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ON THE PROBLEM OF SUBJECTIVITY (AGENCY) OF CONSUMPTION OF EDUCATIONAL SERVICES

Abstract. Many researchers agree that the main activity of the university is the provision of educational services. But they do not give an unambiguous definition in what form the service exists, what is meant by the product or product of the university, as well as how the concepts of "educational service" and "quality of education" are related and also practically do not ask the question of what role the subjectivity of the consumer plays (students, etc.) in the consumption of these services. On the one hand, it is obvious that the problem of consumption of educational services is largely a problem of the quality and price of education: the quality of educational services and prices for educational services. Experts who talk about the development of a person's creative and predictive abilities in relation to the ethical component in the changing educational and social conditions believe that at present, especially, more and more new requirements are imposed on the quality of education. Taking into account the constant variability of the social environment, the very concept of "quality of education" in the future will constantly transform. On the other hand, the problem of formulating the concept of "educational services" has not yet been resolved. In general, an educational service is a complex process aimed at transferring knowledge and skills (competencies) of a general educational, professional nature to the consumer in order to satisfy and develop personal, group and social needs. The quality of educational services changes due to changes in the qualifications of personnel, material and technical base and other elements inherent in the educational process, as well as the quality of students, including their learning ability and other characteristics. The purpose of the study is to analyze the problems of subjectivity in the context of the consumption of educational services.

Keywords: agency, subjectivity of consumption, consumer of educational services, professional training, professional retraining, self-education, values of the subject, human development.

Introduction. Many Russian, Kazakh and world researchers agree that the main activity of the university is the provision of educational services, but they do not give an unambiguous definition of the exact form in which the service exists, what is meant by the product or product of the university, as well as how the concepts of "educational service" and "quality education" are related. They also practically do not ask the question of what role the subjectivity (agency) of the consumer (students, etc.) plays in the consumption of these services. On the one hand, it is obvious that the problem of consumption of educational services is largely a problem of the quality and price of education: the quality of educational services and prices for educational services.

Analysis of scientific research works on this issue, both foreign and domestic theorists and practitioners in the field of assessing the qualities of education, methods of assessing it shows the impossibility of deriving a universal definition, since there are many different approaches to the concept of "quality". For example, V.N. Pugach (2013) believed that the quality of education should not be divorced from the components of the educational process, but it should also not be studied from the standpoint of material production, both the needs and the process are not possible without relations in the field of

education between participants in educational relations as subjects, actors, which are a set of social relations, the purpose of which, on the one hand, is the development of the content by students educational programs, on the other - creating conditions for the realization of citizens' rights to education [1]. In this context, the participants in relations in the field of education are students, parents (legal representatives) of juvenile students, pedagogical workers and their representatives, organizations carrying out educational activities, federal state bodies, state authorities of the constituent entities of the Russian Federation, local government bodies, employers and their associations. D.V. Makarychev (2006) believed that the main competitive advantage of one or another educational institution and individual entrepreneurs, providing educational services is the quality of education [2]. The term "quality of education" is usually used to denote the degree of satisfaction of the expectations of various participants in the educational process from the educational services provided by an educational institution" or "the degree of achievement of goals and objectives set in education". A.I. Adamskiy (2009) emphasized that it is the level of success and socialization of a citizen, the level of conditions for mastering the educational program of the school that are the quality of education [3]. At the same time, the results that ensure a high level of quality are academic knowledge, social and other competencies, social experience acquired by students in the course of mastering the educational program of the school. Specialists speaking about the development of a person's creative and prognostic abilities in relation to the ethical component in changing educational and social conditions, believes that nowadays, especially, new and new requirements are being imposed on the quality of education. Taking into account the constant variability of the social environment, the very concept of "quality of education" will be continuously transformed in the future.

