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Olena Bondarchuk,
*DSc of Psychology, professor,
Head of Chair of Psychology Management,
SHEI «University of Educational Management»
Kyiv, Ukraine*

SOCIO-PSYCHOLOGICAL PROBLEMS AND MECHANISMS OF BRAND COMMUNICATION IN THE SPHERE OF EDUCATIONAL SERVICES

Abstract. *The article deals with socio-psychological problems and mechanisms of brand communication in the sphere of educational services. The problems of providing of educational services in the present terms on the macro-, meso- and micro levels of analysis are highlighted. The role of postgraduate education with the support of educational services (in the context of ensuring the continuity of education) is shown.*

The essence and social-psychological mechanisms of brand communication in general and in the process of providing educational services in particular are analyzed. It is shown that brand communication in the sphere of educational services is a complex of certain actions in the process of interaction of the personnel of educational organizations (interpersonal, intergroup, mass) with consumers of educational services that influence their thoughts, motives, attitudes, behavior, etc. The result of effective brand communication is the attractive image of the educational organization's brand in education services consumers.

The peculiarities of social-psychological mechanisms of influence (persuasion, suggestion etc.) of a brand-communicator on the consumer of educational services are highlighted. The advisability of development of psychological readiness of the personnel of educational organizations for effective brand communication in the sphere of educational services, which can be realized in the conditions of postgraduate pedagogical education, is stated.

Keywords: *brand, brand communication, socio-psychological mechanisms of influence, educational services, personnel of educational organizations, postgraduate pedagogical education.*

Олена Бондарчук

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ПРОБЛЕМИ ТА МЕХАНІЗМИ БРЕНДОВОЇ КОМУНІКАЦІЇ У СФЕРІ ОСВІТНІХ ПОСЛУГ

Анотація. *У статті розглядаються соціально-психологічні особливості та механізми бренд-комунікації у сфері освітніх послуг. Висвітлено проблеми надання освітніх послуг в умовах сьогодення на макро-, мезо- і мікрорівнях аналізу. Окреслено специфіку освітніх послуг та їх маркетингу. Показано роль післядипломної освіти у супроводі освітніх послуг (у контексті забезпечення неперервності освіти).*

Проаналізовано сутність і соціально-психологічні механізми бренд-комунікації загалом і в процесі надання освітніх послуг, зокрема. Показано, що бренд-комунікація у сфері освітніх послуг є комплексом певних дій у процесі взаємодії (міжособистісної, міжгрупової, масової) персоналу освітніх організацій зі споживачами освітніх послуг, що впливає на їхні думки, мотиви, установки, поведінку тощо. Результатом ефективної бренд-комунікації є привабливий образ бренду освітньої організації у споживачів освітніх послуг.

Висвітлено особливості соціально-психологічних механізмів впливу (переконання, навіювання, зараження та наслідування) бренд-комунікатора на споживача освітніх послуг. Констатовано доцільність розвитку психологічної готовності персоналу освітніх організацій до ефективних бренд-комунікацій у сфері освітніх послуг, які можна здійснити в умовах післядипломної педагогічної освіти.

Ключові слова: *бренд, бренд-комунікації, соціально-психологічні механізми впливу, освітні послуги, персонал освітніх організацій, післядипломна педагогічна освіта.*

Елена Бондарчук

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ И МЕХАНИЗМЫ БРЕНДОВОЙ КОММУНИКАЦИИ В СФЕРЕ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ

Аннотация. *В статье рассматриваются социально-психологические особенности и механизмы бренд-коммуникации в сфере образовательных услуг. Освещены проблемы предоставления образовательных услуг в условиях настоящего на макро-, мезо- и микроуровнях анализа. Определена специфика образовательных услуг и их маркетинга. Показана роль последипломного образования в сопровождении образовательных услуг (в контексте обеспечения непрерывности образования).*

Проанализированы сущность и социально-психологические механизмы бренд-коммуникации в целом и в процессе предоставления образовательных услуг в частности. Показано, что бренд-коммуникация в сфере образовательных услуг представляет собой комплекс определенных действий в процессе взаимодействия (межличностного, межгруппового, массового) персонала образовательных организаций с потребителями образовательных услуг, что влияет на их мысли, мотивы, установки, поведение и тому подобное. Результат эффективной бренд-коммуникации — привлекательный образ бренда образовательной организации у потребителей образовательных услуг.

