

*Когда наука достигает какой-либо вершины,
с нее открывается обширная перспектива
дальнейшего пути.*

С. И. Вавилов

Механізм регулювання економіки

УДК 339.138

JEL Classification: A13

PROSPECTS OF MARKETING OF ECONOMIC EDUCATIONAL SERVICES IN UKRAINE

**N. Lysytsya
T. Prytychenko
O. Gron**

The prospects of marketing of economic educational services in Ukraine have been analyzed. On the basis of statistical data about the popularity of education institutions providing economic specialities, the most successful institutions have been defined by experts who study ratings of institutions. In spite of the fact that ratings of higher education institutions and economic faculties of universities in Ukraine are high enough, there is competition between higher education institutions. It makes the choice of a higher education institution difficult for the entrants. The increase of demand for professionals in the sphere of economics has been proved. As far as demand for highly qualified specialists in the sphere of economics depends to a certain degree on the number of enterprises, the dynamics of change in their number in the period of 2011 – 2016 has been presented. The use of the possibilities of developing skills in the spheres of digital and content marketing and new forms of teaching in higher education institutions has been suggested. That will make it possible to develop the qualities which are in demand in the labor market. Marketing research on the educational services will provide good reputation of higher education institutions and prerequisites for the influence on forming the values of students.

The questionnaire method has been used to gather the data about the motives and criteria of choice of the educational service. The method of content analysis allowed the authors to define the prospects of marketing of educational services.

The motives and criteria evaluated by respondents of Ukraine as those which have certain significant distinctions have been revealed. The distinctions allowed offering recommendations for improvement of economic education and marketing of the economic educational service. The set of recommendations can be used in the process of promotion of the economic educational service. It will be a convincing stimulus for attracting consumers, forming reputation of a higher education institution and providing competences which are in demand among employers.

Keywords: economic educational service, criteria, motives, rating, demand in the labor market, employers.

ПЕРСПЕКТИВИ МАРКЕТИНГУ ЕКОНОМІЧНИХ ОСВІТНІХ ПОСЛУГ В УКРАЇНІ

**Лисиця Н. М.
Притиченко Т. І.
Гронь О. В.**

Проаналізовано перспективи маркетингу економічних освітніх послуг в Україні. На основі статистичних даних про популярність ВНЗ, які пропонують навчання економічних спеціальностей, визначено найбільш успішні, на думку експертів, що вивчають рейтинг вищих навчальних закладів. Незважаючи на те, що рейтинги

економічних вузів та економічних факультетів університетів в Україні досить високі, спостерігають конкуренцію між вузами, що ускладнює вибір ВНЗ майбутніми абітурієнтами. Обґрунтовано зростання потреби у професіоналах у сфері економіки. Оскільки потреба у висококваліфікованих фахівцях у сфері економіки до певної міри залежить від кількості підприємств, подано динаміку змін їхньої кількості за період 2011 – 2016 рр. Запропоновано використання можливостей розвитку навичок у сферах дигітального та контент-маркетингу, а також нових форм навчання у вищих навчальних закладах, що дозволить розвинути якості, затребувані на ринку праці. Маркетингові дослідження освітніх послуг забезпечать гідну репутацію ВНЗ і передумови для впливу на формування цінностей студентів.

Метод опитування було використано для збирання даних про мотиви та критерії вибору освітньої послуги. Метод контент-аналізу дозволив визначити перспективи маркетингу освітніх послуг.

Виявлено мотиви та критерії, оцінені респондентами в ряді міст України як такі, що мають достовірно значущі відмінності. Перелічені відмінності дозволили запропонувати рекомендації для поліпшення економічної освіти та маркетингу економічної освітньої послуги. Сукупність рекомендацій може бути використано у процесі просування економічної освітньої послуги, що стане переконливим стимулом для залучення споживачів, формування репутації вищих навчальних закладів, забезпечення компетентностей, затребуваних роботодавцями.

Ключові слова: економічна освітня послуга, критерії, мотиви, рейтинг, затребуваність на ринку праці, роботодавці.

ПЕРСПЕКТИВЫ МАРКЕТИНГА ЭКОНОМИЧЕСКИХ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ В УКРАИНЕ

**Лисица Н. М.
Притыченко Т. И.
Гронь А. В.**

Проанализированы перспективы маркетинга экономических образовательных услуг в Украине. На основе статистических данных о популярности вузов, предлагающих обучение экономическим специальностям, определены наиболее успешные, по мнению экспертов, изучающих рейтинге вузов. Несмотря на то, что рейтинги экономических вузов и экономических факультетов университетов в Украине достаточно высокие, наблюдается конкуренция между вузами, что осложняет выбор вуза будущими абитуриентами. Обосновано возрастание потребности в профессионалах в сфере экономики. Поскольку потребность в высококвалифицированных специалистах в сфере экономики до определенной степени зависит от количества предприятий, представлена динамика изменений их количества за период 2011 – 2016 гг. Предлагается использование возможностей развития навыков в сферах дигитального и контент-маркетинга, а также новых форм обучения в вузах, что позволит развить качества, востребованные на рынке труда. Маркетинговые исследования образовательных услуг обеспечат достойную репутацию вузам и предпосылки для влияния на формирование ценностей студентов.