However, the problem of formulating the concept "educational services" is still not solved. In general, an educational service is a complex process aimed at transferring knowledge and skills (competencies) of a general educational, professional nature to the consumer, in order to meet and develop personal, group and social needs. The term "service" has a number of definitions: services include various types of useful activities that do not create material values or an independent material product; services are (labor) functions or operations for which there is demand; service - any useful action or performance that one party can offer to the other and which is mostly intangible and does not lead to the seizure of anything; a service is an intangible asset produced for the purpose of marketing; service - a process that includes a series of intangible actions that, if necessary, occur in the interaction between customers and service personnel, physical resources, systems of the company - service provider.

The question of what exactly the educational service consists of is one of the most problematic:

1) The concept of educational services is the result of the consumerist perception of the world, in which everything is subject to commercialization and commodification, including cultural transmission as part of the care of older generations for younger ones. The service becomes a part of production and economic relations, is reduced to a special area of business. This drastically reduces not only the status of education, but also the person himself.

2) The concept of an educational service is difficult to define due to the fact that it is "sold out", "it turns out" that in reality is a joint process, the result of which is largely the result of the efforts of the subject himself. It is his subjectivity, activity, abilities and other characteristics that are the decisive moment in the very possibility of using the service.

Educational services are classified as public goods. Let us recall that public goods are goods that satisfy the needs of both individual individuals and the whole of society, and have the properties of indivisibility and nonexclusion from consumption. Due to these properties, the market cannot produce public goods. The provision of public goods, and therefore payment and responsibility for their production, is assumed by the state.

Most scholars classify educational services as a "quasi-public good". For example, S. Fisher emphasizes that the state's concern for the production of public goods does not exclude cooperation with the business sphere: the state should not produce public goods; it has only to determine how much each of these goods should be produced. To ensure real production, it can rely on private contractors (Fischer S., Dornbusch R., Schmalenzi R., 1995) [4, p. 65].

J. Stiglitz believes that "education is not a purely public good. The marginal cost of education per child is far from zero.... And it is not difficult to establish a fee for an individual for using this service" (Stiglitz J. Yu., 1997) [5, p. 352]. J. Stiglitz considers education a special area of state attention for the following reasons: first, "there are important externalities associated with the presence of educated members of society. A society in which everyone can read develops more successfully than a society where few can do it" (Stiglitz J. Yu., 1997) [5, p. 353]; second, "concern for equality of opportunity has

led to an almost unanimous agreement that the state should play a role in providing education” [5, p. 354]. However, he considers it inappropriate to state the education sector, since it contradicts the theory of human capital. L.I. Yacobson refers to education as a good with special merit [6]. These are private goods, the consumption of which society as a whole would like to make obligatory for all its members. Such benefits are characterized by significant positive externalities, which makes public funding appropriate. Such goods are not always easy to separate from mixed ones, therefore, various public goods are created within the education system: part of educational services - basic general and (or) secondary general education - can be attributed to pure public goods, and the other part - secondary vocational education and (or) education according to vocational training programs, higher education - to quasi-social benefits. Thus, the structure of the products of the modern educational system is not homogeneous and includes at least two parts unequal in volume: 1) public goods provided by the main part of educational organizations; 2) non-public, individually oriented product.

E. Canetti, A. Malraux (2015) note: “Educational services have the properties of internal and external effects. The internal effect manifests itself at the level of individual citizens; the external effect affects the entire society. Thus, the internal effect of education leads to the fact that everyone with an increased educational and professional potential and level of culture has the opportunity to receive a greater income compared to others. The external effect is expressed through the growth rate of labor productivity, economic recovery, making the right political and economic decisions, etc. A negative effect can be manifested in the fact that the growth of educational level leads to excessive migration of rural residents to cities” [7]. Educational services are provided, as a rule, in conjunction with the creation of spiritual values, the transformation and development of the student's personality. The unity of educational services and the creation of spiritual values ensures the realization of the cognitive interests of students, satisfies the needs of the individual in spiritual and intellectual development, contributes to the creation of conditions for self-determination and self-realization of individuals, participates in the formation, preservation and development of various human abilities for work, specialization, professionalization and the growth of his qualifications. Thus, educational services are a means of building human capital.

