

MARKETING-MONITORING AND SOCIAL-PSYCHOLOGICAL RESEARCH IN MANAGEMENT OF DEVELOPMENT OF THE EDUCATIONAL ENVIRONMENT OF THE HIGHER EDUCATION INSTITUTION

Актуалізовано особливості маркетингового та стейкхолдерського підходів до управління розвитком освітнього середовища вищого навчального закладу. Визначено місце маркетингово-моніторингових та соціально-психологічних досліджень в управлінні розвитком освітнього середовища вищого навчального закладу. Виокремлено основні напрями й розкрито сутність маркетингово-моніторингових і соціально-психологічних досліджень розвитку освітнього середовища вищого навчального закладу (об'єкти, стейкхолдери, зміст, методи досліджень).

Ключові слова: маркетинговий підхід, стейкхолдерський підхід, управління розвитком освітнього середовища вищого навчального закладу, маркетингово-моніторингові дослідження, соціально-психологічні дослідження.

Introduction. Transformation of higher education in Ukraine takes place in conditions of a market economy, demographic changes of society, in particular youth, competition of higher education institutions in providing educational services and creating conditions for qualitative training of competent personnel. This leads to the establishment of effective systems of managing the development of the educational environment of higher education institutions (HEIs), which are based on the principles of strategic management, educational marketing, studies of the needs of interested stakeholders, and the ability to carry out relevant rapid changes.

In order to construct such management systems, it is necessary to have a toolkit for studying internal and external factors of influence, tracking changes that determine the priority directions of the educational environment of the university. Such tools include marketing-monitoring and social-psychological research.

The analysis of relevant research shows trends in the development of marketing approach to management in higher education, attention to marketing-monitoring and social-psychological research in the management of the HEIs, in particular:

1) marketing in higher education (B. Bratanich [2], Ph. Kotler, K. F. A. Fox [25], Z. Riabova [15] and others), which allows applying a marketing approach to study and solving problems of higher education in market conditions;

2) marketing management of the education institution (V. Dmitriiev [6], V. Hryhorash [5], N. Tiahunova, S. Tiahunova [20] and others), which is considered as management based on the construction of the marketing strategy of the university, application of marketing tools, methods, techniques for providing competitive educational offers, satisfaction of consumers and achievement of success in the market of educational services;

3) marketing and marketing-monitoring research in the field of education and university management (O. A. Babak [1], N. Vasyilkova [3], L. Korobovych [8], O. Saienko [17] and others) which is used as a tool for marketing management of the universities, in particular for providing marketing information, studying marketing situation;

4) accounting interests of stakeholders in management of education in general and higher education institution in particular (O. Belash, M. Popov, N. Ryzhov, Y. Riaskov, S. Shaposhnikov, M. Shestopalov [3], M. Rakhmanov, K. Solodukhin [13], V. M. Savvynov, V. N. Strekalovskyi [16] and others);

5) social-psychological studies of the quality of the educational environment of the university based on the feedback from students (L. Alderman, S. Towers, S. Bannah [21], N. Vasyilkova [3], I. Tavlui, V. Dubrovin [19] and others, which allows getting an idea of the educational needs of students and their satisfaction and taking them into account in management of of higher education quality.

The analysis of the native and foreign scientific works revealed the development of the theory and practice of management of higher education institutions on the basis of a marketing approach, the application of monitoring procedures, the use of research on the marketing environment and the quality of providing educational services in higher education institutions. At the same time, further development of approaches to the definition of the features and content of the introduction of marketing-monitoring and social-psychological studies of the educational environment of the universities, their place in the system of managing its development are necessary.

The aim of the article is to reveal the system of marketing-monitoring and social-psychological studies as a component of management of the educational environment of the university for ensuring the quality of personal-professional development of the subjects of the educational process.

The tasks of the work are: 1) on the basis of analysis and generalization of scientific and practical experience to determine the peculiarities of marketing and stakeholder approaches to management of the development of the education environment of higher educational institutions; 2) to determine the place of marketing-monitoring and social-psychological studies in the system of management of the educational environment of the university; 3) to highlight the main directions and content of marketing-monitoring and social-psychological research on the development of the educational environment of the university.

Research methods. Theoretical analysis and generalization of the native and foreign publications, scientific and methodological materials for determining the relevance and state of development of the problem of organizing and conducting marketing-monitoring and social-psychological research in higher education institutions, project modeling for the development of the structure and content of relevant research for the information provision of the management of the educational environment of the university.

Research results. Training of competitive and competent specialists is carried out in the educational environment of the university.