Был использован метод опроса для сбора информации о мотивах и критериях выбора образовательной услуги. Метод контент-анализа позволил определить перспективы маркетинга образовательных услуг.

Выведены мотивы и критерии, которые оценены респондентами в ряде городов Украины как имеющие достоверно значимые отличия. Перечисленные отличия позволили предложить рекомендации по улучшению экономического образования и маркетинга экономической образовательной услуги. Совокупность рекомендаций может быть использована в процессе продвижения экономической образовательной услуги, что станет убедительным стимулом для привлечения потребителей, формирования репутации вуза, обеспечения компетентностей, востребованных работодателями.

Ключевые слова: экономическая образовательная услуга, критерии, мотивы, рейтинг, востребованность на рынке труда, работодатели.

Institutional changes in society, as a consequence, are always accompanied by new trends in the education system. Innovations today are due to the features peculiar

to different levels of education. At the macro level – the lack of stability in the society, on the one hand, and the opening of borders, on the other hand, provided an impetus

for the heterogeneous occupational choices of high school graduates. Graduates aspire to fundamental education, career opportunities, demand not only in the domestic market but also in the international market. At the meso-level, there is a glut of offerings from universities to those who wish to receive legal economic education and a distinct lack of specialities, providing engineering education, weak and unconvincing advertising, forming information space earmarked for students. Such information creates chaos in the perception of professional career prospects for school-leavers. At the micro level, the choice of a future profession takes place on the basis of criteria which were often studied as decision-making incentives – "profitability and prestige". Nevertheless, the modern applicant, seeker of a master's degree, pays more attention to not only the prestige and profitability of a future trades, but also to the learning process, the patterns of behavior of teachers, the prospects of acquisition of competences that will provide career growth in any professional activity, the demand in the labor market, reputation and university rankings. Innovation in the supply of knowledge, development of skills and habits in the future profession, views and requirements of employers become important settings in the orientation of graduates choosing professions.

Scientists are increasingly turning to the study of motivation of choosing professions, study of values, which become the incentives of decision-making when it is necessary to decide on a future career.

They are interested in the reason for studying Economics [1], some scientists analyze the ways of learning Economics by going to the movies [2]. Other scientists focus on financial literacy while teaching Economics [3]. Problem-based learning is suggested as a separate tool of teaching Economics [4]. The most advanced trend is combined with students' perception of the prospect of economic education [5].

The main problems in the development of the education market and their causes are considered in the works of domestic and foreign scientists, among whom we see V. Dmitriyev [6], I. Zakharova [7], Ju. Ivanov [8], S. Illiashenko [9], O. Karpiuk [10], H. Chkalovska [11], I. Zharska [12], and others. However, the change of the main trends in the development of education (decrease in the number of school leavers, increasing competition among universities, opportunities to study abroad) require in-depth and comprehensive monitoring of the market of educational services, which makes the article topical.

The aim of the article is to identify the prospects of marketing of economic educational services.

To achieve the aim we suggest solving the following tasks:

- 1) to identify the main motives of choice of the future economic speciality in Ukraine;
- 2) to justify the dependence of choice of economic specialities on the set of criteria against which the economic education is favored;
- 3) to make recommendations to ensure the popularity of the economic educational service in accordance with

the features of the educational process which help to achieve success in professional activities.

The market of educational services is the environment and the world of production, promotion, sale and consumption of educational services. According to the authors the market of educational services is the material relationships between the participants of the educational process: those who study (pupils, students, trainees), organizations that provide educational services, as well as individuals and legal entities that pay for them and regulate them [12].

According to the official government statistics [13] in the 2015/2016 academic year, there were 288 higher education institutions of accreditation levels III – IV in Ukraine.

The number of universities since the moment of independence of Ukraine, for various reasons has been constantly changing (Table 1).

Table 1

The number of higher education institutions of III – IV levels of accreditation in Ukraine in the period from 2010 to 2015 (based on [13])

| School year | The number of universities | |
|----------------------|----------------------------|------------------------|
| | Units | % to the previous year |
| 2010/11 | 349 | 99.7 |
| 2011/12 | 345 | 98.9 |
| 2012/13 | 334 | 96.8 |
| 2013/14 | 325 | 97.3 |
| 2014/15 ¹ | 277 | 85.2 |
| 2015/16 ¹ | 288 | 104.0 |

¹ Excluding the temporarily occupied territory of the Autonomous Republic of the Crimea, Sevastopol, and part of the zone of the antiterrorist operation.

