



MARKETING TOOLS IN THE MANAGEMENT OF THE DEVELOPMENT OF A GENERAL EDUCATION ORGANIZATION

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Article history:	Abstract:
Received: January 20 th 2023 Accepted: February 22 th 2023 Published: March 26 th 2023	This article discusses marketing tools in the management of a general education institution to ensure competitiveness in the market of educational services.
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Currently, the word "marketing" can be found absolutely everywhere. To hear from the lips, not only of a specialist, but also of the public. But not so long ago, this word was unusual for our country, foreign. Today we are not talking about whether we need education marketing, but we are talking about how to organize it all effectively.

Marketing in the field of education is quite a unique and promising phenomenon. And it has small differences from the term familiar to us. Today, scientists offer us two types of marketing.

The first is marketing, which is focused on an educational service. It changes when the activities of educational institutions are aimed at creating any new educational services or changing for the better those already created.

The second is marketing, which is focused on consumers. This is where the market sphere is studied, if the activities of educational institutions are aimed at fulfilling the needs that come from the market itself.

All managers who will be able to master the basics of marketing activities can ensure the gradual rise of an educational institution to the educational services market and contribute to improving management efficiency.

Marketing management is the purposeful coordination of marketing activities of an educational institution based on market requirements in order to provide high-quality educational services to target consumers.

The marketing management system of an educational institution can be represented as a set of three subsystems: analysis of the educational services market; development of the marketing plan of an educational institution; implementation of the marketing plan of an educational institution.

The purpose of the subsystem "Analysis of the educational services market" is to be able to use the new market prospects opening up for an educational institution, to find new directions for its development, and possibly to restructure its activities in accordance with the requirements of the market. Some educational institutions identify these prospects by searching for and implementing new training programs and technologies, while others focus their attention on new markets, make attempts to anticipate the emergence of new services, diversify the process of providing educational services, identify and select the most profitable and promising markets for an educational institution. The procedure for selecting target markets consists in forecasting the demand for educational services in regional or municipal markets; subsequent market segmentation and selection of target segments; choosing a way to position their educational services among similar services of competitors in the selected market segment. Assessment of changes taking place in the market, the level of competitiveness of educational institutions, their consumer orientation, relevance is the subject of study and development of subsequent recommendations¹.

The subsystem "Development of the marketing plan of an educational institution" solves the tasks of forming the appropriate marketing tools for each of the selected market segments.

Using these tools, educational institutions try to evoke the desired reaction from the consumer to their marketing activities, their educational services, to ensure constant demand and profit, to link the results of the previous subsystem into a single whole. This is due to the development of a number of auxiliary subsystems: the formation of a "portfolio of orders",

¹ Program-targeted management of education development: experience, problems, prospects/ Edited by M. Moiseev. - M., 2001.



marketing planning, marketing information, promotion of educational services and others.

The subsystem "Implementation of the marketing plan of an educational institution" manifests itself in the organization of a new structure and functions of the marketing department, measures for the implementation of the marketing plan of an educational institution, the creation of a system for monitoring the implementation of this plan, motivating the staff of an educational institution to achieve marketing goals, evaluating the effectiveness of management².

The marketing management system in an educational institution, depending on the current situation, allows you to implement target and strategic settings, adjust and increase their value significance for consumers in educational services, maintaining the necessary demand for educational services, implementing the economic law "supply and demand".

The proposed set of principles demonstrates that the general trend in marketing is manifested in

democratic and flexible management of the development of an educational institution. Each subject of the educational process becomes interested in the realization of common goals and is responsible for the result. This integration of human resources makes an educational institution more competitive, which is the main goal of marketing activities.

The competitiveness of an educational organization determines the possibility of developing an educational institution. Every innovation must be justified, in demand and promising. Then the activity of the educational institution acquires meaning, and the educational institution itself acquires an image.

With increasing competition in the field of education, marketing tools begin to play a special role associated with the need to actively promote educational services of an educational institution to the market.

Let's consider the main marketing tools in managing the development of an educational institution (Figure 1).



Figure 1. Marketing tools in the management of educational institution development.

Marketing communications is a specially designed and managed process of information exchange between various market actors in order to achieve mutual understanding.