Освещены особенности социально-психологических механизмов воздействия (убеждения, внушения, заражения и подражания) бренд-комунікатора на потребителя образовательных услуг. Констатирована целесообразность развития психологической готовности персонала образовательных организаций к эффективным бренд-коммуникациям в сфере

образовательных услуг, которые можно осуществить в условиях последипломного педагогического образования.

Ключевые слова: *бренд, бренд-коммуникации, социально-психологические механизмы воздействия, образовательные услуги, персонал образовательных организаций, последипломное педагогическое образование.*

Problem definition

In modern socio-economic and cultural terms there are the transformation of the paradigm of the educational process in the direction of shifting the emphasis from the accumulation of information to the acquisition of means for its receipt, awareness of the goals for which these means were created, the development of the ability to set own goals in the process of education. This contributes to the emergence of various types of educational institutions of state and non-state ownership, which realize their goals by different methods and in different conditions.

As a result, some pedagogical innovations, their purpose, content and results are not always clear to parents, and the expectations that are formed on the basis of a general idea of an educational organization in potential users of educational services are not always relevant to what their children actually receive¹³.

In addition, due to the difficult demographic situation that has developed in Ukraine, competition between educational institutions for recruiting potential students is increasing year by year.

That is why the staff of educational organizations must think about the benefits of their educational organizations over others, should turn to marketing in the sphere of educational services as an activity in which the creation, information, delivery and exchange of proposals that are of value to consumers, clients, partners and society as a whole are provided⁹. Important in this is the problem of creation of educational organization's brand that will adequately reflect its uniqueness and will help to distinguish education organization among others.

Accordingly, the problem of effective brand communication in the sphere of educational services is being actualized.

Objectives are to reveal the features and socio-psychological mechanisms of effective brand communication in the sphere of educational services.

Analysis of recent publications

It should be noted that some aspects of the problem have been the subject of attention of researchers. Thus, within the framework of organizational and economic psychology, the psychological aspects of marketing, including the psychology of the behavior of consumers of services (D. Kahneman, J. Coffee, etc.), psycho-social

¹³ Фадеева М. В. Психологічна підготовка керівників загальноосвітніх навчальних закладів до формування позитивного іміджу освітньої організації : автореф. дис. на здобуття наук. ступ. канд. психол. наук : спец. 19.00.07 «Педагогічна та вікова психологія» / М. В. Фадеева ; ДВНЗ «Університет менеджменту освіти». — Київ, 2010. — 20 с.

⁹ Карпов Е. Б. Психология продвижения образовательных услуг в системе открытого образования : дис. ... д-ра психол. наук : спец. 19.00.05 «Социальная психология» / Е. Б. Карпов ; Московский гос. открытый пед. ун-т им. М. А. Шолохова. — 2004. — 503 с.

support of marketing activity in general and in the services sector in particular (B. Zazykin, Y. Karpov, etc.), psychological problems of the competitiveness of educational organizations (L. Karamushka, O. Fil, etc.), psychological training of competitive education managers, etc. (O. Bondarchuk, N. Kolominsky, L. Karamushka and others), in that among them, to the formation of a positive image of educational organizations (O. Bondarchuk, M. Fadeyev, etc.). On the other hand, the problems of creating brands that will ensure consumer loyalty (Y. Brovkin) and, accordingly, effective brand communication and their socio-psychological mechanisms (J. Aaker, N. Antonova, L. Homolska, F. Vinokur, etc.) are studied.

However, the psychological aspect of brand communications and their socio-psychological mechanisms in the sphere of educational services are studied insufficiently.