As seen in Table 1, the number of universities of accreditation levels III – IV is gradually decreasing. According to the State Statistics Committee [13] we can observe the dynamics of students and graduates, which shows the trends in the education market development (Table 2)

Table 2

The number of students in higher education institutions of accreditation levels III – IV in the period from 2010 to 2016 in Ukraine (compiled on the basis of [13])

| School year | The number of students | | The number of enrolled students | | Graduates | |
|-------------|------------------------|------------------------|---------------------------------|------------------------|-----------------|------------------------|
| | thousand people | % to the previous year | thousands of people | % to the previous year | thousand people | % to the previous year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2010/11 | 2129.8 | 94.9 | 392.0 | 105.8 | 543.7 | 103.1 |
| 2011/12 | 1954.8 | 91.8 | 314.5 | 80.2 | 529.8 | 97.4 |

Table 2 (the end)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------------|--------|------|-------|-------|-------|------|
| 2012/13 | 1824.9 | 93.4 | 341.3 | 108.5 | 520.7 | 98.3 |
| 2013/14 | 1723.7 | 94.5 | 348.0 | 102 | 485.1 | 93.2 |
| 2014/15 ¹ | 1438.0 | 83.4 | 291.6 | 83.8 | 405.4 | 83.6 |
| 2015/16 ¹ | 1375.2 | 95.6 | 259.9 | 89.2 | 374.0 | 92.3 |

¹ Excluding the temporarily occupied territory of the Autonomous Republic of the Crimea, Sevastopol and part of the zone of the antiterrorist operation.

By the number of enrolled students, we can trace the unstable trend. The lowest number of students was enrolled in higher education institutions in the 2015/2016 academic year (259.9). Starting with the 2011/2012 academic year

the number of graduates has been decreasing. It should be noted that the demand for specialists in economics directly depends on the trends and the vector of economic development of the country. The main macroeconomic indicators are GDP and GDP per capita. Tables 3 and 4 show the dynamics of changes of these indicators in Ukraine in the period from 2010 to 2015.

A significant decline in the GDP in the dollar equivalent can be seen in 2014 and 2015, which is a consequence of the crisis in the Ukrainian economy. A similar trend is observed in terms of the GDP (in USD) per capita.

The need for highly qualified professionals and, above all, of economic specialties, depends on the number of enterprises and their changing dynamics. Table 5 shows the dynamics of the number of legal entities (enterprises, institutions, organizations) in Ukraine in the period from 2011 to 2016 as of the beginning of the year.

Table 3

The dynamics of Ukraine's GDP from 2010 to 2015 [14]

| Year | Nominal GDP | | | GDP (USD) | | |
|------|-------------|--|--|-----------|--|--|
| | UAH, mln | Change compared with the previous year (+, -) UAH, mln | Change compared with the previous year (+, -), % | USD, mln | Change compared with the previous year (+, -) USD, mln | Change compared with the previous year (+, -), % |
| 2010 | 1 082 569 | +169 224 | +18.5 % | 136 419 | +19 192 | +16.4 % |
| 2011 | 1 316 600 | +234 031 | +21.6 % | 163 160 | +26 740 | +19.6 % |
| 2012 | 1 408 889 | +92 289 | +7.0 % | 175 781 | +12 622 | +7.7 % |
| 2013 | 1 454 931 | +46 042 | +3.3 % | 183 310 | +7 529 | +4.3 % |
| 2014 | 1 566 728 | +111 797 | +7.7 % | 131 805 | -51 505 | -28.1 % |
| 2015 | 1 979 458 | +412 730 | +26.3 % | 90 615 | -41 190 | -31.3 % |

Note. Nominal or absolute GDP is expressed in current (actual) prices of the given year. Due to inflation, a rise in prices and tariffs there has been unsustainable growth of this indicator since 2010.

Table 4

The dynamics of GDP per capita in Ukraine from 2010 to 2015 [14]

| Year | Nominal GDP per capita | | | GDP per capita | | | *Population (thousands of people) |
|------|------------------------|---|--|----------------|---|--|-----------------------------------|
| | UAH, mln | Change compared with the previous year (+, -), UAH, mln | Change compared with the previous year (+, -), % | USD, mln | Change compared with the previous year (+, -), USD, mln | Change compared with the previous year (+, -), % | |
| 2010 | 23 600,4 | +3 768.1 | +19.0 % | 2 974.0 | +428.5 | +16.8 % | 45 870.7 |
| 2011 | 28 813,9 | +5 213.4 | +22.1 % | 3 570.8 | +596.8 | +20.1 % | 45 693.3 |
| 2012 | 30 912,5 | +2 098.6 | +7.3 % | 3 856.8 | +286.1 | +8.0 % | 45 576.7 |
| 2013 | 31 988,7 | +1 076.2 | +3.5 % | 4 030.3 | +173.5 | +4.5 % | 45 482.7 |
| 2014 | 35 834,0 | +3 845.3 | +12.0 % | 3 014.6 | -1 015.7 | -25.2 % | 43 721.8 |
| 2015 | 46 210,2 | +10 376.1 | +29.0 % | 2 115.4 | -899.2 | -29.8 % | 42 836.0 |

* On average per year

Table 5

The number of legal entities in Ukraine
(based on [15])

| Year | The number of enterprises | Change (+, -) | Change, % |
|------|---------------------------|---------------|-----------|
| 2011 | 1 012 993 | | |
| 2012 | 1 043 595 | 30 602 | +3.02 |
| 2013 | 1 067 599 | 24 004 | +2.30 |
| 2014 | 1 100 278 | 32 679 | +3.06 |
| 2015 | 1 072 945 | -27 333 | -2.48 |
| 2016 | 1 121 347 | 48 402 | +4.32 |

The data in Table 5 indicate a reduction in the number of legal entities in Ukraine in 2015. However, in 2016 their number increased by 4,32 % (the highest percentage of growth during the period studied), which affects the increase in demand for specialists of various branches of knowledge. Out of the total number of higher education institutions of Ukraine about 200 universities provide economic educational services.

