

NORMATIVE FEATURES OF CONDUCT OF HIGHER EDUCATION SERVICES CONSUMERS

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Purpose. The field of higher education of Ukraine has undergone large-scale reformation during the recent quarter of a century. **Results.** A contradictory character of transformation results made it possible to suppose that reforms implementation is prevented by the conduct of consumers of higher education services as success of reforms is only possible under the condition of their support by those to whom they are directed. The normative features of the consumers of higher education services are presented in laws, doctrines, programs and strategies of development of higher education. Totality of the features allowed determination of the position and role of the consumers in reformation of the field of higher education. **Originality.** A social orientation of the features, when individual values gave way to the collective ones, is inherent in the conduct of the consumers. **Practical value.** Critical assessment of the modern condition of Ukrainian higher education certifies the necessity for the change of the paradigm of educational services consumers' conduct. References 16.

Key words: higher education, services of higher education, consumers of services of higher education, field of higher education, features of conduct of the consumers of the services of higher education.

НОРМАТИВНІ РИСИ ПОВЕДІНКИ СПОЖИВАЧІВ ПОСЛУГ ВИЩОЇ ОСВІТИ

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Сфера вищої освіти України за останню чверть століття зазнала масштабного реформування. Суперечливий характер результатів перетворень дозволив припустити, що втіленню реформ перешкоджає поведінка споживачів послуг вищої освіти, оскільки успіх реформ можливий за умови їх підтримки тими, на кого вони спрямовані. У законах, доктринах, програмах і стратегіях розвитку вищої освіти представлені нормативні риси поведінки споживачів послуг вищої освіти. Сукупність рис дозволила визначити місце і роль споживачів у реформуванні сфери вищої освіти. Поведінці споживачів притаманна соціальна орієнтація рис, коли індивідуальні цінності поступалися місцем колективним. Критичні оцінки сучасного стану вітчизняної вищої освіти свідчать про необхідність зміни парадигми поведінки споживачів освітніх послуг.

Ключові слова: вища освіта, послуги вищої освіти, споживачі послуг вищої освіти, сфера вищої освіти, риси поведінки споживачів послуг вищої освіти.

PROBLEM STATEMENT. More than a quarter of a century ago Ukraine started to introduce reforms that implied cardinal changes in all the fields of social life. Transformation referred to the full to the field of higher education (hereinafter – FHE). At present the effectiveness of these reforms is debatable. Independently of the point of view, the participants of the debate are united in belief that due to educational changes the Ukrainian society has become more civilized, more receptive of European values. Availability of unity of the ideas as to faults of the reforms should also be mentioned. Critical attitude to modern history persuades one in inevitability of correction of the mistakes on the grounds of national interests of development of higher education (hereinafter – HE).

Experience accumulated by many generations proved that success of transformations is possible on condition of their support by those who they are directed to. Educational reforms a priori imply comprehensive development of a personality. Challenges of an anthropogenic and sociogenic character, faced by humanity in the XXI century, require nontrivial solutions from HE. Notions “human capital” and “knowledge economics” prove significance of HE for the society in the best way. The world educational community understands the necessity for attraction of advanced educational technologies and relations to FHE according to global challenges of the modern time. Independently of the scale of educational reforms, they are always pro-

jected on the needs of the personality that were and remain the dominating direction of the activity of higher educational establishments (hereinafter – HEE). However, the attitude of the personality to services of higher education (hereinafter – SHE) essentially changed during the years of the reforms. FHE transfer to market relations and orientation to European values revealed fundamentally new possibilities in acquisition of HE for the personality. Just now another package of reforms is being realized in Ukrainian FHE and it would be expedient to carry out a revision of participation of a personality in HE reformation and find out if the conduct of SHE consumers contributed to SHE reforms realization.

