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## **DIRECTIONS OF MARKET-ORIENTED EDUCATIONAL REFORMS IN AUSTRALIA**

*Розглядаються напрями ринково орієнтованих реформ освіти в Австралії, як один із способів реформування стратегії відновлення системи освіти.*

**Ключові слова:** реформа освіти, ринково орієнтовані реформи освіти, приватизація освіти, конкуренція.

*Рассматриваются направления рыночно ориентированных реформ образования в Австралии, как один из способов реформирования стратегии обновления системы образования.*

**Ключевые слова:** реформа образования, рыночно ориентированные реформы образования, приватизация образования, конкуренция.

*It is examined an analysis of modern theoretical approaches to market-oriented educational reforms in Australia, oriented on the process of restructuring of the contents of education.*

**Keywords:** educational reform, market-oriented reforms of education, privatization of education, contention.

**The formulation of scientific problem and its significance.** The educational “splashes” of reforms are in progress during the completely new history of Ukraine, but the situation changes very slowly. However, the most crucial questions as budget financing and substantive transformations are in the highlight, taking into consideration the role of educational establishments' activities and, certainly, the role of educational establishments' management. The present time looks forward to innovations in the educational process that will be up to the requirements of modern society. Not infrequently, as a case study, scientists emphasize some countries where educational standards determine the directions of the development of educational sphere and the directions of public requirements as to the level of youth education, building conditions of equal access to a high quality education for all users to any educational institution. So, new needs and competition direct educational sector, which is used to be public originally, to find new approaches of development, and state-private partnership can play the crucial role in this process, like it was identified in the educational sector in Australia and nowadays it is the question of urgent importance in Ukraine. The activities, oriented on the increase of effectiveness and on the productivity of educational system, are provided by means of market mechanisms, introduced within market-oriented reforms in Australia.

***The analysis of recent research and publications.*** The main feature of market oriented reforms in education is the realization of structural changes in educational sphere; first, it is aimed at privatization of educational system. The “privatization of educational system” term, which is considered the central part in reforming strategy, is used to form either the wide totality of reforming programs or the widest diversity of introducing methods. According to Levin and Belfield’s consideration, it means transition of ownership to educational establishments, ability of services and responsibility for outcomes of public and private agencies. It should be mentioned that the idea of educational market-oriented reforms is most perfectly highlighted not only in the works by A.A. Sbruyeva, a Ukrainian comparativist, but also in the work by C. Belfield, B. Levin, S. Ball, P. Peterson, D. Hill, C. Finn and B. Caldwell, foreign researchers.

***The purpose and objectives of the article.*** The article aims to examine the directions of market oriented educational reforms in Australia, to analyze and systematize a set of basic innovations of modern educational reforms of the Australian education system.

Modern theoretical aspect of market oriented reforms foresees an analysis of 3 directions: educational-political, educational-economical and pedagogical directions.

European Union Experts determined basic principles of market system, which are leading ones in the educational development:

- 1) the satisfaction principle of both personal needs as an user and of providers' needs;
- 2) the principle of development of competition between providers of educational services;
- 3) the principle of quality of educational services and of quality of personal skills;
- 4) the principle of availability of information about the quality of educational services;
- 5) the principle of users' mobility.

It is important to examine the term of “competition”, that is the leading one in characteristic of market relations. For English researchers the burning impulse for such analysis was the refusal from traditional “simple market model”. The aim of this model – positive influence of competition on the educational effectiveness: as far as competition positively affects on the effectiveness of material sphere of industry and on the traditional market, it gives certainly the same effect on the educational sphere and it causes the increase of responsibility of educational establishment for its activity, reflected the reasonable growth of outcomes of such activity. In contrast to “simple market model” P. Woods, R. Levacic and J. Hardman created and operate with two others, which deal with peculiarities of competition in social sphere: “public market model” shows the peculiarities of influence of market relations in social sphere, in other words they are factors of macro- and microenvironment; and also “structure-conduct-performance (S-C-P) model”, substantiated by R. Levacic, where we can analyze reflected influence of microenvironment on market relations in social sphere.

