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## Educational marketing as a basis for the development of modern Ukrainian society and the state

### Освітній маркетинг як запорука розвитку сучасного українського суспільства і держави

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#### Abstract

This study is aimed to contribute into the improvement for 'educational marketing' as one of the essential and defining areas that accelerates a comprehensive social development of today's Ukraine, strengthening the intellectual potential of Ukrainian society and the State. The methodology used in the research allows developing a renewed strategy of educational marketing, which would take into account the system of professional education based on marketing policy, focused on a set of marketing patterns. The research gives a general understanding of what material & technical, legal-organizational, socio-economic, and mental problems Ukraine's contemporary education system functions with. The emphasis is made on the problems of the Higher Education reforming. The scientific novelty element consists in the proposal to create a profile package of a modern senior- and middle-level specialist, focusing higher education institutions

#### Анотація

Дане дослідження має на меті сприяти вдосконаленню «освітнього маркетингу» як одного з найбільш суттєвих, визначальних чинників прискорення комплексного соціального розвитку сучасної України, інтелектуального потенціалу українського суспільства та держави. Використана у дослідженні методологія дозволяє розробити оновлену стратегію освітнього маркетингу, яка б враховувала систему професійної освіти, що орієнтується на сукупність актуальних маркетингових закономірностей. Дослідження дає загальне уявлення про те, з якими матеріально-технічними, організаційно-правовими, соціально-економічними та ментальними складнощами функціонує сучасна українська система освіти. Акцентовано увагу на проблемах реформування вищої освіти. Елемент наукової новизни полягає у пропозиції щодо створення профіль-пакету сучасного спеціаліста вищої та

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on the development of marketing skills for these specialists.

**Keywords:** education, higher education, Ukraine, market, employability, educational marketing, educational service.

## Introduction

The development of modern society and the state is impossible to imagine without qualitative educational marketing. The category of quality becomes decisive only with the help of continuing education at all stages of human life. The sphere of education in all its manifestations can provide (and does provide) a decisive influence on the whole social development. At the same time, by creating a market environment in the educational sphere, it gives a dynamic acceleration to all processes occurring in society, and stimulates the unfold of human transcendental essence. The presence of the marketing environment could be evaluated as the most important, as it alters the way of development from slow evolutionary path to high-dynamic changes with a revolutionary potential, helping to improve the functioning of the entire system.

The *general object* of this study is the educational space of contemporary Ukrainian society, and the *particular object* is the 'educational marketing' as a basis for the development of modern Ukrainian society and the State.

The *purpose* of this study is to contribute into the improvement for 'educational marketing' as one of the essential and defining areas that accelerates a comprehensive social development of today's Ukraine. Realization of mentioned purpose could be achieved by completion of following *tasks*: to form a set of *priorities* of educational marketing in contemporary Ukrainian society; to analyze the system of higher education as the upper layer of educational marketing, which affects directly the intellectual development of society as a whole; to propose the *implementation of the necessary measures* into current educational marketing policy of the Ukrainian state and various subjects of educational activity in Ukraine; to identify *improvement factors* in the existing mechanism for promoting educational services in the market of Odessa city and Odessa region.

The *importance* of given research is connected with permanent transformations in modern

середньої ланки, з орієнтацією вищих навчальних закладів на розвиток маркетингових навичок у цих спеціалістів.

**Ключові слова:** освіта, вища освіта, Україна, ринок, працевлаштування, освітній маркетинг, освітні послуги.

society and its educational environment, as well as the lack of sufficient analysis of those complicated problems and various prospects of educational marketing, which itself is a specific field of knowledge and a type of services.

