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PROGRESS OF HIGHER EDUCATION INSTITUTION AT THE EDUCATION SERVICE MARKET

The issue applicability is connected with modern realities at the education service market namely with their variability, causing the necessity to interpret the sorts, peculiarities and quality of the services provided by higher education institutions.

Keywords: the education service market, exhibition activity.

In the whole world the exhibitions, presentations and the succeeding events act as engine of the economics, technical and commercial progress [1; 2], it is the same for the sphere of education.

Participating in the exhibition is an integrated instrument allowing the educational institution to promote their services, attract partners, get acquainted with the competitors, evaluate the market and etc. Every exhibition is a particular section of the concrete market situation, it gives the possibility not only to search for the relevant markets (such as school, college, vocational school graduates) but also enter these markets with the help of the most effective methods. The important moment is that exhibition activity plays a great role in forming the «adequate» comprehension of both an education institution and its services.

We would like to point out the following structural elements of an exhibition:

1) the goal, as an ideal conception of desired exhibition results, allowing to forecast the actions of an exhibit organizers in relation to both exhibitors and visitors and determining the character of interrelations and interactions of the exhibit subjects;

2) the appeals, expressing social and personal crucial incentive causes to perform exhibit activity (eliciting and realizing the leading appeals of exhibitors and visitors – the key point in specifying the character of organizers and participants' interaction, whilst forming productive appeals, on the basis of which the crucial goals and concrete assignments are defined, is certain to be really important;

3) the means – which are necessary and sufficient instruments to perform exhibit activity;

4) working operations (actions) usually including the following things:

– the exhibition organizers have got advertising information company, gathering the participants, forming the general exhibit, competitive and scientific research programs, installing equipment and so on;

– the exhibitors have got selection and preparation of the exhibits, organization of the exhibit, work at the mount, advertising and PR campaigns and so on;

– the visitors are able to get acquainted with the colleagues' achievements, discussing and express-evaluating exhibits at the mounts, participating in the events, searching and gathering materials useful for the future profession;

5) the result in focus of the publicity attention, representatives of the specialized mass-media, the regional and federal administrative organizations as well as organizing committee and exhibition directorate;

6) evaluation and readjustment of the exhibition results (at the official format is usually performed after its completion by the regional branch administrative organizations, organizing committee and exhibition directorate, coordinators of exhibition programs, some large-scale events, contest committee and etc.).

The exhibition meaning for an exhibitor (educational establishment) is first and foremost defined by the possibility:

1) to socialize with the potential consumers and buyers (school leavers and their parents), contractors and subcontractors (of the city and region enterprises), that are interested in obtaining information and entering into cooperation;

2) to follow market tendencies and evaluate their establishment at the market of educational services;

3) «to apprise of the educational establishment», acquaint with the faculties, specialties, peculiarities of teaching methods and so on;

4) to exchange the information with the specialists (including bank representatives concerning «educational» credits («Joint-stock commercial Savings Bank of the Russian Federation»));

5) to find out effective ideas from competitors' behaviour (the different educational establishments) and study their policy;

6) to analyse the visitors' responses about quality, prices of educational establishment and its main competitors' services;

7) to perform large-scale advertising events in order to promote the exponent's educational services using the variety of means (maquettes, folders, advertising leaflets, circulars, video clips etc.).

Introducing the notion of «educational exhibition» B. P. Chernik approved, that its main goal is «an adequate reflection of the education analysis, creating favouring conditions for interaction of the educational system subjects and industrial sphere, distribution, exchange, transaction and consumption for the benefit of values, produced by the educational systems as well as industrial, trading, servicing and other enterprises and organizations to meet the educational requirements» [3].

The main educational exhibition components are:

– exhibition component – exponents and visitors' activity at the stands;

– competitive component – the activity within the system of professional and creative competitions in the exhibition space;

– congress component – the activity within the scientific practical program (conferences, seminars, master-classes, round tables and so on).

Each of the components has got some functional independence within the whole exhibition activity. Contextual unity of components is provided with the general character of exhibition process. In this respect the educational exhibition should be treated as a method to create new ideas, initiatives by the exhibition subjects and their co-operative activity, and exhibition process is the realization of this method. The understanding of an exhibition to be the practice of co-operative activity allows treating exhibition space as cooperation space.

Development and experimental inoculation of educational exhibition models to the practice of the exhibition movement result in the necessity to form the readiness of education employees to perceive, analyse and effectively apply the exhibition resources as well as to create exhibition culture in whole.

The B. P. Chernik's research [3; 4] demonstrated that theoretical and empirical realization of the problem of creating educational culture of education employees (depending so much on their own exhibition experience) allows finding out the following main directions of the stated problem solution:

- 1) teaching the basis of exhibition culture within the system of advanced training for teaching and administrative staff;

- 2) including the components of exhibition subjects into the academic plans of education establishments;

- 3) researching and validating the main approaches to the complex implementation of exhibition technologies to the educational systems in the city centers of education development and scientific methodological centers;

- 4) creating conditions, providing effective involvement of scientific pedagogical community into the exhibition activity;

- 5) pedagogical and administrative staff's self-education in exhibition themes.

We would like to describe the mentioned above directions in details.