ANALYSIS OF THE RECENT RESEARCH AND PUBLICATIONS. Finding out the role of an individual in FHE reformation determines him/her as a character of a play whose plot is presented in normative legal acts. Following the chronological accuracy it should be noted that adoption of the law of Ukraine “About education” (hereinafter – Law 1) became a presage of proclamation of the sovereignty of Ukraine [1]. It is symbolic that Law 1 is one of the few that have been valid till present, which certifies its demand. The Constitution of Ukraine (hereinafter – Constitution) proclaimed human rights, including a right to HE [2]. The State national program “Education” (“Ukraine of the XXI century”) (hereinafter – Program), approved by the First congress of teachers with the aim of development of education as a priority method of Ukrainian state development, was the first

program document of sovereign Ukraine [3 Educational community waited for the following acts for nine years. In 2002 the law of Ukraine “About higher education” (hereinafter – Law 2) and “The National doctrine of education development” (hereinafter – Doctrine) were adopted [4; 5]. Another break lasted again for 11 years. Only in 2013 “The National strategy of development of education in Ukraine during the period till 2021” (hereinafter – Strategy) and in 2014 the law of Ukraine “About higher education” (hereinafter – Law 3) were published [6; 7].

Ukrainian specialists are more concerned about problems of educational field. So, V. Kremin answers the question why and what is to be changed in Ukrainian education [8]. S. Kvit is concerned about HE reform in order to keep up with global educational tendencies [9]. Presenting his own view of conceptual principles of development of HE in Ukraine, O. Dibrov comes to conclusions that everything is right from the point of view of the theory, but practical observance of legal requirements resulted in a critical state of higher education [10]. Foreign colleagues, e.g. B. Pusser, consider the problems of unification of communal and personal values in FHE to be the most important ones [11]. However, all of them admit the necessity of changes in HE.

So, availability of the Laws, Constitution, Program, Doctrine and Strategy suggests that the image of SHE consumer is described quite clearly. The acts present a clear position of the state as to the role of the personality in development of FHE, but normative features (hereinafter – features) of consumers’ conduct have not been determined yet. Leading specialists critically assess the modern state of HE. It enables one to state that consumers of SHE performed their role not according to the scenario or acted according to another scenario. If this hypothesis is correct, one of the reasons for such state of FHE is quite probable: either there were miscalculations in the laws as to determination of the role of the personality in HE reformation, or the personality chose erroneous conduct guidelines. This paper contains arguments supporting one of the reasons.

PURPOSE OF THE PAPER – to reveal and systemize normative features of conduct of educational services consumers, which was declared in normative legal acts regulating FHE development, which will make it possible to determine the significance of the consumers in development of Ukrainian higher education.

EXPERIMENTAL PART AND RESULTS OBTAINED. Education on the whole as well as HE in particular are called to promote development of the personality. So, in accordance with clause 23 of the Constitution, every person has a right to free development of his/her personality. Choosing a future profession and qualification level the person realizes his/her constitutional right. Clause 23 also contains two conditions of realization of this right: rights and freedoms of other people are not to be violated; availability of obligations to the society in which free and comprehensive development of the personality is provided [2]. These conditions demonstrate social responsibility of the person who is an inseparable attribute of a civilized society. Responsibility in FHE is of principal importance as at the time of Soviet Ukraine education was considered the

basic social achievement of socialism. Historical memory of the modern generation still retains the phrase “it is impossible to live in the society and to be free from the society” that was addressed to workers of culture by the leader of the proletariat. The idea of submission of the person’s interests to the interests of the society implies a high level of civil consciousness.

Foundation of social responsibility in FHE was laid in the USSR. So, according to the Decree of the Presidium of the Supreme Council of the Ukr.SSR No. 2148-VIII of 19.10.1973 “The International pact of economic, social and cultural rights” (hereinafter – Pact) was ratified. The right of every person to education is declared in clause 13 [12]. The right of every person to education is stated in clause 26 of “The General declaration of human rights” (hereinafter – Declaration) [13]. According to clause 9 of European social charter (hereinafter – Charter), every person has the right to proper conditions for professional orientation, the purpose of which consists in the choice of a profession in accordance with person’s abilities and requirements at the labor market. Clause 10 of the Charter states that every person has the right to proper conditions for professional training [14]. It is remarkable that the same point of view as to HE accessibility for everybody on the one hand and its orientation on person’s capabilities on the other hand is observed in cl. 13 of the Pact, cl. 26 of the Declaration and cl. 10 of the Charter. Availability of everybody’s right to education, including higher education, is declared in cl. 53 of the Constitution. The state provides accessibility of HE [2]. Thus, under the market conditions Ukraine also guarantees observance of the world and European human rights as to FHE.