## Literature review

The *current knowledge* of the topic is intertwined in the works of numerous sociologists, philosophers, economists and other scholars who explore the problems of the education system modernization with an inclination to marketing environment. Here we should recall: a number of works that enlighten students' perception of themselves as 'consumers' of higher education (Lomas, 2007; Finney & Finney, 2010; Baron & Corbin, 2012; Tomlinson, 2017; Bunce & Bennett, 2021); general aspects of the marketisation of higher education (Molesworth et al., 2009; Tomlinson, 2014; Tomlinson, 2018; Branch & Christiansen, 2021); the impact of market-driven higher education on student-university relations (Tomlinson, 2016); questions of moral attitudes (Baker, 2020) and missing values in the realm of higher education (Tomlinson, 2021); accessibility aspects on the example of some education forms (Papastamatis & Panitsidou, 2009; Rasmussen & Lolle, 2021); the role of the state in the development and organization of specific types of education (Coleman, 1976; Nicol, 2010; Clair & K pplinger, 2021), and some issues of Chinese educational tradition (Stovpets, 2020); the impact of welfare state regimes on barriers to participation in adult education (Rubenson & Desjardins, 2009); social-philosophic aspects of professional training in specific fields (Stovpets & Stovpets, 2019; Mann et al., 2020); reflections on possibilities of creation more horizontal relationships among professionals, colleges of education, public schools, and low-income communities (Anderson, 2017); problems of graduates' employability (Holmes, 2001; Qenani et al., 2014); work-integrated learning issues (Trede & Jackson, 2021); interconnections between education and industry (Keep, 2012); analysis of the roles of instructional leadership,

teacher collaboration, and collective efficacy beliefs in support of student learning (Goddard et al., 2015); some ties between phenomena of freedom and justice, and educational rights in liberal society (Borinshtein et al., 2021); some issues of creativity in the education process (Stovpets, 2017); digital diversification and the prospect of use of immersive technologies in the educational process (Stovpets, 2022); questions of entrepreneurial education (Cruzata-Martínez et al., 2021); applying LMS in the educational process in quarantine (Stovpets & Stovpets, 2021); transformations in the idea of higher education (Barnett, 1990; Moyer & Sinclair, 2020), and reflections on why it's time for radical change (Connell, 2019); the intensification of rankings logic in an increasingly marketised higher education environment (Locke, 2013); media literacy and social responsibility of educators in contemporary information conditions (Svyrydenko & Terepyshchyi, 2020); human capital loss or obtaining, depending on progress level in the higher education (Becker, 1994; Svyrydenko et al., 2021). All these works have influenced, less or more, on the way of making the following research. In other hand, the profound legal provisions (that are important for our research) were set in such normative acts as: The Law of Ukraine "On Education" (Law № 2145-VIII, 2017), the Law of Ukraine "On Higher Education" (Law № 1556-VII, 2014), the Law of Ukraine "On Prevention of Corruption" (Law № 1700-VII; 2014), and some other.

### Methodology

of the research is based on a systematic approach, deductive and dialectical methods, and the method of ascent from the abstract to the concrete. The abovementioned methodology allows creating a strategy of educational marketing in modern Ukrainian society, which consists in the development of a professional education system based upon marketing policy, and focused on a set of marketing patterns.

Our research was conducted in several phases. The 1<sup>st</sup> phase was aimed at the development of methodological principles of the study, analysis of literary sources and already known practical results of educational marketing in the global and the Ukrainian environment. At the 1<sup>st</sup> phase, a systematic approach can be considered basic.

The 2<sup>nd</sup> phase was related to the analysis of possible improvements into the education system, considering existing contradictions in contemporary educational space, and main groups of specialists in demand on the labor

market. In the realization of the 2<sup>nd</sup> phase of this research, a particularly important role was played by the dialectical method, supplemented by a systematic approach.

The 3<sup>rd</sup> phase consisted in making the experiment aimed to clarify the needs of employers and recipients of educational services. At this stage, a marketing program was developed and implemented at the practice of educational institutions, taking into account conditions that ensure the successful implementation management. It also has been prepared main recommendations for creating a marketing program of an educational institution. At the 3<sup>rd</sup> phase of our research, we made an accent on the deductive method, the method of proceeding from the abstract to the concrete.

A *systematic approach* was used to create a unified system of training that would provide specialists who: would be principally needed at the modern labor market; would possess a sufficient flexibility regarding the constant transformations of the labor market; would be able to work in such specific conditions as online education.