The main feature of the provision of educational services is the absence of any specific ready-made service - each time in the process of education of an individual, the acquisition of new knowledge, skills and abilities is accompanied by the active participation of the consumer and in many respects the specific content of the educational service depends on the participation, the role of the consumer (individual). Therefore, on the one hand, educational services and the process of their provision presuppose the openness of this sphere for information, personnel and other exchange, and increase competition between providers of educational services. On the other hand, the specificity of educational services, their uniqueness in general (since the teacher's personality changes during the educational process) limits the effectiveness of competition between educational services producers.

Educational services, like no other kind of activity, are under the scrutiny of society and outside the market pressure. This is most clearly manifested in political campaigns, in which the issue of public education is usually viewed as an element of ensuring national security, the prospects for the survival and development of the nation.

Various approaches to the concept of "educational service" were considered by Russian and foreign authors. And the qualitative aspect of the educational service is regulated by the normative legal documents of the educational policy of each country or association of countries (educational standard of one or another level).

Theoretical generalization of the provisions of well-known pedagogues and other scientists and practitioners who studied education in this text allows us to highlight various approaches that determine the essence of educational services (acmeological, personological, memitic, economic, legal). Most promising for research is an acmeological approach that reveals an educational service from the standpoint of the results of participants in educational relations and the entire school, which allows us to consider a person to achieve the desired professional position through the implementation of internal potential and with active interaction with the environment. The main characteristics of an educational service are as follows: a low degree of tangibility, inextricable connection from the source, non-persistence, intangibility, duration, assessment, active participation of the consumer in the process of providing educational services, obtaining "income" of the result. The "quality of educational services" should be understood as a set of characteristics aimed at meeting the educational needs and interests of the

participants in educational relations provided in the process of carrying out educational activities, the result of which is the achievement of a certain level of educational results of students.

The purpose of the study is to analyze the problems of subjectivity in the context of the consumption of educational services. The research method is a theoretical analysis of the problems of subjectivity in the context of the consumption of educational services. The subjectivity (agency) of the consumer of educational services is the leading condition for the possibility of obtaining (buying) and consuming them for the purposes of personal, partnership and professional development.

Results. The object of consumption psychology in the consumption of educational services is consumption as a social process. We do not consider the consumer as an object, since the consumer is one of the social roles of a person, and consumption of educational services is influenced by the same complex of factors as other social processes, only to a different extent and in a different way. The subject of consumption psychology is the psychological patterns of consumption of educational services. In our opinion, the central theme of the psychology of consumption is the attitude to the educational services. Consumer behaviour in the consumption of educational services in itself cannot be the subject of the psychology of consumption, since any behavior is only a manifestation of mental processes, essentially determined by social (including financial) factors (consumer behavior is the subject of the sociology of consumption). Note that we consider consumer behavior as social behavior. Some (Poznyakov V.P. and co-authors) consider consumer behavior as a type of economic behavior, and it, in turn, as a type of social one (Zhuravlev A.L., Poznyakov V.P., 2012; Poznyakov V.P., 2015) [8; 9]. Consumer behavior in the consumption of educational services is a social activity. It directly involved in the acquisition, use and disposal of products, services, ideas (including decision processes preceding this activity and following it).

Consumption is made by the consumer of educational services. A consumer of educational services is an individual or organization that buys, uses, owns and disposes of a product or service. Consumers can be people, groups of people, as well as organizations of various sizes and profiles of activities that use goods, services, and ideas. The substantive basis of consumer behavior in the consumption of educational services is the decision-making process and the factors that determine it. The starting point of consumer behavior is the life (organizational) style. It is believed that consumers buy in order to maintain or improve their lifestyle (organizational) style.