The complex of marketing communications for the field of education is provided by the main means of influence set out below.

The development of the corporate identity of an educational institution is the development of a set of permanent visual and textual elements that identify belonging to a particular educational institution and

distinguish it from competitors, the formation of a unique image space of the institution.

The concept of "corporate identity of an educational institution" includes:

- the educational institution itself with its characteristics;
- a set of characteristics, expectations, associations perceived by the consumer of educational services and attributed to them by the institution;
- promises of the administration of an educational institution to consumers on new advantages of educational services.

² Maslova T.D., Bozhuk S.G., Kovalik L.N. Marketing: Textbook. - St. Petersburg: Peter, 2005.



The development of corporate identity includes: the corporate image of the institution, the advertising slogan (motto), the set and quality of educational services, uniforms of students, etc.

Advertising is information distributed in any form, by any means, about an educational institution and its educational services, which is intended for an indefinite circle of people and is designed to form or maintain interest in this educational institution and its educational services.

Sales promotion is a variety of short-term incentive actions aimed at potential consumers of educational services and / or business partners of an educational institution in order to accelerate and / or increase sales of these services.

Public relations is the process of managing two-way communication relations of an educational institution with the public in order to coordinate its activities with its interests, as well as to achieve mutual understanding and image support through the implementation of various programs. The main goal of PR is to create a situation of success of an educational institution in society as a result of effective image management of an educational institution.

Public relations are carried out in the following areas:

- external PR – achievement of a benevolent attitude of the public towards an educational institution and its educational services;

- internal PR – maintaining productive relations within an educational institution, fostering a sense of responsibility and interest in the development of an educational institution among the subjects of the educational process;

- crisis PR – managing public reaction to a problematic situation, eliminating the consequences of conflicts, solving non-standard situations;

- interaction with the media;

- sponsorship³.

A positive image of an educational institution increases the value of everything it does in the educational services market and what it is trying to achieve. The formation of the image space of an educational institution is a task focused on direct contact with real and potential consumers of educational services, as well as social partners and employers, sponsors.

The “image of an educational institution” is understood as a reflection in the minds of potential consumers of the real and introduced by both the educational institution and the consumers themselves characteristics of educational services.

Image space – in the field of public relations – an approach to the organization and development of a positive information field, improving the attitude of consumers of services to an educational institution. The leading principle of image space formation: strive to ensure that the image of the educational institution as much as possible corresponds to the image designed by the managers and the team. The image of an educational institution created by the team should be based on real competitive advantages, and the characteristics that are introduced by the consumers of educational services themselves should follow from these competitive advantages.

The image of an educational institution should have an address, i.e. it should apply to certain groups of consumers of educational services. Hence, the image space being developed should be original and different from the images of other educational institutions and easily recognized⁴.

In the conditions of competition in the market of educational services, it is important that the image space be dynamic and plastic, i.e. easily changing in response to external changes in the field of education, socio – economic and political situation, as well as under the influence of the perception of its consumer of educational services.

In order for an educational organization to start designing its image space, it is necessary to determine the structure of the image.

Traditionally, educational institutions form their image “in spurts”, spontaneously in a desire to attract an additional contingent or sponsors. At the same time, the real state of affairs is often embellished and more is promised than an educational institution can fulfill. However, being involved in the sphere of educational services of such an educational institution, consumers will be dissatisfied with the offer of educational services. As a result, there is a contradiction: between the organizational and environmental levels of the image structure.

The image of an educational institution for potential consumers is still attractive, and for existing ones who have already experienced its services, it can

³ Shemyatikhina L.Yu. Formation of the image space of an educational organization as a condition of activity in new economic conditions/ Education as an integrative factor of civilizational development: Materials of the International scientific-practical conf. In 5h.: Part 2. - Kazan: Publishing

House of the Institute of Economics, Management and Law, 2005. - pp. 97-101.

⁴ Blinovskikh A.S., Erganova N.E. Marketing of educational services. - Yekaterinburg: USPPU, 2009.



be repulsive. The emergence of the contradiction is explained by the fact that the heads of the educational institution do not seek to organize the activities of the staff in such a way as to maintain the image of the educational institution "from the inside"⁵.

