insufficient level of updating of educational programs; high cost of education, accommodation and food; physical inaccessibility of education due to the low density of placement of educational institutions; decrease in the quality of provided educational services due to insufficient state funding of the educational sphere, low level of material and technical and informational and technical support, etc.

In the field of education, a number of directions for its development to strengthen national security can be distinguished. In particular, the following should be singled out: maintaining high levels of education coverage while improving its quality; improving the study of priority groups of educational disciplines, primarily natural sciences, social sciences, information technology, as well as foreign languages; updating the forms and content of education; active implementation of media education as a means of increasing the level of preparation for independent life and at the same time countering informational aggression; adjusting the structure of personnel training in order to ensure its compliance with the needs of the national economy; expanding

participation in international scientific and educational programs, first of all, the NATO program "Science for Peace and Security"; development of education throughout life [8, p. 91]; training of workers of production enterprises on the ground with the involvement of experienced workers and scientific and pedagogical workers of higher education institutions; exchange of teaching experience.

In order to improve the quality of education, a number of measures are necessary, which will be divided into separate levels for convenience:

1. At the state level:

- harmonization of the education system (coordination of students' knowledge requirements); increasing the effectiveness of the education system based on changing the goals and objectives of education; its modernization; reorganization of the management system; wide implementation of innovations in the content of the educational process;

- integration of the education system into the European space (creation of joint educational institutions, development of joint educational programs, creation of joint research institutes, coordination of scientific research and use of their results);

- consistent development of the state preschool education system, which provides all children with equal opportunities to receive educational services, regardless of social status, nationality, age, gender, and physiological and psychological characteristics;

- creation of conditions for conducting scientific research in all forms of family education - general education institutions, preschool and extra-school education institutions, in the family - as a more important link of family education;

- raising the status of educators and teachers, improving their financial support; increasing the level of motivation and supporting teacher and educational initiatives;

- development of a financial mechanism for social protection of disabled children and children from low-income families, which provides for the financing of their education in alternative educational institutions.

2. At the regional level:

- creating conditions for the interaction of local authorities, public organizations and parent communities, holding forums and other events for the awareness of citizen-parents, creating an information space for all forms of family education in the region, finding methods to improve the quality of education in the region;
- control over the funds allocated by the state and local budgets for the implementation of the regional educational policy to ensure high-quality preschool and school education;
- development of a package of normative and legal documents regarding the acquisition of general education by homeschoolers;

3. At the level of preschools, schools and extracurricular educational institutions:

- involvement of representatives of various communities, organizations, societies, and private organizations in the development of the content of educational programs and educational plans of the institution, which will ensure the creation of alternative education programs;
- enrichment of preschool education programs with content that builds tolerance in relations with representatives of different nationalities, religious denominations, etc., the spirituality of preschool children, promotes their socialization;
- borrowing forms, methods and means of organizing the pedagogical process;
- enrichment of the educational environment of educational institutions;
- expansion of cooperation between teachers and parents through diversification of forms of work with them; use of the principle of openness in work (children cannot constantly learn "behind closed doors", parents have the right to attend all open lessons; if the institution is private - parents must know what they are paying for);
- increased attention to the development, upbringing and education of gifted children and children with special needs through their inclusive education.

4. At the level of families (parents):

- unification in parent regional or district communities for the purpose of collecting, processing, exchanging information, reviews, textbooks and teaching methods, etc.;

- organization of educational and play space for children according to the principle of school-parks, where the role of teachers would be performed by parents who have the appropriate education (experience, knowledge, etc.);
- creating a creative space for families (for example, conducting master classes, family games, quests and other events in open space);
- introduction of time banks for the purpose of mutual exchange of services;
- active participation in the life of the local community, forums and conferences on education and children's education.

The given set of measures at the state, regional, family, and educational institution levels will help focus clearly on regulatory, economic, technological, and social priorities. And the first steps on the way to improving the quality of education in Ukraine can be the deregulation of education (state level), the creation of a depository of ideas and projects (regional level), and, most importantly, the initiation of active interaction between all participants in the educational process (family level).

According to the classification of the General Agreement on Trade in Educational Services, the following types of educational services are distinguished [9]:

- cross-border export or cross-border trade in educational services implemented within telecommunications that move services across the border (distance learning);
- student mobility, namely individual trips of consumers of educational services, in particular students, abroad for the purpose of obtaining qualifications and diplomas;
- foreign direct investment as a commercial presence means the presence in the state of a foreign provider that provides and distributes educational services;
- cross-border movement of the carrier of educational services involves the relocation of professors and teaching staff to another state for the provision of educational services.