The economic specialties remain the most popular ones. This is due to the growing number of companies operating in various sectors of the economy, and all these companies need competent professionals: accountants, economists, auditors, marketologists, etc.

Specialized economic universities and economic faculties of universities in Ukraine are presented widely enough, and they are very popular. At the same time, the competition between various higher education institutions offering training in various economic specialties is quite high. Thus, the future university entrants have a fairly wide choice [16].

Let's consider the rankings of universities which offer economic educational services.

The rating of universities that have been training specialists in economics since 2007, was prepared by the journal "Money". The results of the rating in 2012 and 2015 are shown in Table 6. The main rating criteria were the "fame of the university" and the "opportunity to get effective hands-on experience of defending the diploma". So, the feature of this rating is that the quality of graduates' training is assessed by employers (representatives of personnel departments (HR) of large companies) [17].

The results of the rating for the given years show a decrease in the average score given by the employers to the universities (in 2012 the maximum score for the 1st place was 8.8, and in 2015 it was 7.93), i.e., the employers considered that the quality of training somewhat deteriorated. However, in 2015 the same universities as in 2012 made the first four of the best universities.

Since 2006, the ranking of universities "Top-200 Ukraine" has been made annually. This is the only academic rating in Ukraine accredited by the International Ranking Expert Group (IREG). The methodology of the "Top-200 Ukraine" rating is set out on the "EuroOsvita" Center website. On the basis of the use of the methodology, the data of universities and expert appraisals, the team "Top-200 Ukraine" made a rating of two hundred best universities in Ukraine in 2015/2016 [18].

For an integrated assessment of this rating (the maximum score is 100 points) the following indicators were selected: the quality of the research and teaching staff, the quality of education and international recognition.

The results of the rating "TOP-200 Ukraine" show that 9 universities, providing economic educational services made the top ten universities (Table 7).

Table 6

**The rating of economic specialties,
prepared by the journal "Money" in 2012 and 2015**

| University name | Rating prepared by the journal "Money" | | | |
|---|--|---------------------|---------------|---------------------|
| | 2012 | | 2015 | |
| | Average score | Place in the rating | Average score | Place in the rating |
| 1. Kyiv National University named after Taras Shevchenko | 8.6 | 3 | 7.93 | 1 |
| 2. Kyiv National University of Economics named after Vadym Hetman | 8.8 | 2 | 7.40 | 2 |
| 3. National University "Kyiv-Mohyla Academy" | 8.8 | 1 | 7.00 | 3 |
| 4. National Technical University "Kyiv Polytechnic Institute" | 8.3 | 4 | 7.00 | 4 |
| 5. National University "Lviv Polytechnic" | 6.2 | 8 | 5.93 | 5 |
| 6. Lviv National University named after Ivan Franko | 6.7 | 5 | 5.40 | 6 |
| 7. Simon Kuznets Kharkiv National University of Economics | 6.3 | 7 | 5.00 | 7 |
| 8. Kharkiv National University named after Vasyl Karazin | 6.0 | 10 | 4.93 | 8 |
| 9. National Technical University "Kharkiv Polytechnic Institute" | 5.8 | 12 | 4.73 | 9 |
| 10. National Aviation University | 6.6 | 6 | 4.67 | 10 |

Table 7

Higher education institutions of Ukraine providing economic educational services included in the TOP-10 universities of the "TOP-200 Ukraine" in 2016

| № | University name | Assessment of the quality of the research and teaching staff | Assessment of the quality of education | Assessment of international recognition | Assessment of the integral index of the university | Ranking |
|----|---|--|--|---|--|---------|
| 1. | The National Technical University of Ukraine "Kyiv Polytechnic Institute" | 37.1584719 | 24.2733571 | 24.38991 | 85.8217352 | 1 |
| 2. | Kyiv National University named after Taras Shevchenko | 37.69866054 | 20.8091084 | 23.19028 | 81.6980532 | 2 |
| 3. | Kharkiv National University named after Vasyl Karazin | 19.72389684 | 14.6311752 | 15.05826 | 49.4133336 | 3 |
| 4. | National Technical University "Kharkiv Polytechnic Institute" | 18.19243329 | 9.44538221 | 18.11854 | 45.7563526 | 4 |
| 5. | National University "Lviv Polytechnic" | 10.07411838 | 15.5719037 | 20.00258 | 45.6486064 | 5 |
| 6. | National Mining University | 20.23740583 | 9.55270568 | 14.88076 | 44.6708729 | 6 |
| 7. | National University "Kyiv-Mohyla Academy" | 13.03020291 | 17.3656142 | 14.1555 | 44.551315 | 8 |
| 8. | Lviv National University named after Ivan Franko | 10.47689444 | 14.6627164 | 18.25808 | 43.3976934 | 9 |
| 9. | National University of Life and Environmental Sciences of Ukraine | 16.31640102 | 14.8704249 | 11.00018 | 42.1870072 | 10 |