The following types of consumer behavior in the consumption of educational services are distinguished (Kazantseva S.M., 1997): cyclic, repetitive actions and actions of the individual (for example, in a situation of everyday shopping); marginal acts of consumer behavior (for example, when a consumer moves from one status to another); acts of consumer behavior as a result of the influence of consumer schemes and stereotypes, which are formed as a result of socio-cultural patterns, elements of the subculture; spontaneous consumer acts and reactions under the influence of certain circumstances or provoked by an emotional state; unique actions and deeds that are the result of an individual's individual experience [10]. In consumer behavior, regardless of whether it is a purchasing or user behavior, there are three components characteristic of economic behavior in the consumption of educational services (Economic behavior is called the behavior caused by economic incentives, and the activity of an economic entity) [11, p. 9]. The affective component of consumer behavior in the consumption of educational services includes emotions, feelings, emotional assessments of goods and services. The cognitive component is made up of opinions, judgments, comparisons, rational assessments of goods and services. The motivational-volitional component is the desire and desire to buy or use a product / service.

Psychologist from O.T. Melnikova notes that there are other social phenomena that are similar to consumer behavior in the form of their existence and in the nature of the interest shown to them by social psychology. Thus, the patterns typical for consumers often turn out to be typical for voters. There is a similarity between consumer, electoral, migration and other types of behavior precisely because they are different aspects of the same integral process of social life of society (Melnikova O.T. et al., 2005) [12, p. 258]. T.O. Melnikova believes that the concept of "consumer behavior" in the consumption of educational services and other spheres, despite its apparent texture, is in fact a scientific abstraction [12, p. 259].

In reality, there is simply human behavior in the consumption of educational services. It becomes consumer only from a special point of view of the researcher, who singles out in the integral complex of human actions only those actions that relate to consumption. For the consumer himself, these actions are woven into the general context of his behavior and are filled with a completely different "non-consumer" meaning. Buying the same simple thing can be a manifestation of a hedonistic impulse, or it can become a realization of civic duty, have different meanings for one and for others, be conscious, pleasant to varying

degrees, and serve as a reason for pride or shame. A purchase can generally replace another action, such as difficult or unpleasant.

American scientists have a completely opposite point of view and have created a whole science of "consumer behavior" in the consumption of educational services and other spheres, which studies the characteristics of purchases and use. The science of "consumer psychology" operates not only with the term "consumer behavior", but even with "consumer consciousness". Indeed, the consumer does not reflect on the features of his consumer behavior and does not separate it in life from other types of behavior, but this is not a reason for the lack of reflection among psychologists who study consumption.

Forms of market power over man. Some forms of power of a market society over an individual (Deineka O.S., 200, p. 92): imposing needs is the market through advertising forms more and more new needs or forms of their satisfaction; accelerated consumption - things are living shorter lives for technologically planned reasons, or for reasons related to fashion; outstripping consumption or credit - life on credit increases psychological stress, anxiety, and, as a rule, increases the value of the thing; a choice from marginal, that is, insignificant differences - the growing flow of things differs insignificantly, and this complicates and psychologically burdens the choice of the desired alternative.

The model of the modern consumer in the consumption of educational services and other spheres was presented by V.E. Khrutskiy and I.V. Korneev, summarizing the answers to the question of what consumers expect today (ibid. Troitskaya I.V., 2002) [13, p. 167-168]: consumers want peace and safety in literally everything; they are grateful to someone who can take care of their life problems, which are difficult for them to cope with; consumers want personal attention and communication; consumers want quality that matches new technologies, state of the art and science; sometimes consumers want to partner with manufacturers and sellers; they expect to be given the opportunity to visit the facility and hope that their opinions and wishes will be taken into account; consumers want joy and pleasure; consumers want to live in an atmosphere of predictability in the market for goods and services.

After the "affluent society" (according to J. Gelbraith, 1958), American society also became a "consumer society" (according to L. Brentano, 2015) [14; 15]. The consumer society was studied by L. Brentano, F. Braudel, H. Winterberg, J. Keynes, P. Samuelson, M. Friedman, I.V. Aleshina, L.I. Rostovtseva, J. Schissler and others (Schissler J., 2019) [16]. Every civilized society is not free from either consumption or production. A consumer society becomes a society in which there is a cult of consumption. This was considered a flaw in Soviet ideology, when the "consumer attitude" was unforgivable. But the cult of consumption provides a customer-oriented production and commerce, high competition, active shopping - clear advantages and determinants of social development (Dunn St. P. & Pressman St., 2005) [17].

