

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
КАФЕДРА ІНОЗЕМНИХ МОВ  
ЛІНГВІСТИЧНИЙ НАВЧАЛЬНО-МЕТОДИЧНИЙ ЦЕНТР**

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## EDUCATIONAL SERVICES IN SUSTAINABLE DEVELOPMENT

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The essential condition for the economic sustainable development is the high level of education of human resources. It is the reason for topicalization of the higher education quality theme in the scientific literature.

Higher education is the part of the social sphere with various peculiarities: providing a benefit in a form of service, usage of a benefit has outer effects; usage of the value approach to activity evaluation.

The absence of quantitative evaluation of the social sphere directions performance used to be explained by the inability of its determining for a long time, but today scientists who study economics of education consider that the reason is a poor development of the tools of such evaluation.

The difficulty of tools development consists in a number of specific features as follows:

- absence of the material form (materialized educational service is an educational subject of sale);
- integral nature of subject and object (the service is available only in the process of subject activity and requires the active participation of the object);
- the service rendering takes a considerable amount of time (at least four years);
- a consumer of the service must meet the list of characteristics (a complete secondary education, appropriate level of knowledge and skills, health status etc.);
- necessity of the public control even in market conditions (education quality determines social development);
- non-equivalence of the service and result of its consumption.

Let us go into particulars of the latter feature, since it hardly

occurs among the typical characteristics of the educational services.

This feature was first observed by the Russian researcher S. Belyakov. He understands the non-equivalence of the service as a discrepancy of capital paid by the state or a student to the received results that is finally not determined by higher education institutions.

In contemporary research of the economics of education two approaches to the determining of educational activity outcomes are distinguished:

- the result of receiving education is a person's skills that are renewed or increased by this person in the process of training, which subsequently allows her or him to earn more ("human capital theory");

- the result is the degree of knowledge transfer from a teacher to students, i.e. the subject of the evaluation should be the teacher's abilities demonstrated during a training process.

Let us try to determine, what is really received by the consumers. The process of education service looks rather typical and consists in ordinary exchange of goods or buy and sell process: the service is transferred from a producer to a consumer. A producer gets the revenue. For a certain sum of money a consumer gets a soft benefit that is helpful for him. However in this situation we have some questions: what is the subject of buy and sell process, what is the nature of the equivalence, and what is the result of this process? The answer "education service" is very general.

In the reality the subject is the certain result that must be reflected in benefits obtained by the consumer from the received soft benefit. Unfortunately, this benefit is very difficult to determine. A successful employment and the wage relevant for the received education and specialization must be the result indicator for a consumer.

For the education service evaluation it is necessary to take into account this very factor as one of the most essential for the determining of education institutions service rendering quality.