We had in mind the *deductive method* when collecting and evaluating information as reliable, and clarifying its foundation. On the basis of this method, it were built causal relationships between the development of educational marketing and the success of society.

We used the *dialectical method* in order to analyze knowledge and data transformation, with the aim of obtaining a profile package for modern specialist of higher and secondary level, orienting higher educational institutions to the development of marketing skills of the abovementioned specialists. This provided an opportunity to develop an educational marketing strategy considering the needs of contemporary society.

The *method of proceeding from the abstract to the concrete* made it possible to specify the general vision of specialists' training in existing educational environment, and to conduct a series of experiments based on the key indicators of the effectiveness of educational programs, to compare the results of these experiments, to develop practical recommendations regarding the possibilities of acquiring skills for professional and creative growth, self-realization of the individual.

## Results and discussion

With Ukraine's independence, the development of free economy processes has led to the formation of an educational services market, though the mentioned processes were mostly spontaneous. Along with that, a lot of state universities (which were giving rather high-quality theoretical training) often could not link the graduation of specialists with those practical skills needed in the labor market. Simultaneously, private educational institutions (being not subsidized by the state) have made an emphasis on providing learners with purely practical skills of general profile (foreign languages, computer skills), and narrow professional knowledge of the proposed specialty. But both of them could not establish a proper contact with working enterprises, firms and companies, especially in the field of indirect production, leisure, entertainment industry. Thus, a significant gap has occurred between the produced specialists and those who were really needed.

The decadence of many industries in post-Soviet Ukraine has exacerbated the situation. There was a need to reorient the entire education system, and the higher education system in particular. But after all, instead of providing highly qualified graduates, a general course was set for low-skilled production specialists, because some previous industries had ceased to exist at all, while others were in a deep systemic crisis. Many highly- and medium-skilled professionals were forced to look for work abroad. As a result, the demand for a number of previously popular specialties in Ukraine (especially engineering applied sciences, which mostly provided "hard skills", and fundamental science) has decreased significantly. Unfortunately, today we must confess the decline in the level of education of the population of Ukraine (above all, among young people), and the consequent fall in the human development index, from "very high" to "high" with HDI 0.779 (Human Development Report, 2020: 344). There are many problems in the field of marketing, which are connected with a lack of specialists with proper basic training. This study is expected to contribute theoretically into the development of the foundation for educational marketing in Ukraine.

According to foreign experience, the formation of educational marketing, professional education system, and the development of state and private marketing policy are influenced by a set of marketing patterns that represent an objectively existing interconnection between economic

phenomena. A study of marketing patterns of professional education has shown that in the European Union (where Ukraine aspires), there is forming a unified approach to the implementation of professional education, which provides for certain unification of training standards, aimed at mutual recognition of diplomas by different labor market actors (Toiviainen, 1995; Brock & Tulasiewicz, 2000). At the same time, the content of the diploma with disciplines and special knowledge is completely different and depends on a number of subjective factors: the need for certain specialists for the country that provides educational services; approved educational program of the university that provides educational services; the presence of necessary specialists (teachers, tutors, practitioners) of a certain profile in the university that provides educational services; applications for specialists of a certain profile that the university receives from employers.

In Ukraine, however, there is often a situation when graduates have a set of different knowledge and skills that are not applicable enough from the employers' point of view. So if they want to change this situation, they have to pay for the training or retraining of their employees (or potential employees). By concluding agreements with universities, employers can partly streamline the whole system because they receive some levers of influencing the policy of the educational institution. Thus, they can expect the graduation of the most in-demand specialists. In fact, in more developed countries it happens from the beginning. Taking into account Ukrainian realities, so far this tandem "employer - educational institution" can not be considered well-customized. Until then, universities will continue to produce those professionals they deem necessary, and their educational policy (on the content of specialties) can only be influenced by school graduates and their parents, who fund the entire educational process in about 45 percent of cases (this figure varies for different specialties; for instance, contractual form of education prevails traditionally in law and medicine). For today, the system of state order in educational realm looks chaotic.