The state guarantees a person free access to HE depending on his/her abilities. The Constitutional Court of Ukraine determined that, in accordance with provisions of cl. 23 of the Constitution that guarantee the human right to free development of the personality and part three of cl.53 of the Constitution, the laws of Ukraine about education provide the right to free choice of the form of obtaining HE, type of HEE, training line and the specialty [15]. At the same time the social responsibility of the state in relation to the personality certainly implies reciprocity.

There arises a rightful question: in what way the person’s responsibility as to the state in FHE is to be manifested? The answer to this question is to be searched in the legal field. Taking into account the conditions that, according to cl. 23 of the Constitution, restrict the person’s right to free development of his/her personality, it can be stated that everybody’s right to HE is not absolute. So, choosing a future profession and qualification the person is obliged to remember the right and freedoms of other people and his/her obligations to the society [2]. Therefore, attitude of the Constitution to human rights in FHE demonstrates Ukraine’s choice of the course to creation of socially-oriented market economy.

In 2004 the Constitutional Court of Ukraine determined that, according to cl. 43 of the Constitution, the state creates conditions for training the personnel in accordance with basic professional lines and social requirements that are to be met due to budget expenditures, according to cl. 95 of the Law of Ukraine “About

the State budget of Ukraine". On the basis of social requirements and amount of budget allocations a state order to training specialists in HE is generated in accordance with lines and specialties of corresponding education-qualification levels. So, amount of financing state and communal HEE at the expense of budget funds, first of all, is connected with training of such number of specialists in HE that is annually determined by the state order [15]. Essentially, the state order is nothing but a form of social responsibility of the state to SHE consumers as to constitutional rights of citizens. Based on the balance of mutual responsibility, SHE consumers are to correspond to the state order qualitatively and quantitatively. Absence of balance certifies that consumers' conduct contradicts to the state vision of FHE development. O. Dnipro considers that support of the state order to specialties required by the real sector of economics by the Ministry of Education and Science of Ukraine is a topical problem. The problem arose because of insufficient correspondence of educational services to the requirements of the society, demands of the personality, needs of the labor market [10, p. 8, 10].

So, the need for the state order is to be taken as a feature of SHE consumers' conduct, which demonstrates their readiness to believe and follow social interests. However, the Strategy states that prestige of education and science remains low in the society. The modern labor market requires not only profound theoretical knowledge from the graduate, but also the ability to independently use it in nonstandard, constantly changing life situations, transition from the society of knowledge to the society of citizens competent in life [6]. The Strategy questions the availability of this feature in the real conduct of SHE consumer. This supposition can be refuted or confirmed empirically.

In the second paragraph of Law 1 it is stated that , education is aimed at comprehensive development of people as personalities and the highest value of the society for the sake of enrichment of intellectual, creative, cultural potential of the people, improvement of educational level of the people, provision of the national economy with qualified specialists. In such rendition the mission of education is taken as a tool in the hands of the state, able to comprehensively enrich the potential of the people, improve their educational level and provide business with qualified labor force. Man as a personality and the highest value of the society is converted into an impersonal concept "people" and talents, intellectual and physical abilities, high moral qualities of the personality are transformed into a concept "potential". Vulgar interpretation of education purpose makes it possible to admit that the state does not consider an individual as an equal partner in FHE.

An analogous approach can also be found in part one of cl. 42 of Law 1 where HE is described as one providing fundamental science, professional and practical training, acquisition of educational levels by citizens according to their vocation, interests and capabilities. It means that the state in good time revealed, systemized and was able to transform the individuals' vocation, interests and capabilities into consumer preferences. In accordance with the preferences, the state guaranteed proper fundamental scientific, professional and practical

training to the individual. Thus, the state is not only sure of understanding the numerous and various needs of SHE consumers, but also of its readiness to meet them in the proper way. Such absolute confidence was inherent in the administrative-command system of management of economy but not in the market relations. Socialist judgment is clearly explained by the Soviet origin of Law 1. This judgment is confirmed by formalization of SHE consumers' conduct by enlisting their rights in cl. 51 and obligations in cl. 52 of Law 1 [1]. By this the state approved the model of consumers' conduct according to the principle "only in this way and not otherwise". So, regulation of the conduct and dependence of consumer preferences that characterize consumer's conduct as predictable and completely controlled is established legislatively.