The director of National Centre of Analysis of Privatization in Columbia pedagogical College (the USA) – B. Levin unites the whole diversity of educational programs of privatization, which are rich in content basis of market oriented reforms, into 3 groups: 1) the extension of ability of private educational services. Researchers state that possible reason for dynamic development of private schooling is the high level of state investments into the educational sector, and it helps educational establishments to be more accessible. Therefore, the government in Australia pays 70 % of the whole student fee-payment in private catholic school, and approximately 50 % - in non-catholic. Nevertheless, in the USA, as to the Constitution of America, the state educational establishments don't have such rights to finance religious educational establishments; 2) the change of financing process of educational services. One of the features of financing change is the attraction to educational partnership investments. It is common knowledge, that financing arrangements of government and private partners are absolutely broadened in state budgets' deficit sector. According to such situation, educational establishments should control their own budgets; 3) the change of managing features in educational establishments and the change of reporting as to the quality of educational services. That aspect of privatization concerns the changes in the process of managing features, in decision tree and certainly in reporting.

An Ukrainian comparativist A.A. Sbruyeva affirms that the question of free choice of educational services has some dimensions in the content of market-oriented reforms: a) public dimension – it is the right of citizen to have the ability of free-choice of educational services; b) cultural-religious dimension – it is connected with the right of citizen to choose educational services according to religious, cultural and ethnic believes; c) social dimension – it concerns the questions as to winners from the position of development of such programs like: social lower group, social upper group, the whole society; d) geographical dimension concerns objective impossibility of its full value development in the remote regions, where there is the tendency of limited number of users who need educational services. Long-distance tendency of education can improve the situation; e) pedagogical dimension foresees the characteristic of influence on: 1) the parents' attraction to the educational process; 2) the differentiation of education.

The main manifestation of the content of differentiation on the macro level position was represented in the 1990-s through the development of specialized schools. The first state specialized schools, called "School-magnet", were appeared in the USA. Those schools were created by government grants of new type of educational establishment. It gave the opportunity to the representatives of different ethnic groups to get high quality education. Home education takes place in all English-speaking countries. C. Belfield and B. Levin call it the highest level of privatization in educational sphere: it means that private is not only the process of financing or realization, but also approximately the whole system of control for educational services. Education at home is not a non-controlled process. Giving financial support to home education from government always needs accountability reporting, it means periodical parents' reports about the quality of studying in the Ministry of Education or in the certain educational establishment that a child is

attached to. Such practice happens in some Canadian provinces, in New Zealand and in Australia.

The variety of reasons for necessity of state-private arrangements in education, constructed on the analysis of tendencies of development of schooling reforming process, was suggested by one of the leading figure in Australian educational-academic community B. Caldwell. The argumentation of Australian scientist has the following main principles: - **expedience of private companies' attraction** to the sphere of managing in educational establishments and to educational district in state-managing structural defeat sector, appeared during the 1990-s not only in England (the company "3E's"), but also in the USA (the company "Edison Schools" and other); - **expedience of private companies costs' attraction** to educational sphere in state deficit resources sector, that gives the opportunity to increase the level of investments and to improve the educational establishments' activity; - **expedience of transition** to "the third way" to give social services. "The third way", as to the realization of educational policy, initiated in the USA by B. Clinton and in Great Britain by T. Blair, foresees the integration of neoliberal and democratic ideas in order to find optimal ways for improving the educational process. B. Caldwell states: "Such process, from the pedagogical point of view, can be formulated as a steadfast aspiration for the best outcomes achievement by every student no matter who an educational establishment's owner is, where a person studies, who educational services provides (the government, a person or a company) or who them financial support gives". [2; 6]; - **development of social capital**. B. Caldwell uses a wide interpretation of "social capital", which belongs to F. Fuquyam, and he interprets it as "the people's ability to work together for joint profit in groups or in organizations". In such content, state-private arrangements in the educational sphere, as an Australian scientist confirms, is a significant contribution not only to the educational system, but also to the wide joint activity of youth training to full value adult life; - **transformation of social services to knowledge community**. The characteristic of international tendencies of these processes' development, used by B. Caldwell from enough competent source – OECD report: "Education, like other social services, - this association's experts prove, - gradually transforms from planned, controlled by "provider" into such educational sphere, where all stakeholders take part in managing and in realization of educational services". [4; 12].