We shall try to show some possibilities of higher education that take into account the peculiarities of Ukrainian society. Considering the socio-economic context of research, under 'education' we imply the branch of national economy uniting the organizations, establishments, and enterprises which are engaged in training, education and transfer of knowledge (Raizberg,

2014: 262). Educational services are connected with a concept of knowledge, skills and abilities of human resources, and contain an intellectual potential that is transmitted through different learning & communication tools, with use of various methods of teaching, training, and knowledge transfer. The final intellectual product formed by educational services contributes to the achievement of the individual's level of competence, as close as possible to the requirements of the labor market. Intellectual product of proper quality allows to increase the demand for university graduates in the labor market.

In order to improve the education system that would produce truly demanded professionals for the labor market, it is expedient to use marketing as a social process aimed at meeting the needs and desires of people and organizations by ensuring the free competitive exchange of goods and services that make value for the buyer (Lambert, 1996: 18). Educational marketing is particularly attractive from an economic point of view. In modern society, education is one of the fastest growing and most promising areas of the economy. Therefore, the potential of education attracts more and more attention of specialists in all spheres of life, including economists. It should be also emphasized that in all countries that have successfully built modern market relations (e.g. postwar Germany and Japan, the Benelux countries, Scandinavian countries, Germany in the post-unification period, and others), the state has considered training and retraining (i.e. the field of higher and additional education) as a priority, and counted this in own development strategy. Indeed, in those conditions the need for educational marketing as a separate independent activity was not so actual as today.

As time has shown, Ukraine and Ukrainian society have been morally unprepared for such activities and appropriate investments. Moreover, modern school reform is almost not applied to the higher education system. As a result, higher educational institutions are largely left on their own, and forced to develop and implement an independent strategy for survival in market conditions. Compared to highly developed countries, where the need for marketing in the field of education has acquired specific features associated with the widely developed range of additional services, in Ukraine so far the main trend is the commercialization of education. This tendency makes the problem of educational marketing extremely important in the context of growing

competition between universities within Ukraine, because local educational market is becoming more and more confined every year.

These features of the Ukrainian situation in the field of university education influence the entire system of educational services. Those changes that began in higher education have already affected the system of secondary education. Therefore, the need for competent marketing staff in modern Ukrainian education is necessary. We're convinced that Ukrainian education system is also in need of structural transformation (by areas, specialties and specializations of training) in accordance with the new quality of demand for specialists and the list of specialties, which is constantly updated. It is especially important to take into account the above statement, based on Ukraine's focus on the European Union market, which is essentially based on services.

Another fact that needs to be taken into account is that the development of the middle class in Ukrainian society is in need of increasing small- and medium-sized enterprises. That means thousands of ordinary workers, managers, analysts, marketers, organizers of recreational and entertainment events, designers, coaches and other service professionals. Considering the length of the educational services cycle, it is unacceptable to delay reforms, as this demand is growing every day. Satisfying this demand requires careful preparation: it must be studied, predicted, planned, purposefully formulated, with respect to regional and sectoral segments of Ukrainian economy, and the specifics of the labor market in modern Ukrainian society.

When analyzing educational marketing, it is necessary to understand the multifaceted difficulties of people who will be receiving educational services. It is not only elder schoolchildren, school leavers, and entrants who apply for various specialties, including those receiving a second education. This is just one group of stakeholders. Another one is children's parents who think over different options for investing in their children, at each stage of the child's life. Hence, among other options, these reflections mean choosing certain educational services.

When we use the term 'educational marketing', we mean the strategy of creating, developing and regulating the market for educational services, as well as various relationships between educational service providers and their consumers – learners, employers, and other stakeholders who have or

will have connection to the labor market in future. Contemporary approaches to the regulation of the education market are based on practice when all parties ought to participate in the adjustment and constant updating of the general concept for educational services. This allows to be in line with modern technological and socio-economic circumstances of life, to avoid shortages of specialists, and to prevent crises of overproduction of non-relevant professions.

Meanwhile, in today's conditions, educational marketing faces a number of problems that cannot be solved without a purposeful and deliberate marketing policy in the field of education. We shall try to define the most relevant of such problems.