The market of educational services is a sphere of circulation or a system of economic relations regarding the purchase and sale of educational services.

The object of purchase and sale is not education itself as a process of acquiring knowledge, but an educational service that includes a set of material and non-material resources necessary for the learning process.

The subjects of the market of educational services and products are educational institutions, consumers (individuals), customers (the state, enterprises and organizations), intermediaries (employment services, labor exchanges, registration, licensing and accreditation bodies of educational institutions, etc.), as well as public institutions and structures promoting educational services of higher educational institutions on the market.

The regional market of educational services is a system of economic relations regarding the demand and supply of educational services, which has its own organizational structure, performs specific functions, is oriented towards characteristic institutional norms and develops within certain geospatial boundaries.

The market of educational services in the conditions of cross-border cooperation is a system of relations between border territories of neighboring states in market conditions regarding the purchase and sale of educational services.

Support of educational services is one of the main areas of development of cross-border cooperation. Implementation of cross-border cooperation programs in the field of education is ensured by various activities, including:

- exchange of students and teachers within the framework of activities related to twinning and partnership between border schools;
- organization of excursions across the border;
- provision of more information about the languages, history and culture of neighboring countries in the curricula of border schools;
- introduction of bilingual educational programs;
- facilitating access to schools located abroad, in particular through the introduction of preferential tariffs for the use of transport;
- the introduction of cross-border school programs or, if possible, a regular school program, according to which students from two border areas attend school together and receive the same education on both sides of the border with the help of teachers from both schools involved;
- promotion of cross-border academic mobility and cooperation between universities in border regions;

- in the context of higher education, this is the passing of industrial practice at enterprises, organizations, institutions of border regions [10].

In modern society, education and knowledge are becoming a cross-border and transnational phenomenon. The formation of a single world educational space occurs due to the convergence of approaches of different countries to the organization of education, as well as through the recognition of documents on the education of other countries. The joint educational space, on the one hand, contributes to the growth of mobility of students and professors, and on the other hand, academic mobility is a necessary condition for the formation of the joint educational space itself [11].

The result of cross-border cooperation in the field of education is an increase in the quality and competitiveness of educational services, taking into account all European requirements.

The formation and effective implementation of export potential within the cross-border market of educational services is one of the promising directions of the development of the educational sphere, which contributes to the receipt of investments and the development of the economy of the border territories [9, p. 75]. For Ukrainian higher education, the expansion of the export of educational services is beneficial, first of all, from an economic point of view: the training of specialists for foreign countries is becoming one of the most profitable items of income, especially in conditions of weak financing of the education sector. Secondly, from the point of view of improving the quality of education - the desire to attract foreign students prompts Ukrainian universities to form a system of training specialists taking into account the requirements of the world labor market for the quality of education and areas of training specialists.

The development of the educational services market within the framework of cross-border cooperation has the following advantages at the regional level: diversification and growth of financial revenues to the budgets of institutions providing educational services as a result of attracting foreign students, adaptation of educational programs to European requirements, rational use of internal resources, increasing the level of

academic mobility, the quality of educational services as a result of the participation of professors and teaching staff in the international process of knowledge exchange [10].

At the national level, we highlight the following advantages: improving the quality of national education taking into account European-wide requirements for educational programs and procedures, using opportunities to export educational services based on the recognition of educational diplomas, increasing the competitiveness of the educational system, stimulating the development of national labor markets.

The negative factors of the development of the market of educational services in the conditions of cross-border cooperation are the low innovative activity of enterprises and the insufficient level of knowledge-intensive production, which lead to the formation of an ineffective structure of foreign trade, a decrease in the competitiveness of border regions on the domestic and foreign markets, and innovative backwardness from the regions of neighboring countries. The reduction in the number of trained personnel, the absence of research centers lead to the need for high costs in order to attract innovative developments, search for partners for the implementation of technologies and inventions in the spheres of the national economy [12].

The processes of development of the market of educational services within the framework of cross-border cooperation are regulated at two levels:

- national (subjects of regulation are state and regional authorities - legislative, executive, judicial and specialized state and regional authorities - the Ministry of Education, state and regional education management bodies and self-governance in the field of education);
- supranational (subjects of regulation are international organizations and integration associations) [10].

The necessary directions for the development of the educational services market in the context of cross-border cooperation are identified [13].

It is important for the development of the cross-border market of educational services to increase the institutional capacity of civil servants, which is carried out in the context of practical training of government officials with the implementation of

tasks related to reforms in the economy and society, the creation of working groups for political analysis and strategic planning.