Main text

According to the results of theoretical analysis of literature^{1; 2; 14; 16} and practices of activities of educational organizations, we can conclude that brand communication in the sphere of educational services is a complex of certain actions in the process of interaction of the personnel of educational organizations (interpersonal, intergroup, mass) with consumers of educational services that influence their thoughts, motives, attitudes, behavior, etc. The result of effective brand communication is the attractive image of the educational organization's brand in education services consumers.

In general, three levels of brand communication and their socio-psychological mechanisms in the sphere of educational services should be distinguished at:

- the level of society and public expectations regarding the functioning of the educational sector;
- the level of educational activity in the context of the functioning of educational organizations;
- the level of personality of the staff of educational organizations and their psychological readiness for effective brand communication in marketing activities in the sphere of educational services.

As regards the characteristics of the problems of effective brand communications in the sphere of educational services at the level of society, first of all, it should be pointed out that the social expectations regarding the quality of educational services are relatively high, and, at the same time, insufficient account of the specifics of such services in social practice.

¹ Антоненко И. В. Социальная психология доверия : дис. ... д-ра психол. наук : спец. 19.00.05 «Социальная психология» / И. В. Антоненко. — Ярославль, 2006. — 498 с.

² Березенко В. В. Бренд-коммуникации в ракурсе современных научных концепций [Электронный ресурс] / В. В. Березенко. — Режим доступа : http://vk.com/topic-78986453_30922375

¹⁴ Фельсер Г. Психология потребителей и реклама / Г. Фельсер. — Харьков : Гуманитарный центр, 2009. — 704 с.

¹⁶ Gabay J. Brand Psychology: Consumer Perceptions, Corporate Reputations / J. Gabay. — UK : Kogan Page, 2015. — 440 p.

Thus, educational services are not material; therefore their quality can be comprehended before the moment of provision only indirectly through formalization and visual representation of the most important for a certain target group of information (curricula, programs, methods and forms of services, licenses, diplomas, etc.). This requires a special effort by the staff of educational organizations to convince consumers of the quality of future educational services, which is hampered by the insufficiently high status of educators in the community⁵.

Among the peculiarities of educational services, one should also note the inseparability of services from the entities providing them, and, consequently, instability in quality, which is exacerbated by the lack of strict standards for the processes and results of providing services, the variability of consumers of educational services, the impossibility of establishing clear criteria for assessing the quality of the «man-man» system.

It is worth noting the relative duration of the provision of educational services and, at the same time, delaying the display of effectiveness and the dependence of the results on the conditions of the future life of the recipient of educational services.

The specifics of the providing of educational services include the need for further support services (continuity of education) due to natural human aging forgetting information and knowledge in terms of constant change^{3; 4; 9}. Such support can be provided in postgraduate pedagogical education, which acquires a special status as the institution that is best prepared for the training of adults and can provide their education throughout life.

At the same time, the status of postgraduate pedagogical education as a continuous education throughout life is not defined in society sufficiently clearly, as a consequence, institutions of postgraduate education are sometimes perceived as minor, which providing only additional knowledge to basic education. In addition, the question of the framework standards of postgraduate education at the state level, despite all its relevance, is only at the stage of staging⁴.

As for the characterization of brand communications issues in the field of educational services in the context of the functioning of educational organizations, it should be pointed out above all, the uncertainty of the content of their activities, the constant change of course, the purpose of training, insufficient educational and methodological provision of educational activities, etc.

⁵ Бондарчук О. І. Проблеми психологічної готовності керівників професійно-технічних навчальних закладів до маркетингу освітніх послуг / О. І. Бондарчук, С. В. Казакова // Актуальні проблеми психології: зб. наук. пр. Інституту психології імені Г. С. Костюка НАПН України; за ред. С. Д. Максименка, Л. М. Карамушки. — Київ, 2014. — Т. І «Організаційна психологія. Економічна психологія. Соціальна психологія». — Вип. 41. — С. 70–75.