A typical example of a contradiction in the structure of the image is tracked in surveys of consumers of educational services who study for a fee. Previously, this was typical for an educational institution that existed on budget funds, but now these educational institutions are trying to prove their competitiveness in order to receive an order. The heads of educational institutions offering only paid educational services were convinced that they have their own market and artificially create a restriction for development. The results of the conducted research prove that the decline in the image of an educational institution for existing consumers of the service, as a rule, negatively affects the desire to study from year to year.

The most typical positions are marked:

- the image of an educational institution is falling, but the desire to learn remains; the desire to learn falls along with the fall of the image of an educational institution;

- the decline in the image of an educational institution stimulates the desire to "hedge" through parallel training as compensation in another direction or in another educational institution;

- formalization of knowledge among consumers of educational services and reduction of their efforts to obtain a document on education.

The activity on the formation and development of the image space of an educational institution assumes that the impact on the target groups of consumers is carried out constantly and purposefully using a complex of modern means of communication. The formation and development of the image space of an educational institution involves the implementation of the following stages:

stage 1 – internal assessment of the image – the staff of the educational institution conducts a subjective assessment of the image, giving points from 1 to 9 for each component, then the average score is calculated and the rating of each of the components is determined;

Stage 2 – external image assessment – is carried out on the basis of an analysis of the opinions of

consumers of educational services, partners, experts (questionnaires, expert assessments, analysis of publications in the press);

Stage 3 – implementation of communication impacts on target groups for the formation and consolidation of the image space of an educational institution;

Stage 4 – image assessment after a certain period of time to compare indicators, make adjustments to the work⁶.

It should be emphasized that the formation of an image space becomes possible only when the staff of an educational institution demonstrates their professional competence. The image space of an educational institution is developed through the professional behavior of the staff "to the extent that they understand the initial postulates of the market philosophy – orientation to the consumer of educational services." The professionalism of the staff is manifested in conveying to the consumer of educational services the information that here he will be able to receive high-quality educational services. It is necessary to form a conviction in him, which would be confirmed by information from the external environment (from graduates, employers) and from work experience in the field of education.

When using a marketing approach to the formation and development of the image space of educational services, regulatory mechanisms can be:

- provision of those educational services that will really be in demand, and are in demand on the market;

- long-term goals – study of educational needs;

- development of an educational institution in the implementation of the provision "Our image is our graduate!";

- advertising campaign – informing about the activities of the educational institution and the value of the educational services provided;

- attitude to consumers of educational services; strategy of behavior in the market of educational services – a quality service will always find a consumer; tactics of behavior – to find, study, understand, adapt, satisfy⁷.

The main guidelines for the formation of the image space of an educational institution for managers and staff: trust, identification of an educational

⁵ Shemyatikhina L.Y. Marketing approach to the development and maintenance of educational Internet projects/ Improving the quality of continuing professional education: Materials of the All-Russian Scientific. - method.conf.: At 2 h. h. 1/ Under the scientific ed. of S.A. Podlesny. - Krasnoyarsk: INC KSTU, 2005. - pp. 222-224.

⁶ Derevyagina L.N., Lysenko A.Yu. Strategy for the development of educational services and the management training market// Management. - 2001. - No. 1.

⁷ Saginova O.V. Marketing of educational services// Marketing in Russia and abroad. - 2000. - No. 3.



institution among others and the effectiveness of educational activities.

The following factors work on the image space::

- certificates and diplomas based on the results of competitions and exhibitions;
- reviews and letters of thanks from social partners and government agencies; authority of managers and teachers;
- documentary evidence of the professionalism and qualifications of the staff.

Thus, the formation and development of the image space has become one of the key tasks of the head of an educational institution and has become the main core of marketing policy for effective interaction with the educational services market⁸.

Such a division is now quite conditional, since modern marketing communications are an integrated complex, each means of influence of which may include elements of other means⁹.

Thus, the emergence of marketing in education is due not only to changing social needs, but also to such trends in the transformation of the global educational space as globalization, openness, uncertainty, as well as a number of state regulatory documents and federal targeted programs aimed at finding ways to solve the problem of declining prestige of education, low satisfaction with educational services, quality inconsistencies educational services to the changed expectations of consumers.

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