First, there is the problem of material and technical inequality in the provision of different educational institutions of the same level. For instance, while some schools in Ukraine really belong to the XXI century in their technical support, others are still somewhere in the 60s of the XX century. The condition of most higher education institutions is not much better. Standard problems for them are either the lack of Internet or low speed Internet connection, the interior of classrooms and state of buildings, problems with heating systems, with the availability of modern educational literature, with software products for the implementation of interactive teaching methods, and other material problems.

Secondly, there is the formation of a "new mentality", which consists in changing the attitude of students and teachers to the organization and intensity of learning, and the students' desire to receive the offered educational services without significant effort, without hard learning work. Sometimes it even happens that students in higher education, instead of acquiring professional skills and competencies, lose even those skills and habits to work hard that were acquired at school. Unfortunately, the State itself indulges indirectly in these phenomena, from year to year reducing budget funding (therefore, increasing the share of contract form of education), and though dictating its conditions for external independent evaluation of entrants and graduates, but not acting as a regulator and mediator between employers and graduates.

To these problems, we have to add the discrepancy between the "cost of living" and the average salary. This disparity often deprives students of parental financial support, and forces

learners to earn money for their own education and life (during the learning process itself). Here we cannot agree with D. Akimov, who believes that in a large number of modern educational situations such an approach is quite justified, because today most students study in specialties that do not require knowledge-intensive or science-based education (Akimov, 2008: 58). In our opinion, any specialty requires science-based and knowledge-intensive education, it only differs in its content and specificity.

Third, the content of educational services is not previously evaluated by employers and is not agreed with them. This affects the quality of the development of educational services overall concept, and does not fully provide data on market needs. As a result, we face the existence of a number of gaps between: what the employer needs, what the educational institution needs, and what the educational services consumer wants to receive. It should be noted that over the past few years, this matter has become a concern of the National Agency for Higher Education Quality Assurance (Resolution № 244, 2015), so we hope that the problem of stakeholders' involvement into assembling and updating educational professional programs in higher education will be gradually settled.

However, what exactly are the measures we could suggest here to minimize the problems described above? We imagine it reasonable to make the following adjustments to the current educational policy, which would fit into the system of quality management in education, and educational marketing.

Among such settings we consider it expedient that after accreditation, licensing of the educational program and until the expiration of the license, nobody should interfere in activity of educational division (university, educational-scientific institute, faculty, department) if it is a matter of higher education. Indicators of the quality and efficiency of the accredited educational professional program are the number of employed graduates, their socio-economic impact, the level of payments for their work, vertical and horizontal social mobility of graduates.

Another important step is to ensure the real enrollment of stakeholders in the education system, to develop a common framework strategy for the provision of educational services by all stakeholders in the educational process, including employers. The degree of their

involvement may vary depending on the specifics of different professions.

Finally, it is necessary to create a profile package of a modern senior- and middle-level specialist, focusing higher education institutions on the development of marketing skills for these specialists. Thus, the profile package of *middle-level* specialists should contain: a general set of socio-humanitarian knowledge; practice-oriented knowledge of the graduate; an accent on features of specialties according to vital needs of local and regional community; formation of the ability for continuous self-improvement and innovative update in the professional sphere, including the continuation of education; cultivating readiness to make decisions and act professionally in non-standard situations.

The profile package of *senior-level* specialists should be focused on the following requirements: the use of case-studies (methodic of active problem-situational analysis of specific cases and tasks-situations); ability to determine business development strategy; the presence of such personal qualities as initiative and proactivity, attentiveness to subordinates, the art of persuading, willingness to take risks, tolerance for uncertainty, sociability, flexibility, ability to defend the interests of the team; ability to create business models; knowledge of risk management strategy; crisis management skills; possession of fundraising technologies (methods of collecting financial assets and various resources for a certain project). The complex of these skills will surely make graduates demanded and competitive.

To *specify* the contents of mentioned requirements for the profile package of senior-level specialists, we place a brief explanation below.