At the same time the Strategy admits that the state has not completely worked out the efficient system of employment of HEE graduates, their professional support [R.2]. It proves inability of the state to absolutely direct people's conduct in relation to social interests. State financing of the education of an individual does not suggest that knowledge obtained by him/her and skills of the highest professional level will be used for the benefit of society.

The Program determines as the first strategic task of HE reformation "the transition to flexible, dynamic gradual specialists training system that will enable meeting the needs and possibilities of the person in acquisition of certain educational and qualification levels in the desired line according to his/her capabilities [3]. Other strategic tasks of HE reformation directly relate to meeting various human needs. Every priority line, as the basic ways of HE reformation, demonstrates the concern of the society about its future as future specialists are to determine the rate and the level of scientific-technical, economic and social-cultural progress, to generate intellectual potential of the nation. Thus, the Program sets an equality sign between acquisition of HE by the person on the one hand and welfare of the society on the other hand. In this connection it is symbolic that the Program identifies the person as the highest value of the society with the spiritual culture of the Ukrainians and productive forces of Ukraine.

The identification has the same sense load as the words of the song: "I, you, he, she. Together – a whole country, Together – a friendly family. In the word "we" there are one hundred thousand "I"s". The epoch passed but the sense of the text in the Program and in the song has not changed – leveling of the person's interests and the interests that are not successfully negated are to be submitted to the interests of the society. V. Kremin refers Ukrainian education political-ideological commitment, caused by consequences of the education system of the Soviet time, to circumstances that encourage profound reformation of education [8].

K. Arrow introduced into economic lexicon the notion "individual and collective usefulness" [16] that completely reflects the policy of Ukrainian state in FHE. In this context the feature of conduct of the individual as SHE consumer consists in understanding its usefulness. Choosing a profession the individual prefers either personal or collective usefulness. This feature

illustrates a dilemma of HE mission, classical for educational community. According to one point of view, the individual acquires HE with the aim of later selling professional knowledge and skills at the labor market. His/her involvement in business is regarded as activity for the welfare of the society. As an educated, i.e. cultural person and a politically educated citizen, the individual takes part in social-political life of the country.

So, this point of view demonstrates collective usefulness of HE for the individual. According to another point of view, the individual acquires HE to solve exclusively personal and family problems and to confirm his/her social status and increasing the level of his/her self-appraisal. Such an approach admits the use of professional knowledge and skills in business for moral and aesthetical satisfaction. So, this point of view demonstrates the individual usefulness of HE. B. Pusser draws attention to social economic profits in case of acquisition of a higher educational level by the individual: a higher level of labor effectiveness, higher indices of consumer expenditure, increase of tax revenue, expansion of personnel training and decrease of government expenditure on social services. In its turn, the list of private economic profits for persons with higher HE includes, as a rule, a higher level of employment and wages, an increased level of savings, increased mobility at the labor market and better labor conditions [11, p. 118]

On the basis of the essence of the dilemma, availability of two points of view does not mean that there is a problem but implies acceptance of one of them. The first point of view that assigns a subordinate role in FHE development to the SHE consumer is presented in the Program. The fact of low effectiveness of educational reforms can be taken as the proof of individual's disagreement with the assigned role. The Doctrine approved in 2002 contains an expression that determines the result of eleven years of reforms: "the state of affairs in the field of education, rates and depth of transformation do not completely meet the needs of the person, the society and the state" [5].

Thus, President of Ukraine admits that legislatively confirmed features of individual's conduct as to the choice of usefulness priority proved to be unproductive. It is quite symbolic that the Doctrine concerns incomplete meeting of the needs triad, where the person's needs are the first to be mentioned. When eleven more years passed, in 2013, the Strategy admitted insufficient orientation of HE structure and content to the needs of the labor market and modern economic challenges [6]. It means that even if the individual tried to get HE for the benefit of economy and society, the existing system of education would not allow him/her to do it. So, this feature of the conduct of the individual requires empirical verification.