On the basis of analysis and synthesis of research works (M. Bratko [23], O. Horchakova [4] and our previous studies (H. Poliakova [10]) on the nature and structure of the educational environment of higher education institutions, we determine the **educational environment of the university** as a system of value-orientation, social-psychological, information-communicative, organizational-activity, spatial-subject and virtual conditions, influences and resources, which form the basis of personal-professional development, self-development and self-realization of subjects of the educational process.

We consider the **development of the educational environment of the university** as: 1) the process of progressive co-evolution of its components at different levels of the structure of university management, taking into account internal and external changes, requirements and priorities of development, and which is aimed at meeting the educational needs of stakeholders of higher education at the individual, corporate and social levels; 2) the result of controlled and uncontrolled quantitative and qualitative changes in the states of its components.

For the purposeful development and quality assurance of the educational environment of the university, an important role is played by a flexible, adaptive system of management, through which coordination and direction of activities of the subjects of educational activity takes place.

Management of **development of the educational environment of the university** lies in interaction of the management agents at all levels of the organizational structure, which is aimed at deploying the resource potential of all components of the educational environment in order to achieve the strategic and current goals of the university, taking into account internal and external factors.

The **external factors** of the educational environment of the university include: demographic changes of society; needs of the labor market at the levels of the European educational space, the state, the region; general international trends in the development of higher education; state educational policy on strategies of higher education development; requirements for the quality of higher education at the level of international and national standards; competitive conditions of functioning of universities and their positioning in the

national and European (world) educational space, as well as the general development of science and technology.

The **internal factors** of the educational environment of the university are: its resources (educational, staffing, logistical, informational, financial, quality contingent of students); efficiency of management system, internal and external communications; attractiveness of the universities in conditions of competition; satisfaction of educational needs of students taking into account their motives and expectations regarding the quality of professional training; needs of scientific and pedagogical workers regarding the possibility of personal and professional growth; features of organizational culture and socio-psychological climate; development of higher education institutions infrastructure, etc.

For the effective development of the educational environment of the university in market conditions, management system should be based on the principles of marketing and marketing research, which is conditioned by the application of marketing approach; studying the positions of stakeholders, which prompts the use of the stakeholder approach.

“In terms of microeconomics, **marketing** is a system of functioning of a particular company, and **marketing research** is one of the tools that provide formation and operation of this system” [14, 9].

With the use of marketing and stakeholder approaches to managing development of the educational environment of the universities, we will highlight **several key positions**.

1. The external environment of the university is considered as a marketing environment (macro- and micro-environment), namely as “a set of active agents and forces operating outside the firm and affecting the ability of the marketing service managers to establish and maintain a successful relationship of cooperation with target clients” [9, 103]. The educational environment of the university directly and indirectly is connected with the external environment. Development of the educational environment of the university is not possible without taking into account the state and changes in external conditions, marketing situations.

2. Higher education institution, according to the example of M. Rakhmanova and K. Solodukhin, is considered as a stakeholder company, namely as an organization, the condition of existence of which is the ability to establish and maintain relations with interested parties [13]. By definition of the founder of stakeholder theory R. E. Freeman, stakeholders of the company include “any individuals, groups or organizations that have a significant influence on the decisions made by the firm and/or influenced by these decisions” [24, 25].

K. Solodukhin distinguishes between six groups of HEI stakeholders as a stakeholder company: “State”, “Society”, “Customers”, “Employees”, “External Partners”, and “Business Community” [18, 10].

Using the classification of major stakeholders of higher education institutions proposed by V. Savvynov and V. N. Strekalovskyi, we will distinguish between two groups of stakeholders, influencing the development of the educational environment of higher education institutions:

1) *external stakeholders*: the state that carries out legal regulation of training specialists in various fields; regional executive bodies and local self-government bodies that influence the development of higher education in the region; employers (representatives of business and social sphere) who are interested in obtaining competent specialists; students, entrants, their parents, who are at the stage of choosing a university; education institutions of various types located in the region; various public organizations and associations interested in social partnership [16, 88–89]; we will add to this list rating agencies that determine the place of higher education institutions in the world and national educational space and quality certification agencies (international, national); mass-media;

2) *internal stakeholders*: students of all levels of education (undergraduate, master), post-graduate students, doctoral students; their parents; scientific and pedagogical workers; educational-auxiliary and administrative personnel [16, 88–89], we will add to this list the functional structural units of the higher education institutions (chairs, faculties, departments (laboratories, centers, groups, student youth organizations)).