*The use of case-studies (methodic of active problem-situational analysis of specific cases and tasks-situations).* The active use of case-studies makes it possible to understand precisely main problems of developing a profile-package of high-ranking specialists, and to evaluate the most optimal variations of the profile-package. For example, we support the creation of small groups with a specific distribution of researcher roles aimed at solving a problem (a situation close to the expert evaluation method). It appears more effective when the problem is analyzed in a classically sized stakeholders' group during professionally oriented training. But such a distribution needs to be additionally financed, which is possible to do in private universities, but

faces significant difficulties when it comes to state institutions.

*Ability to determine business development strategy.* The strategic vision itself is important for a successful manager. Unfortunately, strategic thinking is a hard thing. The stratagem "mission - strategy - product" is one of the most difficult. The manager must have knowledge of a set of problems, the solution to which is multivariate, thus, there is no single answer to the question, but there are several possible answers that can compete for eligibility. The acquisition of such skills can be facilitated by a complex of disciplines, including: "Strategic Management", "Philosophy of Logistics", "Philosophy of Creative Personality", "Philosophy of Law", "Philosophy of Business" and others. This complex is already integrated at some educational programs of the State Institution "South Ukrainian National Pedagogical University named after Ushynsky" (at the Department of Philosophy, Sociology and Management of Socio-Cultural Activities), and Odessa National Maritime University (Department of Philosophy).

*The presence of such personal qualities as initiative and proactivity, attentiveness to subordinates, the art of persuading, willingness to take risks, tolerance for uncertainty, sociability, flexibility, ability to defend the interests of the team.* These features can be developed only at the atmosphere of maximum freedom in the educational process. Democracy should become one of the key principles in the process of acquiring knowledge, when a pupil, student, listener is on an equal footing with teachers, and is actively involved in discussing various problems and defining common positions.

*Ability to create business models.* Many companies develop excellent high-tech products. However, this is not enough. Today, a company's long-term competitive success also depends on its ability to create an innovative business model. Many famous success stories began precisely with the emergence of an innovative business model, and not with a fundamentally new product: "Amazon" became the largest online store in the world, although it does not own a single classic store; services "Apple Music", "YouTube Music", "Pandora" and "Spotify" are the biggest "music sellers", although they do not sell CDs; "Netflix" breathed new life into the video industry without owning a single physical store; "Skype" is one of the largest telecommunication providers in the world,

despite the lack of network infrastructure; "Starbucks" is huge worldwide chain of coffee shops that sells regular coffee (and additional services) at premium prices. Therefore, it is the business model that determines *who* your customers are, *what* you sell, *how* you form an offer, and *why* your business is profitable. *Who-What-How-Why* describes a business model in which the first two components ("who" and "what") refer to external aspects, and the other two ("how" and "why") refer to internal dimensions. The goal of any business model is to "create and receive value". A successful innovative business model creates value for customers and ensures that the company receives value itself. The only way to create a new business model is to innovate. Rather, insufficient familiarity with the concept of a business model hinders innovation. In this regard, it is necessary to highlight the following problems that complicate the creation of an innovative business model: a) difficulties associated with the need to think *outside the framework* of the dominant logic in this field (mental blocks inhibit the emergence of fresh ideas); b) difficulties associated with the need to think *in categories of business models*, rather than technologies and products.

*Knowledge of risk management strategy.* In order to assess the level of risk effectively, with the aim of further managing it is necessary to apply a systematic approach, the essence of which has already been mentioned above in accordance with the topic of the study. The ability to manage risks allows to ensure the execution of the steps of the existing algorithm when new data or previously unknown circumstances appear. This determines the need for flexibility in the management process, and the value of educational marketing, which allows each specific situation to be considered in the broad context of its environment.

*Crisis management skills.* In order to prepare the team to get out of a difficult situation (crisis), it is necessary to implement a holistic vision of reality from the team's point of view. There is a need to draw cause and effect relationships between *what is seen* from the perspective of your team, and *what is actually happening*. That is provided with the method of proceeding from the abstract to the concrete, and the dialectical approach. When the specific factors of the crisis situation are determined, and there is a clear effective strategy of the team's actions, then crisis situation can be definitely resolved. It is important that the organizational structure should support the strategy, not the other way around.

