

Essence of Educational Services

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Abstract: This article discusses the concepts of “services” and “educational services”. The article shows the semantic content of these concepts, known in economic science. The main approaches to defining the concept of “educational service” have been studied. The specifics of educational services are considered.

Keywords: services, educational services, characteristics of services, cost, social effect.

The transition of the national economy to market relations has increased the attention of scientists and economists to the services market, including educational ones. This is evidenced by numerous publications by scientists related to this issue. The identified diversity of approaches to the relationship between the phenomena of “educational activity” and “educational services” requires an appeal to the essence of the phenomenon of service provision itself.

Scientific research presents four approaches with the help of which the concept of educational service is revealed as part of its study in economic science.

The first approach characterizes the service as a cost and represents the economic characteristics of the service.

The second approach is the characteristic of a service as a result of its creation and production. In other words, this is the technical and technological characteristics of the service.

The third approach defines a service as an object of its use, consumption, i.e. it determines its consumer utility or consumer value, i.e. the market approach.

The fourth approach is the characteristic of a service from the perspective of the category of socio-economic relations, i.e. the social aspect of the service.

Main part. Scientists who have studied the essence of the concepts of “education” and “service” have identified the characteristics inherent in all services.

Thus, F. Kotler offers his own definition of a service: “A service is any demanded event or benefit that one of the parties can offer to others and which, by its nature, is mainly intangible and does not lead to the acquisition of ownership of anything” [1].

If we approach it from a marketing perspective, then services are usually understood as a significant variety of types of commercial activities and commercial activities. According to the provisions of classical marketing theory, a number of specific characteristics are applicable to services that distinguish them from goods; they are presented in the following table:

Table 1. Specific qualities of services

Characteristics of service qualities	Description of characteristics
Inseparability of the service from the source	The service cannot be separated from its source; its provision is possible only in the presence of its own manufacturer. Hence the dependence of the quality of services on the physical and emotional state of a person, in which case he becomes its direct source

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Intangibility of service	Services cannot be tasted, cannot be seen, cannot be heard, etc. until the moment of its purchase
Inconsistency in the quality of services provided	The quality of services varies widely depending on who produces them, as well as the place and time of their provision. During the analysis of services, this property can manifest itself in the complication of the composition of the same service according to the quality parameters being studied.
Service non-persistence	The service cannot be preserved for its subsequent resale or use in the form of stockpiling. This property encourages their producers to provide them continuously, and, in addition, services cannot be resold after receiving them.

On the other hand, education is a socio-cultural sector of the economy and is “a complex of institutions, enterprises and organizations aimed at carrying out primarily educational activities, satisfying the multifactorial needs of society in the provision of educational services, and developing and reproducing the state’s human resources potential”.

The main activity in the education sector is the formation and implementation of educational services. There are a number of approaches and directions for studying this concept. Scientists involved in the study of the concept of educational services present them as a complex system of knowledge, skills and abilities that can be used to meet the various educational needs of the state, society and the individual.

Other authors understand educational services as a specific form of activity of an educational institution .

The most common definition of educational services is a system of knowledge, skills, and information that are used to meet the various needs of the state, society and individuals.

A. A. Chentsov formulates this definition differently: “Educational services can be formed in the process of scientific and pedagogical work (a type of scientific work). The end result of scientific work is a scientific product. The result of scientific and pedagogical work is a product that is an educational product” [2].

According to Satinova A.V., the product of an educational institution is the educational program it develops to meet the need for professional training, education, retraining or training, i.e., obtaining a specific social effect (change in professional or educational level) [3]. From this we can conclude that an educational program is a developed complex, a set of educational services aimed at changing the professional training or educational level of a labor market consumer and provided with the necessary resources of a given educational organization. A university is not a “producer” of graduates, but a developer and organizer of educational programs that must be mastered by its graduates.

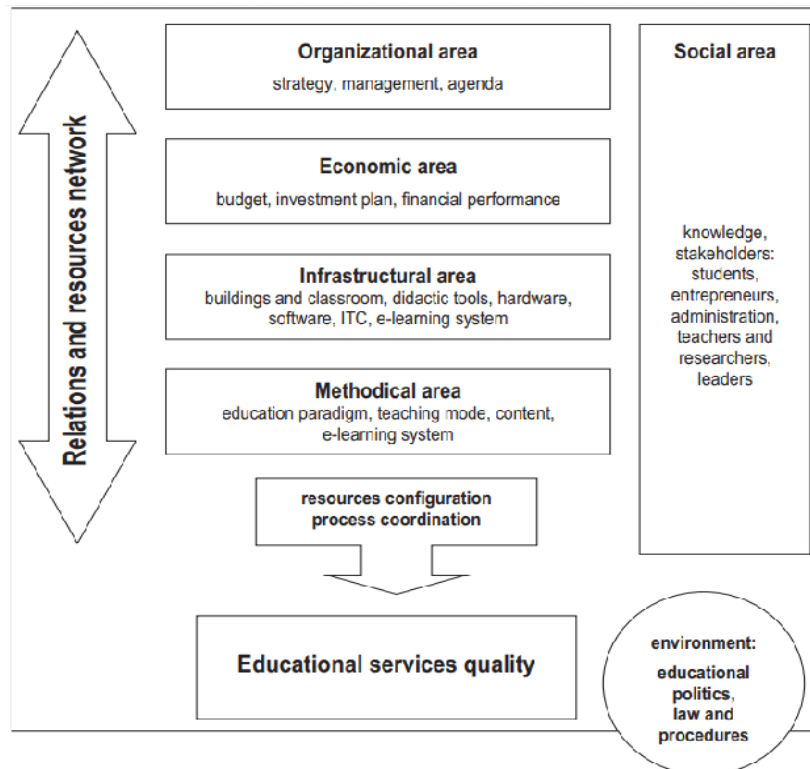
Some researchers approach this from a different perspective. They consider universities to be producers of a specific product - “young specialists” [37]. The product of a university’s production (educational service) is a graduate, as noted by A. Bravermann [4].

The product of a university is a curriculum or educational program, as A. Pankrukhin and a number of other authors believe [5].

Scientists such as T. A. Son, A. P. Pankrukhin, I. B. Romanova, etc., understand the term “educational service” as a list of services that are directly related to the implementation of the main goals of education. Other authors (M. A. Lukashenko, V. N. Zotov, etc.) understand the concept of “educational service” as a set of scientific and educational information that is transmitted to the student in the form of a certain amount of knowledge of a special and general educational nature, as well as the instillation of practical skills and skills for their subsequent use.

Stecyk [6] has proposed a model of educational services quality in higher education (Figure) that could be considered appropriate in the context of mobile learning implementation.





The model takes into account several areas with impact on educational services quality:

- Organizational (strategy, management, agenda)
- Economic (budget, investment plan, financial performance)
- Infrastructural (buildings and classroom, didactic tools, hardware, software, ITC, elearning system)
- Methodical (education paradigm, teaching mode, content, e-learning system) • Social (knowledge, stakeholders).

Conclusion. Thus, in order to form the essence, category and concept of “educational service”, it is necessary to determine how and in what organizational and pedagogical models the relationships develop between all participants in the educational process, whose needs are satisfied in the first place.

Currently, the conceptual apparatus of the phenomenon of educational services is not yet sufficiently specified and is not always consistent. When carrying out professional, labor processes, each person is required to present a set of their competencies. This predetermines the formation of certain needs. The need for knowledge is basic to human nature itself.

In the modern world, this need takes, on the one hand, a specific, and on the other, a concrete form in the form of various interests, desires and even phobias in obtaining an education.

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