The strengthening of the role of civil society in the implementation of educational policy occurs through the introduction of mechanisms for consultation with representatives of the public and independent experts on educational issues, as well as the creation of such an education management system, when part of the state administrative and political functions in education is delegated to nongovernmental organizations and the private sector [14, p. 160].

The next direction in the development of the educational services market is the decentralization and regionalization of education based on the analysis of its complexity, taking into account the regional characteristics and interests of territorial communities during the selection of management methods, implementation of reforms and financial support. State policy in the process of education transformation should take into account the need for local education reform projects and the presence of independent analytical centers.

It is important to provide ways to increase the efficiency of the use of resources of international technical assistance and international experience. International aid and Western experience are very important resources for coordinating the efforts of all participants in the development of the educational services market.

The development of the conceptual foundations of educational policy publicity provides an analysis of the state and prospects for the development of the educational services market, the determination of mechanisms for the implementation of educational policy taking into account the interests of society and citizens, as well as the development of strategies for its implementation.

The effective functioning of the cross-border market of educational services requires the development of education infrastructure and the introduction of new technologies.

The realities of the information society are increasingly becoming part of the social life of Ukraine. As evidenced by new studies, in recent years Ukraine has made a qualitative breakthrough in the use of the latest network information technologies in

all spheres of life. Information and knowledge have really become a powerful economic resource, the mobility of information, financial and labor resources has increased significantly, the level of globalization has increased, significant and quite dynamic changes are taking place both in the structure of the economy and in the structure of the labor market. These processes generate new challenges to the field of education, which must flexibly, dynamically and adequately respond to social transformations by producing new educational products, learning technologies and organizing the educational process. It is generally recognized that education is one of the most important social phenomena and a key to the development of society and the state. That is why there is an undeniable need for state regulation of education.

In the field of higher education, the main goals of state regulation are defined in Art. 3 of the Law of Ukraine "On Higher Education". In particular, this is the promotion of the sustainable development of society, the international integration of Ukraine into the European space, the provision of sustainable socio-economic development of the state, and the improvement of the quality of higher education. The instruments of state regulation of higher education provided for by the legislation of Ukraine can be divided into two blocks:

1) standards of educational activity and higher education; 2) tools for regulating the higher education market (licensing, quotas, state support in the form of targeted state orders, targeted soft loans, tax benefits). The expediency of state regulation at the level of standards does not raise any doubts, which cannot be said about the current tools for regulating the market of educational services. First of all, it is necessary to ensure real equality of operating conditions of higher education institutions of all forms of ownership, if their activities meet the standards.

Particular attention should be paid to the quoting tool. According to the Resolution of the CMU of December 30, 2015 No. 1187 "On Approval of Licensing Conditions for Conducting Educational Activities", quotas are licensed (maximum) training volumes of specialists, which are established for each specialty and each level of higher education. Usually in the economy, quotas are used in foreign economic activities to

limit imports in order to protect the domestic market, or to regulate the monopoly market in order to prevent uncontrolled price increases.

Currently, the domestic market of educational services in the field of higher education is quite competitive and in no way related to imports. Then the question naturally arises - what is the purpose of quotas in the market of educational services? The current legislation does not specify such a goal, but according to officials, the goal is to ensure the quality of educational services. In accordance with the License Terms, the criteria for determining license volumes are quantitative and qualitative indicators of educational areas and scientific and pedagogical personnel. Moreover, when licensing, it is required that the licensee has a teaching area of 2.4 square meters for each student of higher education in accordance with the license volumes for the entire period of study. From a business point of view, this requirement is absurd. It does not make economic sense to hold or rent space that can be fully used only after a few years. In addition, the modern real estate market, as well as the labor market in Ukraine, is quite saturated with offers, which makes it possible to attract the necessary resource without unnecessary difficulties. It should also be noted that the procedures for establishing license volumes, their reduction, increase, and refusal require rather difficult administration both from the side of the licensee and from the side of the licensing body.

From the practice of applying quotas in the market of educational services, it can be concluded that license volumes are mostly set subjectively, lead to unjustified expenditure of resources (in particular, state ones), are a source of corruption and, of course, do not achieve the goal of ensuring the quality of education. A selective review of the international experience of state regulation of the market of educational services in the field of higher education also proves the inexpediency of quotas based on license volumes. As for European or American universities, information on accreditation, ratings, and development strategy is available on their websites, but no information could be found on licenses or license volumes. Obviously, only in Ukraine, in the form of license volumes, the atavism of the command economy was preserved, when higher

education institutions centrally set plans for the recruitment of students for each specialty. But Ukraine switched to a market economy a long time ago!