It should be noted that there is a significant gap between the highest value of the index "assessment of the quality of the research and teaching staff" (37.7) and the lowest value (10.07) among nine universities given in Table 7 (more than 3.5 times). Therefore, the universities should pay special attention to this index. In continuation of the "TOP-200 Ukraine" the information educational resource "Osvita.ua" made a consolidated rating of higher education institutions of Ukraine for 2016 [19].

The most authoritative (among the experts and the media) national and international ratings of universities in Ukraine were used as the initial data for the consolidated rating. They use different criteria for assessment of higher education institutions. Thus, they obtained the aggregate rating that takes into account the rating of

universities according to the "Top-200 Ukraine", Scopus and Vebometrics.

The results of the rating of higher education institutions according to Scopus are based on the database indicators of Scopus, which is a tool for tracking citation of scientific articles published by the institution or its employees [20]. The criterion for assessment is the Hirsch index – a quantitative indicator based on the number of scientific publications and the number of citations.

In the process of rating, according to Vebometrics, the developers take into account the number of pages indexed by search engines, external references to it, the citation index of the resource, as well as the number of files downloaded at the website. Thus, the content and the information component of the institution web-site is assessed [21].

Table 8

Higher education institutions of Ukraine providing economic and educational services included in the TOP-10 universities of the consolidated rating of Ukrainian universities in 2016

| University name | Place in the overall ranking + | TOP-200 Ukraine | Webometrics | Scopus | Final score |
|---|--------------------------------|-----------------|-------------|--------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Kyiv National University named after Taras Shevchenko | 1 | 2 | 1 | 1 | 4 |
| Kharkiv National University named after Vasyl Karazin | 2 | 3 | 3 | 2 | 8 |
| National Technical University of Ukraine "Kyiv Polytechnic Institute" | 3 | 1 | 2 | 6 | 9 |
| National Technical University "Kharkiv Polytechnic Institute" | 4 | 4 | 6 | 9 | 19 |
| Lviv National University named after Ivan Franko | 5 | 9 | 8 | 3 | 20 |
| National University "Lviv Polytechnic" | 6 | 5 | 9 | 10 | 24 |

Table 8 (the end)

| | | | | | |
|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Odessa National University named after Illia Mechnikov | 7 | 17 | 10 | 4 | 31 |
| Sumy State University | 8 | 15 | 5 | 15 | 35 |
| Chernivtsi National University named after Yurii Fedkovich | 9 | 24 | 12 | 5 | 41 |
| Dnipropetrovsk National University named after Oles Honchar | 10 | 11 | 24 | 8 | 43 |

Five motives of the choice of a higher education institution were evaluated by respondents as the most important and having significant distinctions.

Students of Ukrainian universities (n = 1000 respondents) were offered a questionnaire to evaluate the motives and criteria for the choice of a higher education institution: 5 points for the most significant motives, 1 point for the least significant ones. Among the motives of the choice of a higher education institution there have been chosen 5 in which certain significant distinctions have been found. Fig. 1 presents the results of the

survey of the motives of the choice of a higher education institution when the most significant distinctions among the motives of the choice were taken into account.

Fig. 2 presents only those criteria which revealed certain significant distinctions in the answers of respondents in different cities. They show the prospects of promotion of economic education in Ukraine.

The average and generalized results of the choice of criteria by the respondents in different cities of Ukraine and in Ukraine in general are presented in Fig. 2.