Law 2 is directed to regulation of social relations in FHE, i.e. the state regulates relations of the subjects. The person is the subject of these relations as, according to cl. 1 he/she is identified as HE consumer. According to part 2, cl. 3, the state identified the principles of "accessibility" and "contest character" of SHE consumption, which essentially differs SHE from other types of services. Beside the principles the citizens have a right

to SHE consumption according to cl. 4 [4]. This right is probably the only one when the state legislatively confirms the possibility of the individual to obtain a service. The individual's right to acquire other types of services is of no concern of the state, as it does not concern its interests. The state affirms the person's right to HE, as meeting the needs of the society and the state in qualified personnel depends on the fact if the person obtains or does not obtain this service. It is this circumstance that explains the wish of the state to regulate relations of subjects in FHE with the help of the law. The state is one of the subjects of this field, but it is it that establishes with the help of Law 1 "the rules of the game" that must be observed by other subjects, in particular, SHE consumers. What consequences may arise for the state and the society if the individuals do not wish to obtain SHE? Importance of the individual's conduct for the state caused both right to HE and Law 2 on the whole.

The state interferes with the relations of the person and HEE. So, student self-government is mentioned six times in different aspects in chapter VI of Law 2 devoted to HEE management. In part 1 cl. 38 self-government is determined as an inseparable part of civil self-government of HEE [4]. The person and HEE are independent and equal subjects of SHE market; they are located at opposite sides of the purchase-sale process. In this context self-government provides consumer's interference with HEE activity under a plausible pretext. It is difficult to imagine self-government in medical establishments as well as in many other fields of services. Equal relations of two subjects exclude interference of a third party.

So, students' self-government is nothing but state encouragement to cooperation of the person and the HEE, which makes it possible to single out consumers' participation in educational establishment management as a feature of their conduct in FHE. In its turn, as the basic problems of development of education the Strategy mentions insufficient development of HEE civil self-government, imperfection of mechanisms of involvement of civil society institutions, community into management of education and renewal of its institutions [6]. So, this feature also requires empiric verification as to being an obstacle to the reforms in FHE.

Students self-government allows better understanding of the quantitative relation of the rights and obligations of students. Cl. 54 of Law 2 contains 19 rights and cl. 55 contains only two obligations of people who study at HEE. Among the rights there are three exotic rights of full-time students that differ Ukrainian higher education from West European and North American HE systems: the right to fare reduction in transport, the right to accommodation in a dormitory, the right to obtain a scholarship [4].

S. Kvit considers that the principle of distribution of costs to scholarships is extremely inefficient due to lack of targeting [9]. So, the rights of SHE consumers are extremely important to the state. Students' understanding of the social significance of their rights affects their conduct, which makes it possible to single it out as a feature of students' conduct.

Higher school is the unique and only field of activity

that has a complex effect on human personality. So, according to cl.41 of Law 2, the educational-upbringing process provides the possibility for acquisition of professional knowledge and skills by a person as well as his/her intellectual, moral, spiritual, aesthetic and physical development. It is stressed that HE helps to generate a knowledgeable, skilled and well-mannered person [4]. Comprehensive development of a person has been a cornerstone of HEE development during centuries; consequently, it should be determined as a feature of person's conduct in FHE. At the same time the Strategy contains basic problems, challenges and risks in FHE, among which the absence of the integrated system of education, physical, moral and spiritual development and socialization of children and youth is singled out. Attention is drawn to decrease of social moral, spirituality, behavioral culture of a part of pupils and students [6]. So, neglect of this feature could encourage negative phenomena that took place in XXI century both in FHE and in Ukrainian society on the whole.

Three months after adoption of Law 2 the Doctrine was approved; it determined a vector of further reforms, planned methods and ways of their realization. The initial message of the Doctrine is: "Education is the basis for development of the person, society, nation and state, guarantee of the future of Ukraine. Declaration of the education high mission emphasizes the inseparable connection between development of the person and the society.