3. Marketing-monitoring research is part of the information provision of the system of managing development of the educational environment of the university and the tool for obtaining marketing information. Marketing research is defined by F. Kotler (1995) as “a systematic determination of the data circle required in connection with the marketing situation facing the firm, their collection, analysis and report on the results” [9, 80].

For continuous, long-term monitoring of the marketing environment the study of the positions of external and internal stakeholders of HEIs monitoring procedures are used. By definition of H. Yelnykova, monitoring is a “complex of procedures on observation, current evaluation of transformations of the controlled object and direction of these transformations at achieving the specified parameters of the object development” [7, 172].

The application of marketing-monitoring research allows systematical tracking of marketing situation, satisfaction of stakeholders concerning the quality of the educational environment of the university, determining the current state of its development, timely building priority directions of change and introducing necessary measures for their guidance.

4. Social-psychological research is an integral part of marketing-monitoring research and is aimed at studying components of the educational environment of the universities, peculiarities of positions of the internal stakeholders.

Marketing-monitoring and social-psychological research is carried out at **higher educational establishments with the aim** of: 1) studying the educational marketing environment (at macro, micro levels), formation on this basis of marketing strategy on the educational environment of the university, strategic and ongoing planning, organization, control and making timely decisions; 2) identification of factors contributing/hindering the improvement of the educational environment of the university and its development; 3) studying the positions (attitudes, expectations, relationships) of internal and external stakeholders of higher education institutions, the dynamics of changes in these positions.

Thus, it can be determined that marketing-monitoring and social-psychological research is an important part of the information support for management of the educational environment of the university. Marketing-monitoring research is aimed at studying the external factors of the educational environment of the university and satisfaction of external stakeholders. Social-psychological research is more focused on the study of internal factors and the satisfaction of internal stakeholders (Figure 1).

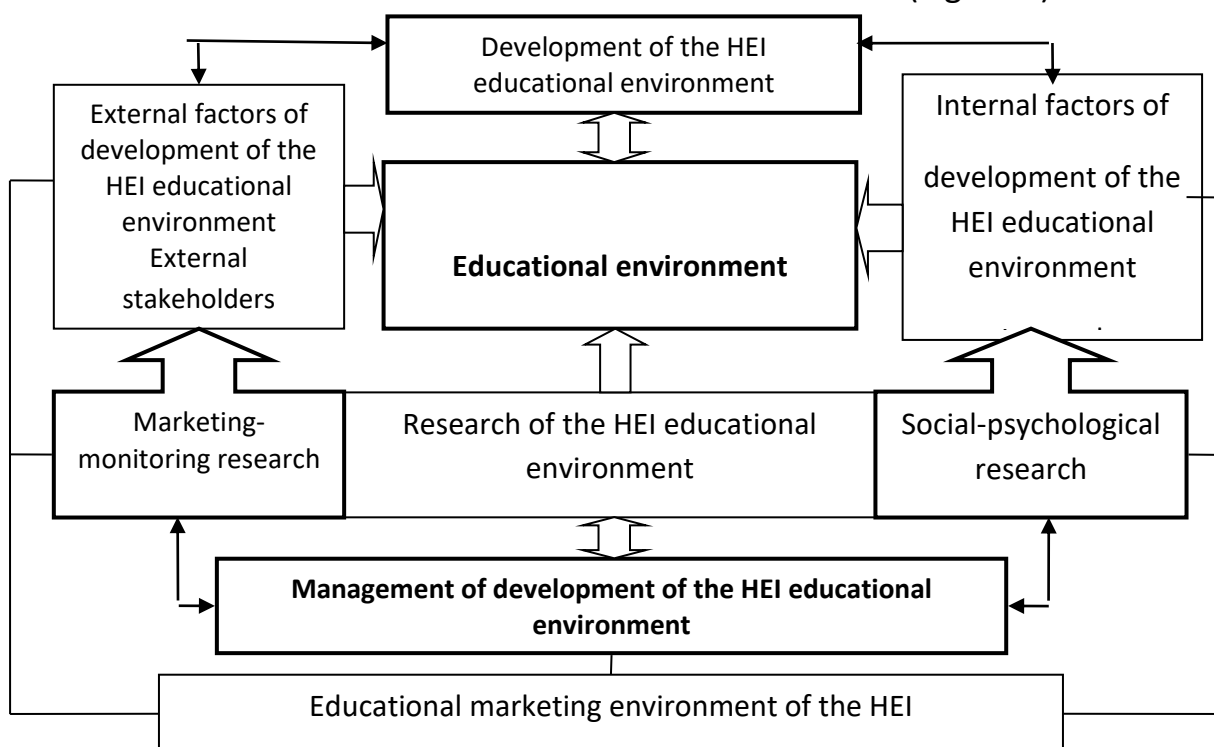


Fig. 1. Scheme of the place of marketing-monitoring and social-psychological research in management of the educational environment of the university.

