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**Economic features of functioning
of educational services' market**

The field of education today an independent subject of market relations, the article analyzes the economic features of its functioning. The development of market relations in the sphere of education in comparison with other sectors of the economy is limited. The author explains this situation by three major restrictions. In real life, main role in social systems goes not to purposes, but to values; that is purposive-rational behavior does not dominate, but value-oriented behavior does. The differences between the value-oriented and purposive-rational behaviors are a multiplicity of optimality criterion, their contradictions and competition. Specific features of education system show "immature" type of education market (information asymmetry, lack of competition, positive externalities). Hereditament of educational services (an effect after a while) also defines approaches for evaluating the quality of education, which should be taken into account in the education sector modernization.

Key words: market of educational services; value-oriented system; "Bounded rational" behavior; hereditament of educational services; asymmetry of information.

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**Білім беру қызметі
рыногының қызмет етуіндегі
экономикалық ерекшеліктер**

Мақалада білім беру саласының нарықтық қатынастардың дербес тұлғасы ретіндегі қалыптасуы, оның қызмет етуіндегі экономикалық ерекшеліктері талданған. Білім беру саласында экономиканың басқа салаларымен салыстырғанда нарықтық қатынастардың дамуы тар, шектелген сипатта. Аталған жағдайды автор үш түрлі шектемелер арқылы нақтылауға талпыныс жасаған. Нақты өмірде әлеуметтік жүйелерде мақсат емес, керісінше, құндылықтар жүйесі жетекшілік етеді; яғни мақсатты рационалды мінез-құлықтан гөрі құндылықтарға бағытталған мінез-құлық басым. Құндылықты бағытталған мінез-құлықтың мақсатты бағытталған мінез-құлықтан айырмашылығы оптималдық критерийлерінің көптігі, олардың қарама-қайшылығы және бәсекелестігінде. Білім беру саласының өзіндік ерекшеліктері де аталған қызмет рыногының «жетілмеген» рынок сипатын тереңдетеді (ақпарат асимметриясы, бәсекенің жеткіліксіздігі, оң сыртқы әсерлер). Білім беру қызметінің эридитарлығы (әсерінің біраз уақыттан соң көрінуі) оның сапасын бағалаудағы ерекшеліктерге әкеледі. Білім беру саласындағы жаңғыртуларды нәтижелі жүргізуде осы ерекшеліктерді ескеру қажеттігі туындайды.

Түйін сөздер: білім беру қызметі нарығы; құндылыққа бағытталған жүйе; «шектелген рационалды» мінез құлық; білім беру қызметінің эридитарлығы; ақпарат асимметриясы.

Даулиева Г.Р.
**Экономические
особенности
функционирования
рынка образовательных услуг**

Сфера образования сегодня выступает как самостоятельный субъект рыночных отношений, в статье проанализированы экономические особенности его функционирования. Развитие рыночных отношений в сфере образования по сравнению с другими секторами экономики носит ограниченный характер. Данную ситуацию автор объясняет тремя основными ограничениями. В реальной жизни в социальных системах ведущим является не цель, а ценности; то есть преобладает не целеориентированное рациональное поведение, а ценностно-ориентированное поведение. Отличие ценностно-ориентированного поведения от целеориентированного заключается в множественности критериев оптимальности, их противоречий и конкурентности. Специфические особенности сферы образования углубляют «несовершенный» характер рынка образовательных услуг (асимметрия информации, несовершенная конкуренция, положительные внешние эффекты). Эридитарность образовательных услуг (отсроченность эффекта) также определяет подходы к оценке качества образования, которые нужно учитывать при модернизации сферы образования.

Ключевые слова: рынок образовательных услуг, ценностно-ориентированная система, «ограниченное рациональное» поведение, эридитарность образовательных услуг, асимметрия информации.

ECONOMIC FEATURES OF FUNCTIONING OF EDUCATIONAL SERVICES' MARKET

Parties of market reforms are special form of market, covered by seller or consumer type of economic relations. It has led to creation of the market of educational services. Consequently, the market reforms have led to change the market relations in the field of education as a social institution, which want to become an independent entity, and which can be added to a system of public relations.

Nevertheless, in our opinion, in the field of education compared to other sectors of the economy, the development of market relations exists in narrow and limited character. In this case, we try determine it by three different restrictions.

Firstly, the scope of the spread of market relations in the field of education is limited to the principle of free education's guaranteed level of social consumption. This principle comes into existence by realization of self-education as a human right. Human rights of getting education are provided by the formation of the social and economic conditions.

In addition, educational activities carried out within the framework of the guaranteed minimum human right to education as guaranteed by the implementation of social education principle of free charging are not focused on commercial criteria.

The second constraint is not goal-oriented system of education, conversely, there is a value-oriented nature of the system. Most of the micro and macro-economic models and economic relations with persons of their economic behavior are based on the conclusion that seeks to target optimization. Thus, the individual customer tries to maximize the individual profit, and also the firm (manufacturer) tries to maximize profits. Such behavior has the rational-targeted character.