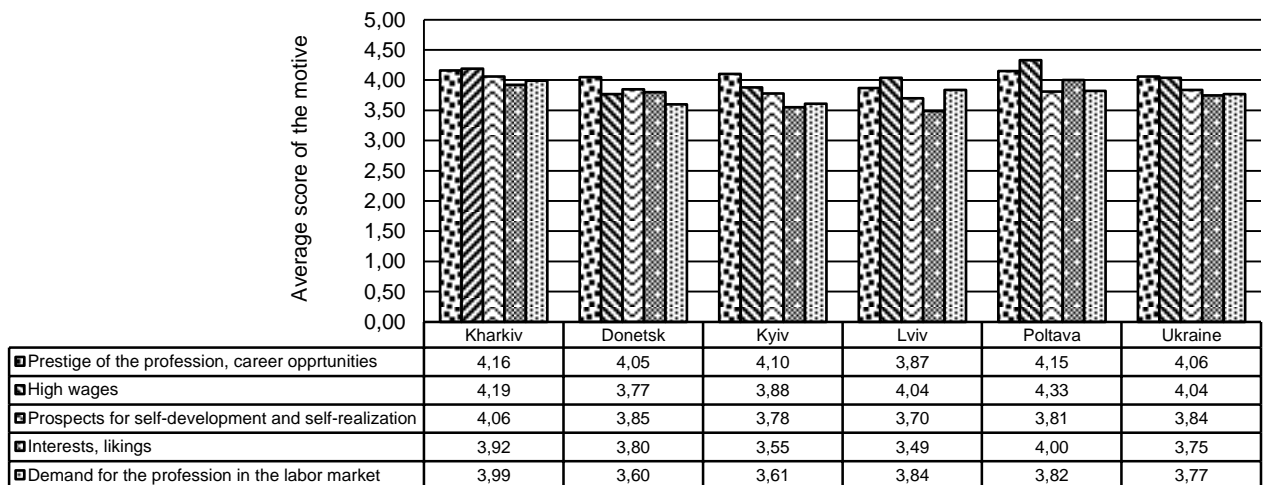


Fig. 1. The motives of the choice of a higher education institution

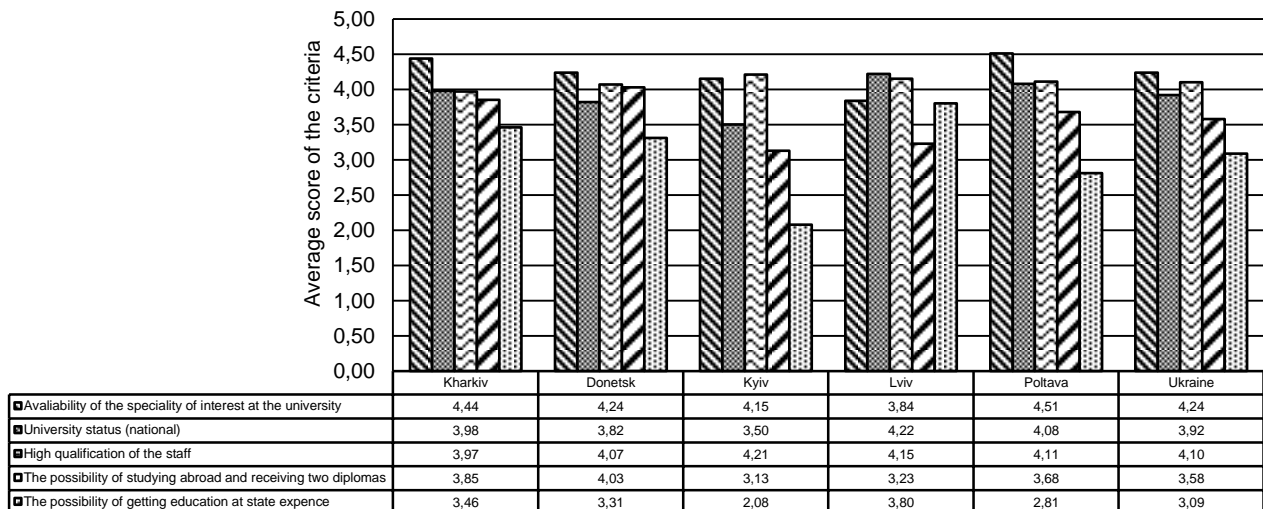


Fig. 2. The criteria for the choice of a higher education institution

The criteria, that have the highest rating among the students, significantly contribute to the promotion of economic education in Ukraine. High estimation of the criterion "The availability of the speciality of interest at the university" (4.24) by Ukrainian students demonstrates the need to develop, expand offerings of new areas of economic knowledge, commitment to agile marketing of educational services that meet the demands of employers. The popularity of such criteria as "university status (national)" (3.92) is a powerful argument in favor of the image, the reputation of the university, which, according to the students' choice, shapes public opinion and influences the final decision in a situation of information uncertainty. "High qualification of the staff" (4.10) is the criterion that students consider to be an important one when studying at university, and that justifies such a sequence. Perhaps this can be explained by a vast experience of dealing with the lecturers before entering the university, as well as by higher claims to the educational process. "The possibility of further studying abroad" (3.58) and "the possibility of getting education at state expense" (3.09) are perceived as the desired criteria, but not the main ones when choosing a university.

As can be seen from Fig. 1 and 2 the assessment of the criteria is more diverse than of the motives. The data presented in Fig. 1 and 2 can suggest a so-called complex classification of educational services made on the basis of analysis of motives and criteria which includes analytical, quantitative, prognostic, pragmatic classifications.

The classification of the economic educational service can be made analytically (reason – effect), quantitatively (demand – supply), prognostically (strategy – tactics), pragmatically (form – result). The economic educational service, as statistics shows, is actively offered to the consumer. The availability of economic specialities and higher education institutions of economics confirms the continued interest of consumers (school leavers) in the economic education. The economic education is not only the basis for survival in the 21st century, but also for a competent interpretation of everyday challenges, suggesting the image of consumers' life and, to a certain degree, a guarantee of competitiveness in the labor market. In search of an assistant, secretary, business managers of enterprises, companies, employers prefer candidates with economic or legal education (according to the review of the website "rabota.ua"). The representatives of these professions are more inclined to make analysis, take legitimate actions and do not require immediate additional training, which makes them more preferred among others.