The generalization of works, presented by N. Vasyilkova, L. Korobovych [8], M. Rakhmanov, K. Solodukhin [13], O. Saienko [17], N. Tiahunova, and T. Tiahunova [20] made it possible to distinguish the list of the main directions of marketing-monitoring and social-psychological studies of the educational environment of the university as a stakeholder company: 1) the study of world and national trends in the development of higher education; 2) study of the labor market; 3) determining the competitiveness of universities; 4) determining the state of strategic development of the university and its educational environment; 5) studying the needs of external and internal stakeholders of HEIs; 5) study of satisfaction with the quality of educational services of external and internal stakeholders of the universities.

The content, objects, groups of stakeholders, methods of marketing-monitoring and social-psychological research on the development of the educational environment of the University in the main directions are presented in Table. 1

Table 1

Structure and content of marketing-monitoring and social-psychological research on the development of the educational environment of a higher educational institution (HEI)

Object of study	Stakeholders	Content of research	Research methods
Trends in the development of higher education			
Development of higher education	Education administration bodies International associations Scientific community	Study of changes in the legislative and regulatory framework, requirements of national and international quality standards, licensing and accreditation conditions, priorities of higher education development, trends in the development of higher education pedagogy and interdisciplinary approaches to management of higher education institutions, international and national experience	Analysis, generalization, synthesis, extrapolation after studying documents, research works, materials of practice
Labor market			
Demand and requirements of the labor market	Employers	Determination of quantitative and qualitative demand and orders in specialty, level of education. Determination of requirements for qualification characteristics of applicants for a position, possession of relevant knowledge, skills, qualities, competencies	Content analysis of job vacancy announcements

Satisfaction with the quality of educational services of external stakeholders	Graduates Employers Parents Representatives of the public	Definition of quantitative and qualitative indicators of employment of graduates. Study of satisfaction with the results of training graduates, personal and professional progress, career growth	Poll Focus groups
Competitiveness of higher education institutions			
Choice of the university	Entrants Students	Determination of expectations from universities, factors of attractiveness, motives for choosing a university	Poll
The attractiveness of the university	Schoolchildren Applicants Students Parents Employers	Analysis of demand for university services Determination of competitive advantages of universities. Analysis of general quantitative and qualitative indicators (personnel structure, educational programs, international relations, pricing policy, commercialization of scientific research, etc.)	Poll Analysis of materials, sites of universities
University image	Schoolchildren Applicants Students Parents Employers	Determination of the level of image, brand, recognition of achievements of the universities at different levels (region, country, world), the effectiveness of advertising, presentation activities of the universities	Content analysis of the information recall of the university Poll of the Focus group
External rating estimation of the university	International, national rating agencies, experts	The study of the dynamics of the ranking of higher education institutions in national ratings (TOP 200 Ukraine, the newspaper "Money", "Focus", universities' openness and transparency ratings, DOU), international ratings (QS, THE, U-Multirank, ARWU, Webometrics)	Analysis, generalization of the results of participation in the ratings
Analysis of competitors of the universities	Other universities of the region, country, foreign countries	Definition of similarity/differences according to the priority quantitative and qualitative indicators of the results of other universities, their resources, conditions, demand	Analysis of documents, sites of other universities

Strategic development of the university and its educational environment			
Dynamics of development of the university	University Students Post-graduate students, Doctoral students Scientific and pedagogical workers	Analysis of development of the universities in terms of strategies, indicators of the strategic plan and internal quality assurance. Research on the development of components of the educational environment of the universities. Investigation of personal-professional development of the subjects of the educational environment of higher education institutions. Investigation of the interaction of subjects with the educational environment (adaptation, security)	Analysis of documents and products of activity Poll Tests
Satisfaction with quality of providing educational services to the native stakeholders	Students Post-graduate students, Doctoral students Scientific and pedagogical workers Structural units of the HEI	Research of satisfaction with: organization of educational process, quality of educational programs, student-centered training, teaching and tuition, quality of teaching staff, educational resources and support, interaction of participants in the educational process, information management, living conditions of students in dormitories. Thematic research on topical issues of the educational environment of the university	Poll of the Focus-group