³ Бландел Р. Эффективные бизнес-коммуникации. Принципы и практика в эпоху информации / Р. Бландел. — СПб. : Питер, 2000. — 384 с.

⁴ Бондарчук О. І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності: монографія / О. І. Бондарчук. — Київ : Науковий світ, 2008. — 318 с.

⁹ Карпов Е. Б. Психология продвижения образовательных услуг в системе открытого образования: дис. ... д-ра психол. наук: спец. 19.00.05 «Социальная психология» / Е. Б. Карпов; Московский гос. открытый пед. ун-т им. М. А. Шолохова. — 2004. — 503 с.

That is why it is advisable to apply a marketing (dialogue) approach to brand communications, which involves studying various characteristics of consumers of educational services (social, psychological, demographic, etc.) in order to create a brand of educational organization that can maximally respond to their requests. For this approach, brand communication's subjects try to influence each other implicitly, unobtrusively, convincing, comparing, arguing, choosing those forms of self-promotion and advertising that may appeal to the interlocutor, attracting him⁶.

The main brand communication partners in the education sector are the brand communicator (the staff of the educational organization («producer» of educational services) and the recipient (consumer), in the process of interaction of which on the basis of constant feedback, there is the exchange of messages through various channels – traditional media, websites of educational organizations, «open door days», direct communication, etc. They realize, as a rule, in parallel with each other in time and space, providing the necessary coverage of target audiences – consumers of educational services.

Messages are transmitted through various channels and «access points», in the process of interpersonal, intergroup and mass interaction between different levels of brand communication⁶:

1) at the level of the image of the brand, when the brand-communicator puts forward a specific purpose to the consumer; forms, in his opinion, an attractive object of need, which is associated with success; ensures repeatability of the stimulus; uses various forms of social-psychological encouragement, motives for joining a successful group, respect for others;

2) at the level of personal sense for the consumer, the harmonization with his values, where sense, according to D. Leontiev¹⁰, is interpreted as the relationship between the subject and the object (phenomenon), through which this object is distinguished in the image of the world and embodied in the personal structures, which regulating the behavior of the subject in relation to this object (phenomenon).

3) at the level of the conventional meaning that determines the mass behavior of consumers who share the meaning of the consumption of a certain brand, the construction of social and psychological relations with it. In this regard, Y. Brovkina⁶ concludes that from the standpoint of the effectiveness of brand communication should be regarded as a socio-psychological space that affects both the brand communicator and the recipient, consisting of a set of discourses, based on the mechanism of persuasion, uniting representatives of different social groups.

In this case, it is a question of understanding persuasion as a socio-psychological mechanism of purposeful influence on the consciousness of the consumer which implies a critical perception of the message by the recipient, as a result of which he makes an opinion on the appropriateness of its acceptance. In the

⁶ Бровкина Ю. Ю. Социально-психологические основы бренд-коммуникации : дис. ... д-ра психол. наук. : спец. 19.00.05 «Социальная психология» / Ю. Ю. Бровкина ; Гос. ун-т управления. — М., 2009. — 439 с.

¹⁰ Леонтьев Д. А. Психология смысла: природа, строение и динамика смысловой реальности / Д. А. Леонтьев. — М. : Смысл, 1999. — 487 с.

process of persuasion, an argumentation is used – a set of arguments (arguments) that must be consistent and evidence in relation to the thesis, which ensures loyalty to a certain brand^{6; 16} та ін.

It is important here to use the so-called implicit arguments, which in fact means self-belief, when, according to G. Felser¹⁴, the brand-communicator only hints at the consumer to the final conclusion, but it must be made by the consumer himself, only then it will have the character of the motivation .

Therefore, some scientists⁷ propose, for example, to encourage the subject, whose influence is directed, to express a positive opinion about the brand. For example, volunteering to compete, which is required to explain why he likes a certain brand; write a poem about him, etc. In this case, the recipient is forced, without the direct coercion of the brand-communicator (through voluntary participation in the competition), to find those implied arguments about the brand that are consistent with his belief system.

