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## EDUCATIONAL SERVICES: BASIC THEORETICAL APPROACHES

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*The article presents the results of empirical research on the main theoretical approaches to the concept of educational services. It is determined that the concept of educational services in the system of higher education has certain features in terms of interpretation and adaptation of accordingly defined goals, functions and approaches. After all, educational services have an economic, social and cultural component. Therefore, we can conclude about the complex nature of educational services, namely: as a symbiosis of public and personal well-being. The specifics of educational services are also determined, including the impossibility of demonstrating educational services; inability to allocate educational services; ability to change; storage is impossible; lack of sole ownership; long performance; receiving deferred benefits. Key words: higher education; educational services; quality of educational services.*

**Introduction.** At the present stage of development of society there is a significant increase in demand for intellectual capital, which leads to the expansion of the global market of educational services, so education is especially important as a factor in economic development. The formation of the market of educational services that meets modern demands is a priority of modern state policy, a catalyst for dynamic development of the economy

and society in general. Higher education is the driving force that contributes to the economic and social development of society, so the task of increasing its international competitiveness is important for the nation. Increasing the impact of globalization requires certain adjustments to the mechanisms, criteria and standards for the provision of educational services by national higher education systems [1]. That is why there is a need to study the nature of the concept of educational services and determine its features. Antokhov A., Burdenko O., Derevyanko B., Dmytriv A. [11], Kalenyuk I. [4], Nikolaenko S. [3], Chekalovska G. raised the issue of educational services in their works. [9] and others. The quality of educational services was considered by Zinkovsky Y., Rodionov O., Eliseeva O. [16], Tarasenko T., Parashchenko L. [13], Odarchuk K. [13]. Given that in today's world increasing attention to the problem of quality of educational services - this topic requires constant analysis and research.

**The purpose of the article** is to analyze the main approaches to defining the concept of educational services and determine their specifics.

**Statement of the main material.** Consider the key substantive aspects of the basic concepts that cover the context of the study. According to the Law of Ukraine "About Education" "educational service is a set of actions defined by law, educational program and / or contract of the subject of educational activity, which have a certain value and are aimed at achieving the expected learning outcomes" [2]. However, scientists have their own vision on the interpretation of this concept, so Antokhov A. argues that the educational service - "a certain type of product, a special consumer value of the labor process, activities to meet the needs of participants in the educational process" [3]. Kalenyuk considers this as "the result of the implementation of various (pedagogical, educational, scientific, organizational and managerial) activities by employees in the field of education to meet the educational needs of individuals and society as a

whole." [4]. Nikolaenko S. has a different point of view, and argues that "educational service" is "not material but social benefits, a system of knowledge, information, skills and practical skills, meeting its various educational needs and realizing the personal abilities of their consumers" [5]. V. Alexandrov considers educational service as a process and notes that "educational service is an organized learning process to obtain the necessary knowledge, skills and abilities" [6]. The position that "educational service is considered a mixed or private-public good that combines their features depending on its specifics" is supported by Vorontsova A. [7], Matyuk T. [8], Chekalovskaya G. [9]. Educational service as a commodity is considered by T.Ye. Obolenska and notes that "the process of consuming educational services contributes to the formation of human values, which in the future will form the basis of value exchange in the labor market" [10]. Dmytriv A. considers the concept of educational services on three indicators - the individual, enterprise and state. When it comes to a person, it is "the process of transferring to the final consumer a set of knowledge, skills and abilities of professional content that are necessary to meet his personal needs in obtaining a profession, as well as self-improvement and self-affirmation; this process is carried out in close interaction with the consumer in accordance with the established program and in a certain form (stationary, correspondence, evening or remote). From the point of view of the enterprise - "the process of professional training, retraining or retraining of personnel, which is necessary to ensure its continued performance, maintain the competitiveness of human capital and development in a changing market environment"; from the standpoint of the state, educational service is "a process that provides expanded reproduction of the total personal and intellectual potential of society" [11]. Yevmenkova K.'s vision is interesting, which defines educational service as "a specific product in the form of a set of educational and scientific information transmitted to a

student in the form of a system of knowledge and practical skills, subject to successful mastering which the student receives the appropriate qualification" [12].

Parashchenko L. and Odarchuk K. note that "an educational service provided by a separate state educational institution can at the same time be considered as a state (administrative) service. If we consider education as a service, considerations about its quality can be more specific "[13]. Systemic vision is represented by V. Shilov and states that "educational service is a set of purposeful actions of a legal or natural person, the results of which are expressed in a useful effect that meets the educational, scientific and educational needs of another legal or natural person" and considers educational service a special kind of product , which is created in the field of education and has a consumer value, meets the educational needs of the individual, society and the state "[14]. Thus, we can conclude that the educational service is a type of activity aimed at creating an educational product, which, in turn, is a commodity and has a dual nature. But, according to V. Dmitriev, "the educational product has a specificity, due to its dual nature or dual form: the form of knowledge, skills, experience of students and the form of educational goods" [15]. And considers educational services in terms of "the process of creating an educational product in the form of knowledge, skills, experience of students, provided in the form of classroom classes (lectures, courses, seminars, events)"; and as "the process of creating an educational product in the form of educational goods, which manifests itself in the form of preparation of educational materials (textbooks, teaching materials, monographs, video discs, etc.)" [15]. Also in the context of the study it is necessary to define the concept of "quality of educational services". Yelisseyeva O. and Tarasenko T. define the quality of educational services as "an integral characteristic of the educational process and its results, which is expressed

by the degree of its compliance with expectations and requirements. ... Depends on both internal and external factors that affect the activities of the educational institution as an open socio-pedagogical system "[16].

Examining the characteristics of educational services, A. Dmytriv [10] identifies the following: "relatively long performance - obtaining a diploma of higher education lasts at least 4 years, and during this period of time in the labor market may change the demand for specialists in certain specialties; seasonality or discrete frequency of service provision, in particular during advanced training; dependence of the quality of educational services on the place of provision, as well as on the place of residence of students; assessment of the quality of educational services through the prism of future employment and life of the graduate; in the process of meeting the need for educational services, the volume of the need itself increases and this feature poses challenges to the management of the institution in providing students with access to more knowledge (cooperation with foreign educational institutions, preparation of additional training courses close to future professional activity). in participation in professional conferences, festivals, Olympiads, other scientific and professional events, etc.) ". Summarizing the research of Kostyukova T. [17] and Obolenska T. [18]. it is possible to single out the specifics of educational services, namely: the impossibility of demonstrating educational services; inability to allocate educational services; ability to change; storage is impossible; lack of sole ownership; long performance; receiving deferred benefits. As the analysis shows, there is no unambiguous approach to identifying the essence of educational services and requires a special approach, given the specifics of educational services. Therefore, we can distinguish general basic approaches to the definition of "educational services": commodity, complex, process and system. It should also be noted that the educational service is

a public-private benefit and is the result of the activities of the educational institution, which is aimed at achieving the expected learning outcomes.

**Conclusion.** Based on the study, it can be stated that the concept of educational services in the higher education system has certain features in terms of interpretation and adaptation in accordance with defined goals, functions and approaches, educational services have an economic, social and cultural component. Therefore, we can conclude about the complex nature of educational services, namely: as a symbiosis of public and personal well-being.

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