The Australian scientists' facts, given in favour of public reinterpretation and of private peculiarities in education, have a transnational character: they generalize not only theoretical approaches of discussion, which occurs round the change of educational sphere (transition from state to state-private character of ownership, to the way of concession of services of responsibility) in the global context, but also practical approaches of this phenomenon in different countries. Such conceptions' "shift", as to the educational sphere, forms the basis of modern "educational-political consensus", according to which all system of educational ideas, as to globalization, is being constructed.

The main feature of market oriented educational reforms is the realization of structural changes in educational sphere, oriented on the increase of the

effectiveness of educational establishments' activity by means of providing market mechanisms of its development. The mechanisms are as follows:

- free access of new providers to the market of educational services;
  - development of competition between providers of educational services;
  - ability of free choice of services;
  - availability of information about the quality of educational services;
  - governmental financing the users but not providers of the educational services.
- The logic of introducing market-oriented educational reforms is aimed at privatization of educational system. So, in such a way, the market stipulates for changes in educational sphere.

***The conclusions and prospects for future research.*** In Ukraine, we can foresee the “producing” of so-called “market oriented specialists”, for example, economists, managers, lawyers. In addition, higher educational establishments, mainly private, like any commercial enterprises, offer the specialities that meet demands of users. However, at the same time, the future generation shouldn't pursue the latest fashion; the youth ought to choose the speciality that can be competing on the labor market. Nowadays, the competitiveness of educational establishments depends on their ability to correlate economical development priorities. Having taken new policy of reforming, we try to maintain and even sometimes to idealize the majority of Australian initiatives. Undoubtedly, Australian model of educational sector reforming has positive features: firstly, Ukraine becomes the part of European scientifically educational sphere that gives the opportunity to increase the students' and teachers' mobility and also the opportunity to study in different countries and universities; secondly, we increase the quality of education and its competitiveness; thirdly, we receive the opportunity for exporting the Ukrainian education, because our higher education totally differs as to the character of curriculum. Therefore, it's common knowledge, that new economical, political, social and mass media novelties, where we now are, will introduce their proposals in education too. The task of our country – to train professional staff, because nowadays children – the next generation's youth, lives in absolutely different and rapidly changing world. On this basis, the first – modern education should go with the conservative elements, established on the traditions of our education, and with the changes, taken place in nowadays surrounding. The second task of education is not only to give the certain extent of knowledge but also to teach to operate with it.

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### **ДОСЛІДЖЕННЯ РІВНЯ СФОРМОВАНОСТІ ГОТОВНОСТІ МАЙБУТНІХ МАГІСТРІВ УПРАВЛІННЯ НАВЧАЛЬНИМИ ЗАКЛАДАМИ ДО МАРКЕТИНГОВОЇ ДІЯЛЬНОСТІ**

*У статті розкрито проблему підготовки майбутніх магістрів управління навчальними закладами до маркетингової діяльності. Визначено етапи дослідницько-експериментальної роботи готовності майбутніх магістрів управління навчальними закладами до маркетингової діяльності. Проаналізовано результати педагогічного експерименту.*

**Ключові слова:** професійна підготовка, магістри управління навчальними закладами, маркетингова діяльність, готовність до діяльності.

*В статье раскрыто проблему подготовки будущих магистров управления образовательными учреждениями к маркетинговой деятельности. Определены этапы опытно-экспериментальной работы готовности будущих магистров управления образовательными учреждениями к маркетинговой деятельности. Проанализированы результаты педагогического эксперимента.*

**Ключевые слова:** профессиональная подготовка, магистры управления учебными заведениями, маркетинговая деятельность, готовность к деятельности.