Another important mechanism of socio-psychological impact of the brand on the consumer is the suggestion, which is characterized by the uncriticality of the subject of perception to the content of messages. The effectiveness of suggestion increases when brand communication is emotionally loaded, and the brand is causing positive emotions among consumers of educational services^{9; 12}.

In addition, the mechanisms of socio-psychological impact of the brand on the consumer include imitation (assimilation and reproduction of the proposed patterns of behavior, actions) and mental «infection» (unconscious propensity to certain mental states that, in the context of the topic of research, is updated as a result of the transfer of a positive mental mood brand-communicator towards the brand). These mechanisms have a clearly defined group character. The basis of their influence is, in particular, the subject's desire to improve their social status, which may result in so-called «referential dependence» for him from significant social group^{1; 5}. For example, a brand-communicator can use this influence by presenting educational services in a certain educational organization as those involving persons with high-social status.

The analysis of brand communication problems at the level of the personality of the personnel of educational organizations shows the unreadiness of a significant

⁶ Бровкина Ю. Ю. Социально-психологические основы бренд-коммуникации : дис. ... д-ра психол. наук. : спец. 19.00.05 «Социальная психология» / Ю. Ю. Бровкина ; Гос. ун-т управления. — М., 2009. — 439 с.

¹⁶ Gabay J. Brand Psychology: Consumer Perceptions, Corporate Reputations / J. Gabay. — UK : Kogan Page, 2015. — 440 p.

¹⁴ Фельсер Г. Психология потребителей и реклама / Г. Фельсер. — Харьков : Гуманитарный центр, 2009. — 704 с.

⁷ Зимбардо Ф. Социальное влияние / Ф. Зимбардо, М. Ляйппе. — СПб. : Питер, 2001. — 448 с.

⁹ Карпов Е. Б. Психология продвижения образовательных услуг в системе открытого образования : дис. ... д-ра психол. наук : спец. 19.00.05 «Социальная психология» / Е. Б. Карпов ; Московский гос. открытый пед. ун-т им. М. А. Шолохова. — 2004. — 503 с.

¹² Узнадзе Д. Н. Психология установки / Д. Н. Узнадзе. — СПб. : Питер, 2001. — 416 с.

¹ Антоненко И. В. Социальная психология доверия : дис. ... д-ра психол. наук : спец. 19.00.05 «Социальная психология» / И. В. Антоненко. — Ярославль, 2006. — 498 с.

⁵ Бондарчук О. І. Проблеми психологічної готовності керівників професійно-технічних навчальних закладів до маркетингу освітніх послуг / О. І. Бондарчук, С. В. Казакова // Актуальні проблеми психології : зб. наук. пр. Інституту психології імені Г. С. Костюка НАПН України ; за ред. С. Д. Максименка, Л. М. Карамушки. — Київ, 2014. — Т. І «Організаційна психологія. Економічна психологія. Соціальна психологія». — Вип. 41. — С. 70–75.

number of its number to effectively interact with consumers of educational services. So, as the results of our research show, managers of educational organizations are difficult to determine the needs of target groups of consumers, do not take into account the differences in the expectations of students, parents, teachers as direct participants in marketing activities, etc.⁵

Other studies noted that a significant number of educators did not have enough skills and methods of forming a positive image of an educational organization^{13; 15} especially its brand. It is revealed insufficient level of enterprise, competitiveness, communicative tolerance and other psychological qualities of staff of educational organizations, important for successful brand communication, etc. In addition, the specific features of pedagogical activities (multifunctionality, excessive emotionally loaded contacts with different categories of consumers of educational services, a great responsibility for the results of activities in conditions of uncertainty of the criteria for their evaluation, etc.) can negatively affect the personality of the teacher, causing emotional burnout and professional deformation of the their personality⁴.