This formulation suggests that, in the opinion of President of Ukraine, individual needs of the person are primary ones and the needs of society, nation and state are secondary ones, i.e. derived from the success of person's realization of his/her educational needs. To support this thesis the Declaration contains the idea that human development is the basic target, key index and main factor of modern progress. Factors that caused human development include: globalization, change of technologies, transfer to post-industrial, informational society, approval of sustainable development priorities, other features inherent in the modern civilization. At the same time, it is these factors that cause "the need for radical modernization of the field, make the state, society solve the problem of provision of priority of education and science development, precession of solution of their topical problems" [5]. As a matter of fact, the person's educational needs satisfaction dependence on modernization of the field of education by the state and society should be singled out as an independent feature of individual's conduct in FHE.

The above stated characteristic is confirmed by the target of the state educational policy that, according to paragraph 1 of the Doctrine "consists in creation of conditions for development of the person and creative self-realization of every citizen of Ukraine". Thus, the idea, according to which the person cannot satisfy his/her educational needs without interference of the state, is cultivated. The state creates conditions, thus, generates and simultaneously realizes educational needs of the person. According to paragraph 2, personal orientation of education is the priority direction of the state policy of its development. By this the state raises the concern about every individual to the rank of the prior-

ity direction of its policy. First of all the state convinces the SHE consumers in it. High statements and assurances should be regarded as obligations of the state to meet the needs of every particular individual. In this connection there arises a reasonable question: to what extent is the state able to cope with such an ambitious task? The degree of confidence, hence, the line of the individual's conduct as to educational reforms depends on the effectiveness of realization of the priority directions of education development by the state.

Thus, performance of the obligations of the state as to the priority of meeting educational needs of the individual is to be considered a feature of its conduct in FHE. Paragraph 31 of the Doctrine, according to which provision of conditions for students' training is the most important direction of the state policy in the field of education, is directly related to this characteristic. Students were also guaranteed protection of life, maintenance of health, physical education, reduced fare on public transport [5]. Eleven years later insufficient level of social-legal protection of participants of the educational-upbringing process was recorded in the Strategy [6]. It should be admitted that the state does not perform its obligations to the full extent, which contributes to undermining confidence of the consumers to educational reforms and to HE on the whole.

In Law 3 attention should be paid to interpretation of the term "seekers of higher education" that is absent in Law 2. It is the fact of availability of interpretation that is an extremely apt characteristic of the relationship of the subjects in FHE. According to paragraph 11 cl. 1 of Law 3 these are "people who study at HEE at the particular HE level with the aim of acquisition of corresponding degree and qualification. It is noticeable that in part 2, paragraph 1, cl. 52 among the categories of participants of the educational process "HE seekers and other persons who study at HEE" are mentioned. Twice about the same, this draws attention to the wish to retain this interpretation of the person for whom the educational reform is intended. Part 1, paragraph 1, cl. 61 contains another specification as to the persons who study at HEE: "seekers of higher education". Further in part 2 of this paragraph it is explained that seekers of higher education are: "a student – a person enrolled into HEE with the aim of acquisition of HE, a degree of a Junior Bachelor, a Bachelor or a Master" [7].

The term "service" is mentioned in Law 3 eighteen times with words "paid" or "educational", but the terms "consumer" and "market" are not used at all. There is a paradox when services are available, but consumers are absent, there is a field of higher education, but an individual is not its subject. Thus, a position according to which an individual is assigned a role of a HE seeker or a participant of the educational process within HEE is clearly demonstrated in Law 3.

It is important that in this case the individual is not regarded as an independent and equal subject of FHE or as a SHE consumer. It means that the individual in principle cannot have independent role in reformation of educational field as he/she is a cog in the machine of the educational process. It is the ideological platform of the state policy in FHE and all the rest only specifies and supplements the general vision.

HE mission is interpreted in Law 3 in somewhat other way than in Law 2. If in p.2 cl. 3 of Law 2 “accessibility and contest character of HE acquisition by every citizen of Ukraine” was stated as the first principle of the state policy of FHE, in the analogous paragraph and clause of Law 3 it was “assistance of sustainable development of the society by means of training competitive human capital and creation of conditions for education during the whole life”, and the principle of “HE accessibility” is put in the second place [7]. Impersonal “competitive human capital” substituted “every citizen”. It can be assumed that sustainable development of the society became more important for the state than acquisition of education by a citizen, i.e. individual values of education gave way to the social ones. Transformation of the principle in the best way emphasizes potential changes in positioning the place and the role of the individual in FHE.