V. Ferkiss (1974) points out that an indispensable condition for the evolution of society towards a consumer society is personal freedom manifested in the institution of private property [18, p. 16-17]. The main condition of a consumer society is the stable development of society for decades. As a result of this development, society accumulates material resources, concentrated among the general population (consumers) and producers (entrepreneurs). The next condition is the mechanisms of interaction between the solvent population and the entrepreneur who has the necessary material resources. There are two such mechanisms: lending to the enterprise (corporatization); and the consumption-saving relationship (Keynes J., 1978) [19].

There are the following signs of a consumer society (Danilchenko A.V., 2003): democratic civil relations between members of society (in most cases); ideology of the primacy of personality over society; the regime of legality and observance of individual rights; market relations in society; mutual stimulation of consumption and production; high material resource of society, relatively evenly distributed among the members of this society, exceeding the minimum of urgent needs [20]. There are some consumption psychology axioms: consumption is the destruction of goods in one way or another; by consuming a product, we consume not only material resources, but also symbols, the carrier of these symbols is not the whole product, but its features (attributes); about a third of the cost of a brand product is the cost of the brand itself; to "promote" a product, the consumer must be surprised with something in it; we need to sell not a drill (goods), but holes in the wall (benefits).

In the works devoted to the marketing of educational services in secondary and higher education, one way or another, the subjective nature of the consumption of these services is noted [21-31]. At the same time, theorists and marketing practitioners either simply state the subjectivity and activity of schoolchildren and students, or try to go inside the problem. However, due to practically insurmountable

theoretical difficulties, this problem cannot be solved: education is not the sale of services; it is not the sphere of economic transactions. Deals about and around education (providing its infrastructure) are a reality; deals with education itself are fiction. As soon as education becomes a "service", it disappears [32-49]. However, as long as there is a government and business order for such research, it will continue.

Conclusion. The quality of educational services changes due to changes in the qualifications of personnel, material and technical base and other elements inherent in the educational process/ In also changes due to the quality of students, including their ability to learn and other characteristics. The consumer of educational services - a student, schoolchild, a person undergoing a stage of professional retraining or qualification improvement, engaged in self-education or preparing for an already mastered or alternative professional, family and hobby activity, chooses educational services based on a system of internal and external factors. By choosing a location, direction, type, etc. training or retraining, he will build (more or less consistently, holistically, meaningfully / reflectively, skillfully, etc.) his activity in receiving educational services and their consumption. The leading aspects of such a choice can be considered the values and goals of the subject - leading, socio-psychological in nature, the focuses of his relationship to himself and the world, to other people. Values and goals determine behavior models, including their sustainability in the "field" of offerings, marketing and brand influences, in the form of fashion, etc., influences of family, friends, general social environment (traditions, etc.). At the same time, the subjectivity (agency) of the consumer of educational services is the leading condition for the possibility of obtaining (buying) and consuming them for the purposes of personal, partnership and professional development. The question of what exactly the educational service consists of is one of the most problematic:

1) the concept of an educational service is the result of the consumerist perception of the world, in which everything is subject to commercialization and commodification, including cultural transmission as part of the care of older generations for younger ones. The service becomes a part of production and economic relations, is reduced to a special area of business. This drastically reduces not only the status of education, but also the person himself.

2) the concept of an educational service is difficult to define due to the fact that it is "sold out", "it turns out" that in reality is a joint process, the result of which is largely the result of the efforts of the subject himself. It is his subjectivity, activity, abilities and other characteristics that are the decisive moment in the very possibility of using the service.

We believe that the service of education is a concept that contains a logical, semantic error. This bug needs to be fixed. One of the "theoretical" ways to do this is by analyzing the subjectivity of the consumer of educational services.