The quantitative picture of economists of various specializations shows that the supply does not fully meet the demand. During the last decade the personnel were assessed not only based on such formal features as, for example, a diploma with honors, work experience in the professional field. Employers evaluate the signs of orientation to the development of dynamic capabilities (decision-making under uncertainty), skills at finding the right solutions without prior consulting, emotional control in risk situations, creative solutions that provide a competitive ad-

vantage of making profitable investments. Thus, the quality of employees becomes dominant in the selection of personnel. Therefore, there are a lot of proposals but the demand is observed for a certain segment of employees as shown by content analysis of the employers' website.

What are the prospects of promotion of economic educational services? What would be the best choice in the organization of marketing activities in the field of economic education – the diversification strategy or the "scout" strategy according to R. Miles and C. Snow? "The "scout" strategy uses business units mainly engaged in achieving growth through the active use of the new product – market opportunities" [22, p. 110]. The content analysis of the employers' website shows that strategies are less than tactics. "There are two strategies working: the strategy of the business-level "scout" and marketing strategy (diversification), which is characterized by vertical integration, integration of back and forth, diversification into related businesses and diversification into unrelated businesses" [22, p. 82]. The tactics are based on the organization of the educational process, following the rules that are practiced in the best universities of the world. An example of this can be the offer of a wide range of variable disciplines that the student chooses, joint master's programs of Ukrainian and foreign universities, establishment of contact with employers, invitation of the latter to participate in conferences, conducting master classes, workshops, lectures.

The economic education as a whole is prestigious, despite a slight decline in the popularity of higher education. Under the conditions of digital marketing, obtaining any information about the university is not a problem, as evidenced by the popularity of websites of universities and the involvement of the younger generation in digital marketing.

"There are only two key questions you need to answer when it comes to deciding whether or not your business needs a digital marketing strategy. They are: 1) Is my audience online / is it going to be online? If your customers use digital technology to research and/or purchase the products and services you provide, then you absolutely need to embrace digital marketing now in order to engage with them and retain them; 2) Are my products/services/brands suited to digital marketing? Typically it doesn't matter what your product, service or brand is: as long as you have established that there is a viable online audience for it, then you should be promoting it online. Consumers go online to research, evaluate and compare their choices" [23, p. 21].

Consumers ignore the traditional world of marketing. They often ignore magazine advertising, and now have become so adept at online searching when they are looking for the information about the products which are interesting to them.

Smart marketers know that traditional marketing is becoming less and less effective because they face with the audience of consumers who are generation Z. "Generation Z is used to devices, they are used to being entertained, and education has to respond to the new profile of this generation" [24].

Digital marketing is an interactive marketing which is used to organize communication with consumers. It does not only promote goods and services in the digital marketing environment, but forms loyalty of those consumers who are not involved in marketing and just use mobile phones, other devices to get the necessary information. This is the main difference between digital marketing and internet marketing. One more type of marketing is in demand – that is inbound marketing, Social networks which use content marketing create the basis for attracting consumer attention with the help of interesting content full of ideas which correspond to expectations of consumers, their values, their dreams, present and future demands [23].

Different and rational steps are possible for the solution of this task. In such a way real professional environment is created which the students – future graduates can face and demonstrate possible stereotypes of professional behavior. Presentations of well-known situations and evaluation of each phase of the situation can be suggested for the consumers to weigh the pros and cons and make a final decision on what should be done. Publications of the ratings of higher education institutions, positioning of the university or institute among the top ones is the best way to convince consumers to enter this university.

The following actions should be combined and realized to improve the economic educational service:

1. Provision of possibilities for development of skills in such spheres of professional activity as digital marketing, content marketing.

2. Advertising for new forms of teaching which will result in developing the qualities of personnel which are in demand in the labor market.

3. Inviting professional employers for delivering lectures.

4. Using new models of interaction in the triad "university – professor – student"; the university offers material and technological support and offers free choice of a number of professional subjects; the professor actively uses various forms of delivering lectures: traditional, interactive, inverted, providing the platform for development of argumentation skills. Students get rid of monotonous studying, improve the practice of negotiations and acquire the skills in agile marketing.

5. Association of success in professional activity and intentions to adapt to unpredictable situations in professional activity, creativity, innovations should be highly evaluated by employers.

6. Formation of university image as a basis for the university brand.

7. Starting marketing research which confirms the reputation of the university and creates prerequisites for the influence on students' values.

8. Formation of the opinion about economic education as a fundamental one for success and involvement in any other professional activity.

9. Stimulation of mobility and one more education as a perspective of finding work in the labor market.

10. Organizing the teaching process in mixed groups (students and employers of successful enterprises), will

be a way for raising qualification of the employers and finding the basis for developing mentoring skills. Students will be interested in the chance of studying with experienced employers and getting competences which are in demand in the labor market.

The article suggests the analysis of the prospects of marketing of the economic educational service on the basis of discovering the main motives and criteria for choosing the university and speciality by students. Only those motives and criteria have been presented which have certain significant distinctions, that define real ways for improvement of economic education with a view to providing a stable demand for the latter.