In such circumstances, the effectiveness of educational activities, including in the field of marketing educational services, significantly reduced. This is especially evident in our time, when, on the one hand, the staff of educational organizations should take a tough position aimed at ensuring the «survival» of the institution in the complex and contradictory conditions of the market transformation of the national economic system, and, on the other hand, according to the main purpose of the educational activity to show in behavior samples of humanity, tolerance, high spirituality («sow reasonable, good, eternal»). This may cause dissonance between the evaluation of their own psychological qualities and behavior, communication and expected evaluation of educational services consumers.

The special psychological training of the personnel of educational organizations to effective brand communication in the sphere of educational services may facilitate the prevention of these negative tendencies. The result of this training is psychological readiness of educators to relevant activities.

The psychological readiness of the staff of educational organizations to brand communications in the sphere of education services is a set of motives, knowledge, abilities, skills and personal qualities that provide the formation of an attractive image of the brand of educational organization in consumers of educational services.

⁵ Бондарчук О. І. Проблеми психологічної готовності керівників професійно-технічних навчальних закладів до маркетингу освітніх послуг / О. І. Бондарчук, С. В. Казакова // Актуальні проблеми психології : зб. наук. пр. Інституту психології імені Г. С. Костюка НАПН України ; за ред. С. Д. Максименка, Л. М. Карамушки. — Київ, 2014. — Т. І «Організаційна психологія. Економічна психологія. Соціальна психологія». — Вип. 41. — С. 70–75.

¹³ Фадеева М. В. Психологічна підготовка керівників загальноосвітніх навчальних закладів до формування позитивного іміджу освітньої організації : автореф. дис. на здобуття наук. ступ. канд. психол. наук : спец. 19.00.07 «Педагогічна та вікова психологія» / М. В. Фадеева ; ДВНЗ «Університет менеджменту освіти». — Київ, 2010. — 20 с.

¹⁵ Формування психологічної компетентності керівників освітніх організацій в умовах післядипломної педагогічної освіти : наук.-метод. посіб. / О. І. Бондарчук, Л. М. Карамушка, О. В. Брюховецька [та ін.] ; за наук. ред. О. І. Бондарчук. — Київ : Науковий світ, 2012. — 239 с.

⁴ Бондарчук О. І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності : монографія / О. І. Бондарчук. — Київ : Науковий світ, 2008. — 318 с.

In the structure of such readiness according to the approach of L. Karamushka⁸ it is possible to distinguish:

1) motivational component – a set of motives that are adequate to the goals and objectives of brand communication (the desire to ensure the competitiveness of educational organization in the market of educational services, the desire to increase the prestige and quality of education, the desire to implement innovative forms and methods of training and development of personality, etc.);

2) cognitive component – a set of knowledge necessary for the implementation of brand communication in the educational field (knowledge of the content and specific features of constructing an attractive brand of educational organization, marketing activities in the field of educational services, etc.);

3) operational component – a set of skills and abilities of effective brand communication in the field of educational services (possession of methods for studying the needs and expectations of target groups of consumers of educational services, the implementation of effective brand communications, identification of the ways and effects of promoting educational services, etc.);

4) personal component – a set of personal qualities of staff of educational organizations that are significant for brand communication in the field of educational services (entrepreneurship, competitiveness, creativity, communicative qualities, etc.).

All the components of the readiness of the staff of educational organizations are closely interrelated and only in integrity ensure the effectiveness of brand communication.

The development of psychological readiness of the staff of educational organizations may, in our opinion, be ensured in postgraduate pedagogical education that is prolonged in time and allows students not only to acquire relevant knowledge, skills and abilities, but also to promote the development of their professionally important personal qualities. This is achieved through the use of:

1) cognitive-oriented technologies (dialogical teaching methods, group discussions, etc.);

2) activity-oriented technologies (method of projects, directing texts, business games, etc.);

3) personality-oriented and acmeological technologies (developmental psychodiagnostics, role-playing games, training in the development of competitiveness, etc.) that most closely correspond to psychological peculiarities of adult education;

⁸ Карамушка Л. М. Психологія освітнього менеджменту : навч. посіб. для вищих навч. закладів / Л. М. Карамушка. — Київ : Либідь, 2004. — 424 с.