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БІЛІМ БЕРУ ҚЫЗМЕТІН ТҰТЫНУДЫҢ СУБЪЕКТИВТІЛІГІ ТУРАЛЫ ПРОБЛЕМАСЫ

Аннотация. Көптеген зерттеушілер университеттің негізгі қызметі білім беру қызметтерін ұсыну болып табылады деген пікірге келіседі, бірақ олар мынадай қызмет түріне: университеттің өнімі немесе өнімі дегеніміз не, сондай-ақ «білім беру қызметі» және «сапа» ұғымдары қалай анықталатынына анық анықтама бермейді. Сонымен қатар, іс жүзінде тұтынушының (студенттердің және т. б.) субъективтілігі осы қызметтерді тұтыну қандай рөл атқаратындығы туралы сұрақ қоймайды. Бір жағынан, білім беру қызметтерін тұтыну проблемасы көбіне білім сапасы мен бағасының проблемасы екені анық. Мұнда білім беру қызмет-

терінің сапасы мен білім беру қызметінің құны маңызды болып табылады. Өзгеріп жатқан білім беру және әлеуметтік жағдайларда этикалық компонентке қатысты адамның шығармашылық және болжамды қабілеттерін дамыту туралы сөйлесетін мамандар қазіргі уақытта, әсіресе білім сапасына жаңа талаптар қойылады деп санайды. Әлеуметтік ортаның үнемі өзгеріштігін ескере отырып, болашақта «білім сапасы» ұғымының өзі үнемі өзгеріп отырады. Екінші жағынан, «білім беру қызметтері» тұжырымдамасын қалыптастыру мәселесі әлі шешілген жоқ. Жалпы білім беру қызметі дегеніміз - жеке, топтық және әлеуметтік қажеттіліктерді қанағаттандыру және дамыту мақсатында тұтынушыға жалпы білім беру, кәсіби сипаттағы білім мен дағдыларды (құзыреттерді) беруге бағытталған күрделі процесс. Зерттеудің мақсаты - білім беру қызметін тұтыну контекстіндегі субъективтілік мәселелерін талдау.

Түйін слова: тұтынудың субъективтілігі, білім беру қызметін тұтынушы, кәсіби дайындық, кәсіби қайта даярлау, өзін-өзі тәрбиелеу, субъектінің құндылықтары, адам дамуы.

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К ПРОБЛЕМЕ СУБЪЕКТНОСТИ ПОТРЕБЛЕНИЯ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ

Аннотация. Многие исследователи сходятся во мнении, что основным видом деятельности ВУЗа является предоставление образовательных услуг. Но они не дают однозначного определения, в какой именно форме существует услуга, что подразумевается под продуктом или продуктом ВУЗа, а также как связаны понятия "образовательная услуга" и "качество образования" и также практически не задаются вопросом о том, какую роль играет субъектность потребителя (студентов и т.д.) в потреблении этих услуг. С одной стороны, очевидно, что проблема потребления образовательных услуг во многом является проблемой качества и цены образования: качества образовательных услуг и цен на образовательные услуги. Специалисты, говорящие о развитии творческих и прогностических способностей человека применительно к этической составляющей в изменяющихся образовательных и социальных условиях, считают, что в настоящее время, особенно, к качеству образования предъявляются все новые и новые требования. Учитывая постоянную изменчивость социальной среды, само понятие «качество образования» в будущем будет постоянно трансформироваться. С другой стороны, до сих пор не решена проблема формулировки понятия «образовательные услуги». В целом образовательная услуга - это сложный процесс, направленный на передачу потребителю знаний и навыков (компетенций) общеобразовательного, профессионального характера с целью удовлетворения и развития личных, групповых и социальных потребностей. Качество образовательных услуг меняется в связи с изменением квалификации персонала, материально-технической базы и других элементов, присущих образовательному процессу, а также качества студентов, включая их способности к обучению и другие характеристики. Цель исследования - анализ проблем субъектности в контексте потребления образовательных услуг.

Ключевые слова: субъектность потребления, потребитель образовательных услуг, профессиональная подготовка, профессиональная переподготовка, самообразование, ценности субъекта, развитие человека.

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