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Information about the authors

N. Lysytsya – Doctor of Sciences in Sociology, Professor of the Department of Economics and Marketing of Simon Kuznets Kharkiv National University of Economics (9-A Nauky Ave., Kharkiv, Ukraine, 61166, e-mail: nmva0908@gmail.com).

T. Prytychenko – PhD in Economics, Associate Professor of the Department of Economics and Marketing of Simon Kuznets Kharkiv National University of Economics (9-A Nauky Ave., Kharkiv, Ukraine, 61166, e-mail: tamivry@mail.ru).

O. Gron – PhD in Economics, Associate Professor of the Department of Economics and Marketing of Simon Kuznets Kharkiv National University of Economics (9-A Nauky Ave., Kharkiv, Ukraine, 61166, e-mail: alexgron@mail.ru).

Інформація про авторів

Лисиця Надія Михайлівна – д-р соціол. наук, професор кафедри економіки та маркетингу Харківського національного економічного університету імені Семена Кузнеця (просп. Науки, 9-А, м. Харків, Україна, 61166, e-mail: nmva0908@gmail.com).

Притиченко Тамара Іванівна – канд. екон. наук, доцент кафедри економіки та маркетингу Харківського національного економічного університету імені Семена Кузнеця (просп. Науки, 9-А, м. Харків, Україна, 61166, e-mail: tamivry@mail.ru).

Гронь Олександра Вікторівна – канд. екон. наук, доцент кафедри економіки та маркетингу Харківського національного економічного університету імені Семена Кузнеця (просп. Науки, 9-А, м. Харків, Україна, 61166, e-mail: alexgron@mail.ru).

Информация об авторах

Лисица Надежда Михайловна – д-р социол. наук, профессор кафедры экономики и маркетинга Харьковского национального экономического университета имени Семена Кузнеця (просп. Науки, 9-А, г. Харьков, Украина, 61166, e-mail: nmva0908@gmail.com).

Притыченко Тамара Ивановна – канд. экон. наук, доцент кафедры экономики и маркетинга Харьковского национального

экономического университета имени Семена Кузнеця (просп. Науки, 9-А, г. Харьков, Украина, 61166, e-mail: tamivry@mail.ru).

Гронь Александра Викторовна – канд. экон. наук, доцент кафедры экономики и маркетинга Харьковского национального экономического университета имени Семена Кузнеця (просп. Науки, 9-А, г. Харьков, Украина, 61166, e-mail: alexgron@mail.ru).

*Стаття надійшла до ред.
20.02.2017 р.*

УДК 339.137.2:332.1-048.87(4-11)

JEL Classification: F15; O31; P52

**РЕАЛИЗАЦИЯ КОНКУРЕНТНЫХ ПРЕИМУЩЕСТВ
ЭКОНОМИКИ УКРАИНЫ НА ЭТАПЕ РЕГИОНАЛЬНОЙ
КООПЕРАЦИИ СТРАН ВОСТОЧНОЙ ЕВРОПЫ
(в двух частях)**

Колодизев О. Н.

Условия функционирования глобальной рыночной среды диктуют необходимость активизации инновационной деятельности как наиболее эффективного способа повышения конкурентоспособности экономики страны и дальнейшего ее развития на интенсивной основе. Логическим обоснованием стратегического направления развития, в котором ключевая роль отводится инновациям, служат беспрецедентные успехи экономик высокоразвитых европейских стран и других стран мира, которые стали следствием практического внедрения инновационных моделей развития.

В первой части статьи представлена систематизация проблем развития кластеров, основанная на результатах обобщения европейского и международного опыта. Определены основные направления активизации кластерных инициатив, а также мероприятия по внедрению их в практику функционирования национальной экономики. Обоснована необходимость дальнейшего развития кластеров в качестве основного инструмента стимулирования развития инновационной деятельности предприятий с целью формирования необходимых условий для повышения уровня конкурентоспособности экономики.

Во второй части статьи рассмотрены возможные сценарии развития экономики Украины в проекции будущих 10 – 15 лет на базе концепции современного развития Восточной Европы. Представлены результаты анализа, которые получены путем сравнения различных вариантов региональной кооперации отдельных стран Восточной Европы, и определена позиция Украины в формировании необходимых возможностей дальнейшего развития ее экономики.

Ключевые слова: конкурентоспособность экономики, региональная кооперация, развитие кластеров, инновационная деятельность предприятий.

**РЕАЛІЗАЦІЯ КОНКУРЕНТНИХ ПЕРЕВАГ ЕКОНОМІКИ УКРАЇНИ
НА ЕТАПІ РЕГІОНАЛЬНОЇ КООПЕРАЦІЇ КРАЇН СХІДНОЇ ЄВРОПИ
(у двох частинах)**

Колодизев О. М.

Умови функціонування глобального ринкового середовища диктують необхідність в активізації інноваційної діяльності як найбільш ефективного способу підвищення конкурентоспроможності економіки країни