1. Forming and developing exhibition culture within the system of advanced training for the education employees are considered nowadays to be the main and the most massive from the outlined directions within the educational systems. The «exhibition» subjects are included, firstly, as whole programs into the academic programs of the modules for PR-specialists, advertising specialists, socio-cultural service, personnel management specialists and so on within both higher professional education and vocational education establishments. Secondly, they are discussed simultaneously with studying themes characterized by the high degree of integration of pedagogical and administrative knowledge; thirdly, when it is necessary to apply the concrete examples of pedagogical and administrative searching, experience, achievements etc.

The organization of work with the administrative personnel at the department of management of Novosibirsk state pedagogical university is exhibitory in the context, where B. P. Chernik has developed and implemented the module «Educational exhibitions within the structure of effective education management». The experience of the management department of Novosibirsk institute of advanced training and re-training of education employees is also worth

speaking about, because the trainees of the institute are able to study the questions of effective participating in education exhibitions, applying the exhibitions as means of actualization and development of methodological work at school, and means of examining educational requirements of different groups and public layers and so on.

2. Teaching the grounds of exhibit culture at pedagogical institutes is becoming more productive due to the increasing meaning of educational exhibits for the modern higher professional and vocational education, especially to the aspects of extended character: the student in future will be able not only to participate in the exhibitions but form exhibition culture of the students and young people.

Including the compulsory and «optional» components of exhibition themes into the academic plans has to be determined by the educational process goals, students' body characteristics, peculiarities of sociocultural environment. The ever-changing social control should include modern teacher's knowledge of conceptual and technological aspects of educational exhibitions into the perspective model of his training. This is becoming more and more important due to the fact that special knowledge loses its prevailing function, key meaning and obtains the development of socializing and interacting skills.

The analysis of particular features of the described work at the pedagogical institutes in Novosibirsk region, done by B. P. Chernik, has revealed, that nowadays exhibition themes are mainly taught as an «optional» component – specialized modules, seminars, term and diploma papers. But according to the data presented by foreign researches, for example, in Germany 67 % university teachers, 36 % – university departments of marketing include different aspects of exhibition themes into their academic programs [4].

Including the grounds of exhibition activity into academic programs of specialties shows not only the teacher's possibility to reveal the contents of the compulsory module in details and apply various methodological approaches, but the students' interest in the module, this also demonstrates a high effectiveness of the material taught, teaching the peculiarities of participating in the educational exhibitions. The last was proved, for example, by the successful experience of organizing SibSAU humanitarian faculty stands working at the «Krasnoyarsk Fair».

3. Experimental work of Krasnoyarsk educational establishments, schools – laboratories of Novosibirsk, Novosibirsk region, Kustanai (Kazakhstan), of some centers of education development, education administrative bodies display their productivity doing research and validating the main approaches to complex implementation of exhibition technologies to education systems, application of exhibition resources in education process.

One of the advantages of the activity is involving wide range of education employees – heads of educational establishments, education administrative body representatives, lecturers, innovative teachers and others into the research of exhibition process, exhibition activity. All specialists who are interested not only in contributing exhibition to realizing education innovative processes, but exhibition's capability to influence these transformations directly and intensively.

4. Creating conditions in federal, regional, municipal, institutional educational systems, which provide effective involvement teaching and administrative staff into exhibition activity, should be treated as a key direction to form exhibition culture.

There are some specific conditions:

- the atmosphere of education establishments' competition, which contributes to actualizing innovative education technologies in official advertising information practice of educational establishments;

- the formed system of assessing exhibition results at faculty councils, methodological councils at the higher professional, secondary vocational institutes and others;

- the support to the exhibition activity, purposeful organization of exhibition technology implementation into the education systems by the education administrative bodies.

Nowadays there are enough papers devoted to exhibition theme in this or that way. But the lack of the relevant scientific methodological literature (especially oriented to the individual work of a lecturer or a dean or other specialists) is a serious drawback.

Self-education, being one of the approaches to form exhibition culture, can be effective for the representatives of scientific pedagogical community together with their participating in exhibitions, interacting with highly qualified professionals, specialized in exhibitions organizing.

Realizing the mentioned possibilities is well agreed with the students' orientation to the following modern specialties such as marketing, advertising and so on in their further activity.

Summing up the main approaches in forming exhibition culture, we would like to underline the great importance of

integration of different education forms, which create the knowledge laying at the basis of personal experience of the exhibition subject (organizer, exponent, visitor), and give the possibility to study exhibition activity in all its possible manifestation.

In conclusion we would like to say:

- 1) exhibition activity stimulate the development of initiatives, projects, innovation technologies in the education sphere;

- 2) education exhibitions contribute to forming and supporting the image of the education establishment, promoting its education services and simultaneously forming additional competences of students and lecturers' community participating in the exhibitions;

- 3) forming exhibition activity reflects the world tendency in using exhibition resources for education development.

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ПРОДВИЖЕНИЕ ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ НА РЫНКЕ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ

Актуальность темы связана с современными реалиями на рынке образовательных услуг, а именно, с их разнообразием, вызывающим необходимость разъяснений по поводу видов, особенностей и качества услуг, оказываемых высшими учебными заведениями.

Ключевые слова: рынок образовательных услуг, выставочная деятельность.