Strategy always precedes structure. It is also crucial to focus on what resources exist in the company to change the environment. When a manager identifies systematically the root-cause, he begins to manage productive changes in overcoming crises.

*Possession of fundraising technologies (methods of collecting financial assets and various resources for a certain project).* Today, there is a concept of relations, which is based on the essence of building long-term partnerships with donors, benefactors, patrons, and their versatile participation in the activities of the organization, including educational ones. This is highly important in order to obtain the necessary resources and proper specialists who will already be familiar with the socio-economic and other specifics of the work at the organization they intend to join. Fundraising is based on the principle of mutually beneficial cooperation.

## Conclusions

When developing an educational marketing strategy, it is important to understand that unlike the marketing of tangible goods and most services, marketing in the educational realm involves building a personal relationship with the final beneficiary, which is the individual. A person takes an active part in the process of providing educational services, while such services themselves are aimed at transforming the individual in accordance with market requirements. The active personal role in the educational process changes radically the entire content and nature of marketing activities, setting special requirements and giving new opportunities.

At the same time, the delayed character of the educational outcomes' manifestation changes significantly the final result for students, including the differentiation that depends on the degree of fundamentality and applied orientation of knowledge acquired before. Taking into account the different aging dynamics of some educational components, the modern labor market dictates the features of pricing, communication policy, as well as policy on the range of educational services, and its constant updating in view of global innovation processes. Being inherent in the education field, wide openness to information, scientific, cultural, and academic exchange encourages skills of research co-working and professional cooperation.

Improvements for the 'educational marketing' in the intellectual space of nowadays Ukrainian

society, as we believe, may be associated with awareness of *a set of priorities* to which the whole logic of educational marketing should be subordinated, as well as particular marketing elements related to the educational process. Among such priorities there might be: a) focusing on the formation of a proactive intellectual "The-Self", i.e. innovation-oriented rational personality (because the quality level of a human capital depends on the critical mass of such individuals); b) significant increase in levels of correlation and interaction between the subjects of the educational services market and the subjects of the labor market; c) priority in the marketing of individual careers, supported by a real opportunity for learners to determine their individual educational trajectory depending on personal interests and abilities; maintaining opportunities for the development of creative potential of the self.

Analysis of the problems of the higher education system as the upper layer of educational marketing, which affects directly the intellectual development of society, makes us to suggest the *introduction of the following necessary measures* for the current 'educational marketing' policy, provided by the Ukrainian state, and various educational entities in Ukraine:

- 1) creation of a profile package of a senior and middle-level specialist, which is in demand in modern Ukrainian society (taking into account today's technological, economic, political, socio-cultural realities); this will make the overall strategy of 'educational marketing' in Ukraine more applied and practice-oriented;
- 2) determination by stakeholders (enterprises, organizations, institutions acting as employers) of appropriate ways to coordinate the needs for improving the educational level, professional skills and qualification of staff, that creates opportunities for more efficient investment at all stages of education, and provides educational institutions with an order adequate to current labor market needs;
- 3) development of a system of criteria that will allow future students to understand those specific professional prospects due to the choice of an educational institution with its unique educational program; this will allow the learners of all kinds to optimize the concept of their progress;
- 4) cultivation of methodological and practical recommendations for Ukrainian educational institutions to help them in solving numerous problems on their way of

integration into the European Union market and the World labor market; adherence to the approaches, methods, and technologies of education, adequate to contemporary global economy, with a stimulation the constant increase of everyman's intellectual and spiritual value.

Reflections regarding the *improvement factors* in the existing promoting mechanism for various educational services at the market of Odessa city and Odesa region, we guess, can be summarized by the conclusion that the local market of educational services should assess the regional socio-economic specifics more precisely. In particular, it is necessary to consider the demand not only for engineering, technical, and logistics specialists for the maritime business, but also for those professionals who are able to offer a wide range of services related to safe and productive functioning of the entire marine trade complex (i.e. legal, psychological, and other humanitarian services).

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