4) information and communication technologies, through which it is possible to provide psychological training of the personnel of educational organizations at the distance stage of education⁵.

The criteria for the formation of the psychological readiness of the staff of educational organizations to brand communication in the field of educational services are:

1) breadth and depth of psychological knowledge as the basis for making psychologically sound decisions in marketing activities,

2) possibility of transforming psychological knowledge, skills and abilities into constructive ways of implementing brand communication;

3) sustainability displays psychologically competent behavior in the brand communication in educational services (demonstration of entrepreneurship and competitiveness, empathy and tolerance in the interaction with consumers of educational services, etc.)

4) integration of the components of psychological readiness into a coherent system, their harmonious development;

5) high indicators of professional success in the field of promotion of educational services, attractiveness of the brand of educational organization for consumers of educational services⁵.

It is important that the students themselves participate in the evaluation of the level of formation of psychological readiness (through expert evaluation of the results of the joint project activity, problem solving, self-evaluation of the results of psychodiagnostic techniques) and external experts – consumers of educational services.

Conclusions

The problems of brand communication in the field of educational services are determined, as a result of: a) at the level of society – the insufficiently high status of educators in the mass consciousness, combined with high public expectations regarding the quality of educational services, etc.), b) at the level of the direct functioning of educational organizations – the uncertainty of the content and optimal forms of their activity, the constant change of course, the purpose of training, insufficient educational and methodological provision of educational activities, etc.; Which requires the updating of the socio-psychological mechanisms of brand communication (persuasion, suggestion, imitation, etc.); c) at the level of personality – insufficient level of psychological readiness of the personnel of educational organizations to brand communication in the field of educational services.

The solution of these problems is possible in the system of post-graduate pedagogical education as a result of specially organized training aimed at developing the psychological readiness of educational organization' staff to brand communication in the field of educational services.

⁵ Бондарчук О. І. Проблеми психологічної готовності керівників професійно-технічних навчальних закладів до маркетингу освітніх послуг / О. І. Бондарчук, С. В. Казакова // Актуальні проблеми психології : зб. наук. пр. Інституту психології імені Г. С. Костюка НАПН України ; за ред. С. Д. Максименка, Л. М. Карамушки. — Київ, 2014. — Т. І «Організаційна психологія. Економічна психологія. Соціальна психологія». — Вип. 41. — С. 70–75.

Perspective directions further investigations

In further studies it is possible to analyze the indicators of psychological readiness of the staff of educational organizations for brand communications in the field of educational services, as well as psychological conditions for its development in postgraduate pedagogical education.

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Olena Bondarchuk

**SOCIO-PSYCHOLOGICAL FEATURES AND MECHANISMS
OF BRAND COMMUNICATION IN THE SPHERE
OF EDUCATIONAL SERVICES**

The article deals with socio-psychological features and mechanisms of brand communication in the sphere of educational services. The problems of providing of educational services in the present conditions on the macro-, meso- and micro levels of analysis are highlighted. The role of postgraduate education with the support of educational services (in the context of ensuring the continuity of education) is shown.

The essence and social-psychological mechanisms of brand communication in general and in the process of providing educational services in particular are analyzed. It is shown that brand communication in the sphere of educational services is a complex of certain actions in the process of interaction of the personnel of educational organizations (interpersonal, intergroup, mass) with consumers of educational services that influence their thoughts, motives, attitudes, behavior, etc. The result of effective brand communication is the attractive image of the educational organization's brand in education services consumers.

The peculiarities of social-psychological mechanisms of influence (persuasion, suggestion etc.) of a brand-communicator on the consumer of educational services are highlighted.

The advisability of development of psychological readiness of the personnel of educational organizations for effective brand communication in the sphere of educational services, which can be realized in the conditions of postgraduate pedagogical education, is stated.