At the same time, particular provisions of Law 3 clearly demonstrate strengthening of the state’s concern about persons who obtained HE. So, the state policy in FHE in p. 3 cl. 3 of Law 3 is supplemented with two ways: “creation of conditions for realization by HEE graduates of the right to work, provision of the guarantee of equal possibilities as to the choice of the working place, type of labor activity at enterprises, in establishments and organizations of all forms of property taking into account the obtained HE and according to social needs; introduction of mechanisms of enterprises stimulation of enterprises, establishments, organizations of all the forms of property as to provision of the first working place to HEE graduates” [7]. Thus, the state is more interested not in the person who chooses the future profession but in the person who is the bearer of professional knowledge and skills. This assumption again proves the desire to level the interests of the person, society and business.

Understanding of students’ self-government is considerably expanded in cl. 40 of Law 3. It is determined as “the right and possibility to solve the problems of study and everyday life, protection of students’ rights and interests as well as participation in HEE management. Law 3 also considerably extends the rights of persons who study at HEE, in particular, cl. 62 contains 37 rights in comparison with 18 in cl. 54 of Law 2. However, the number of obligations in cl. 63 of Law 3 increased by one in comparison with cl. 55 of Law 2 [7]. Provisions of Law 3 again strengthen confidence in correctness of singling out the SHE consumers’ conduct features, declared in all the above mentioned normative

legal acts. Criticism of FHE condition and development presented in the Strategy was mentioned several times in the text. General assessment determines that, the present level of Ukrainian education does not allow being the key resource of social-economic development of the state and improvement of citizens’ welfare [6]. As negative assessment as that evidently demonstrates the necessity for change of the paradigm of consumers’ conduct.

CONCLUSIONS. Thus, the above stated makes it possible to come to the following conclusions. First, a content-analysis of the normative legal acts proves that the state understands the necessity for changes and is firmly convinced in correctness of the choice of the vector of higher education development. At first the consumers had an assigned position and a written scenario in realization of the reforms in the state educational policy. Consumers positioning in the coordinates system of the field of higher education indicates that their attitude to the reforms is not regarded as the basic condition of their success. Second, consumers’ conduct normative features legalized by acts of different branches of the state power at the same time differ by the variety of activity aspects and unity of the essence that implies subordination of the person’s interests to the interests of the state, society and business. Every conduct feature deserves separate detailed research, and all together they present a whole pattern making it possible to assess the consumers’ ability to independent actions on the basis of the realities of the services market. Independence of actions is determined by social orientation of the normative features of SHE consumers’ conduct.

Third, every following normative-legal act not only supplemented and specified the previous one but also contained constructive proposals as to improvement of the consumers’ conduct. The improvement provided for increase of social orientation of the conduct features when individual values of the consumers gave way to the collective ones. Fourth, availability of criticism both in normative-legal acts and in assessment of the leading specialists gives rise to doubt in reality of normative features of the consumers’ conduct. Critical remarks confirm the hypothesis as to underestimation of the consumers’ role in carrying out educational reforms. The degree of reality of this judgment can be proved only empirically, which is the subject of our further research.

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НОРМАТИВНЫЕ ОСОБЕННОСТИ ПОВЕДЕНИЯ ПОТРЕБИТЕЛЕЙ УСЛУГ ВЫСШЕГО ОБРАЗОВАНИЯ

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Сфера высшего образования Украины за последнюю четверть века претерпела масштабного реформирования. Противоречивый характер результатов преобразований позволил предположить, что воплощению реформ препятствует поведение потребителей услуг высшего образования, поскольку успех реформ возможен при условии их поддержки теми, на кого они направлены. В законах, доктринах, программах и стратегиях развития высшего образования представлены нормативные черты поведения потребителей услуг высшего образования. Совокупность черт позволила определить место и роль потребителей в реформировании сферы высшего образования. Поведению потребителей присуща социальная ориентация черт, когда индивидуальные ценности уступали место коллективным. Критические оценки современного состояния отечественного высшего образования свидетельствуют о необходимости изменения парадигмы поведения потребителей образовательных услуг.

Ключевые слова: высшее образование, услуги высшего образования, потребители услуг высшего образования, сфера высшего образования, черты поведения потребителей услуг высшего образования.

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