In real life, in the social systems the main role goes to values rather than purpose; it means that the purposive-rational behavior has less importance than the value-oriented behavior. Value-oriented behavior targets behavioral criteria for optimum contrast to the abundance of their tensions and competition. Such behavior like "bounded rationality" can be described in the context.

The term, which called in the sociology tradition of Weber-Parsons, shows that real entities have link with emotional impulses and traditions, rituals, which have mixed criteria. In the tradition of microeconomics this term means making decisions without

strong extremums, changing to satisfaction model of axiomatic behavior's deviation in the term of optimization. Moreover, it is not the irrationality of entities in economic theory, conversely, it is the economic dynamic.

Thirdly, the economic characteristics of the sector (labor, tools, and the nature of the subject of labor, technology, the nature of the product, the cost of production and the degree of development of relations cases, the results of economic production flow characteristics, etc.) show its limitations as the object of market relations.

Hereditament of educational activities (an effect after a while) will lead to the evaluation of the quality of its features. In general, the quality of educational services in any other sector, such as the quality of the product is two-sided:

On the one hand, it is an industrial substance, which means the objective features of the quality, on the basis of the sphere of education with material and technical equipment, staff support, financing, training methods, forms, content, etc. i.e. the conditions and factors of production;

On the other hand, the subjective assessment of consumer substance of the quality of educational services.

However, in our view, the assessment of the quality of producers and consumers of educational services may not be the last instance. Due to the quality of education as a public good, civil society and development of household and persons with high professional competence shall be determined in accordance with the needs and maltreating. This versatility is one of the reasons, which decreases the level market relations in this sector.

The owner is changed as a result of the purchase and sale of material benefits, but it does not change the features of the product, also as a result of the purchase and sale of educational services the seller will lose ownership formally, but consumer does not have the right to ownership. In other words, the inability of education material won't get the property rights. It will be very valuable in this stage of development that the product flow limits affect to the market relations.

Also in this area a priority for state intervention as a consumer and producer, limited possibility of consumer choice (dependence on financial opportunities, regional characteristics, demographic situation, market, labor market, social value system), the production of educational activities in the process of economic, social and political, humanitarian processes interrupt to the development of market relations.

Specific features of education market show the "immature" type of the services market (lack of competition, asymmetry of information, positive externalities). In this situation, we will try to show all the cases of the common market through the analysis.

Freedom of consumer and producer in the current market means an inviolable fundamental right. This situation, in our opinion, is limited in the educational market. Surely, education for adults (universities, postgraduate education, retraining of specialists, etc.), who can make decisions by themselves, the freedom of the consumer can give all possibilities, but for youth education, especially consumption and purchase of educational services, we can find that there is a conditional freedom of consumer.

Competition is the one of the driving forces of improving the effectiveness of economic activity in all markets. Consumers, in the context of competition, are not limited in the educational market, because any individual consumes any educational activity. Therefore, these market segments only by type of education service.

Producers, in the context of competition, have monopoly or oligopoly type of the supply side of educational services market due to the high cost of production. Moreover, competition in the market mainly is based on non-price approaches.

Educational service is very expensive, because it is produced by a highly skilled labor, modern educational and laboratory equipment, and technology in the global communication system. The educational services, which are getting more and more expensive, have the certain regularity in the all levels of ODE. "Price reduction" of education directly leads to a decrease in the quality (for example, the fullness of classes, unskilled teachers, etc.)" / 2 /.

The criteria of reducing the price by increasing the productivity of other labor markets is not a characteristic of this market. In contrast, consumers in the market, who are "receiving the quality" (F. Cotler terminology), are in accordance with the price increase. Moreover, identifying public labor costs on the basis of the average cost in the competition within the industry and basic pricing are the difficult problems.

Criteria for the freedom of getting market information, which based on the elements of the market mechanism has the own specificity. The freedom of information from the producer depends on the pricing of educational services. If the cost of production per unit of the product in other markets

of the educational services is established on the basis of quantitative calculation, similar problems will occur in education. In most cases, the market price does not show the entire production costs of educational services.

Uncertainty of the final result and the quality of the educational process complicates the choice of the consumer. The consumer does not buy a pre-produced product, on the contrary, the producer and consumer make an agreement to work together in the future, and its outcome cannot be determined exactly. Pupils or students will not be able to assess the content of the training programs by themselves. Therefore, the decision of selecting a certain educational institution is usually done by adults. However, in the case of current “fast” and “floating” social development every new generation will come to the very different life comparing with the previous generation. Accordingly, teaching

methods and programs are changing “fast”, so, many parents are unable to assess the education market trends.

One of the significant features of the market – priority of “incapacity” of the market related to the asymmetry of information. The emergence of new types of services and institutions of education, educational institutions and educational actions is still an exception in the case of the lack of reliable methods for evaluating the quality of the item to weaken the position of the consumers.

Analysis of the article in the framework of the development of the educational market, which determined by the features of the functioning of this industry and economic features, demonstrates the significant impact. Therefore, there is a need to take into account the specifics of this successful educational reforms, when education wants to increase its “marketing”.

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