Based on the above, the following proposals can be formulated: 1) cancel quotas in the field of higher education and allow higher education institutions to independently determine the volume of higher education applicants by majors, forms of education, educational levels in compliance with sanitary, technological and personnel requirements; 2) remove the concept of licensed volume in the field of higher education from regulatory documents. Predicted expected consequences: educational institutions will be able to respond more quickly to the demands of the labor market; 3) saving resources; 4) reduction of sources of corruption.

Summarizing the overview of the educational services market in Ukraine, it should be noted that the competition in this market is quite significant. As for competitiveness, there are reasons to talk about it on a regional scale (at least in certain fields of education), and prerequisites for its formation on a global scale. Among other things, these are innovative and highly qualified teachers and lecturers, combined with the traditions of thorough theoretical education.

However, there are some aspects that require urgent attention: reforms in the financing and management of education. Using the expression "market of educational services", it should be understood that if primary and basic secondary education are mandatory, then higher and postgraduate education are competitive, and in Ukraine there is now a real threat of devaluation of the diploma, turning it into a piece of paper that can be bought and sold .

Currently, Ukraine is building a democratic civil society, while trying to combine the policy of economic reforms with social policy. The main factor of sustainable economic development is the growth of the nation's intellectual potential and scientific and technological innovations. All-round development of education, multiplication of the scientific and intellectual potential of society, creation and strengthening of a competitive environment in the market for the provision of educational services should be the highest national priorities [15, p. 112].

At the current stage of education development in Ukraine, the issue of further implementation of the latest information and communication technologies in education, in particular the comprehensive development of distance learning, is relevant. It should be noted that there are certain achievements in this direction in Ukraine. Educational institutions offer consumers exactly this form of education: laboratories, faculties, and distance learning centers are created.

As you know, in the distance education system, the leading role is assigned to the computer, since it is both a source of presentation of educational material, a center for obtaining the necessary reference information, and serves as a library. Accordingly, educational institutions provide the necessary conditions for the computerization of the educational process, create their own information bases and implement innovative learning technologies based on them.

It was the introduction of new learning technologies that made it possible to increase the volume of available educational services and create an effective system of continuous education. Opportunities have been significantly expanded and the use of didactic material of the new generation has improved: electronic textbooks, virtual learning tools, forums, webinars, seminars and meetings in online mode, distance learning courses and modern systems of control and management of the educational process based on the software environment of distance learning systems, etc. Conferences, seminars, round tables on the introduction of distance education in the educational space of Ukraine, publications on the issue, methodological and training manuals, dissertations can serve as evidence of the development and formation of distance education in Ukraine.

Thus, in recent years, there have been tangible positive changes in the field of distance education in Ukraine: the number of higher educational institutions and, accordingly, the number of students studying in them has increased; the issue of introducing the latest information and communication technologies into education, including into the distance education system. Distance education has acquired the status of one of the forms of higher education. In Ukraine, distance learning is associated with the possibility of reaching everyone who wants to study in this way,

even in remote corners of the country. This is of great importance from a social point of view, because those who wish to study in the distance education system acquire a specialty, retrain and improve their profession without being separated from production. In addition, it stabilizes the population in places, prevents migration to large centers and cities of the country.

It has been established that the introduction of distance learning in Ukraine is hindered by insufficient information regarding the clarification of its necessity and expediency, nonacceptance and fear of new scientific approaches to its organization and content, conservatism and inertia of the pedagogical community; low level of informatization of social processes, including educational; insufficient level of formation of modern telecommunication technologies and networks as dominant elements of the distance education system. In addition, there is a contradiction between the need for accelerated development of the distance education system and inadequate attention from the state, the lack of specialists to ensure the quality of work in the distance education system. We must take into account all these risks, achieving high quality and competitiveness of modern education within the country and on the world market.

The development of cross-border cooperation in the field of education can contribute to the solution of economic and social problems of Ukraine through the output of products of national enterprises to world markets; increasing the competitiveness of Ukrainian citizens on the domestic and global labor markets; transformation of education into a profitable sector that is dynamically developing. The functioning of the market of educational services occupies an important place in the formation of effective personnel potential, scientific and innovative potential of both the regions and Ukraine as a whole, which makes it possible to ensure the support of the national interests of Ukraine in the conditions of cross-border cooperation. The development of the market of educational services is a priority area of state and regional policy, which is able to raise the socio-economic level of development of the region and play an important role in the process of accelerating the European integration of Ukraine.

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