Peculiarities of organization and implementation of marketing-monitoring and social-psychological studies of the educational environment of the HEI are: 1) separation of functional structural units (divisions, centers, laboratories) for planning, organization, conduct, synthesis of research results and preparation of analytical reporting materials; 2) use of mainly empirical research: stakeholder survey, observation, sociometry, experiment, analysis of documents (rating results, analytical reports of research institutions, organizations, centers, etc.); 3) continuous monitoring of the main research objects for making timely decisions, making adjustments; 4) application of information and communication technologies for optimization of the procedures for collecting and processing of empirical data arrays, in particular on-line surveys, software products for processing and storing data.

An example of marketing-monitoring and social-psychological research on the development of the educational environment of the university is the practice of Simon Kuznets Kharkiv National University of Economics. Thus, for studying the state of the internal and external educational environment, the Department for education quality assurance and innovative development is constantly conducting empirical studies: 1) analysis of the labor market (in the context of the specialties that are being taught at the university; 2) the motives for choosing university by entrants; 3) measuring the level of intelligence and creativity of the freshmen; 4) adaptation of freshmen in higher education institutions; 5) study of the actual issues of the organization of the educational process (poll of students of the II and III courses); 6) satisfaction with the quality of the educational process (survey of students of the IV year); 7) determining the directions of improvement of educational services on the basis of a survey of students of the magistracy; 8) case studies on topical issues of the educational environment of the university [11; 12].

The obtained data allow adjusting the strategic and current plans of the university development, making changes in the organization of the educational process, updating educational and training programs, developing initial random disciplines and introducing pedagogical technologies aimed at personal-professional development of students.

Conclusions and perspectives of further research. In the course of the study, the following conclusions can be drawn:

1. Functioning and development of the educational environment of an institution of higher education in market conditions for the provision of educational services will be facilitated by management, built on the principles of marketing and stakeholder approaches.

2. Consideration of the environment as a marketing institution and the university as a stakeholder company can focus on studying the external and internal factors of influence on the development of the educational environment of the universities, among which the most important are the requirements, expectations and satisfaction of the stakeholders by the provision of educational services.

3. Management of the educational environment of the university should be based on a continuous analysis of the marketing situation, feedback from external and internal stakeholders, provided by the use of marketing-monitoring and social-psychological research.

4 The main areas of marketing-monitoring research are: the study of trends in higher education, labor market research, the study of competitiveness of the universities, satisfaction of external stakeholders. The main areas of social-psychological research are: the study of development of the components of the educational environment, the quality of interaction of subjects with the educational environment, satisfaction of internal stakeholders.

5. The results of marketing-monitoring and social-psychological research are the basis for adjusting the functions of managing development of the educational environment of the university, making managerial decisions.

Further research will be aimed at developing organizational and methodological support for the implementation of marketing-monitoring and social-psychological research into the practice of managing the development of the educational environment of the university.

REFERENCES

1. Бабак, О. А. (2009). Організація моніторингово-маркетингових досліджень ринку освітніх послуг в Україні. *Економічний вісник*, 13, 14–19. Переяслав-Хм. [Babak, O. A. Organization of marketing-monitoring research of the educational services market in Ukraine. *Economic bulletin*, 13, 14–19. Pereiaslav-Khm.].
2. Братаніч, В. (2006). Освітній маркетинг в контексті глобалізації. *Філософія освіти*, 3 (5), 103–110 [Bratanich, V. (2006). Educational marketing in the context of globalization. *Philosophy of education*, 3 (5), 103–110].
3. Василькова, Н. В. (2012). Маркетингові дослідження у сфері вищої освіти. *Стратегія економічного розвитку України: зб. наук. праць*, 30, 192–198. К.: КНЕУ [Vasyilkova, N. V. (2012). Marketing research in the sphere of higher education. *Strategy of economical development of Ukraine: collection of research works*, 30, 192–198].
4. Горчакова, О. А. (2011). Середовищний підхід до управління навчальним закладом в умовах полікультурності. *Вісник Черкаського університету. Вип. 209. Ч. 1. Серія Педагогічні науки*, 8–15. Черкаси [Horchakova, O. A. (2011). Educational approach to management of education institution in conditions of polycultureness. *Bulletin of Cherkasy university. Issue 209. Part 1. Series Pedagogical sciences*, 8–15. Cherkasy].
5. Григораш, В. В. (2014). Образовательный маркетинг – новая функция управления учебным заведением. «Все для администратора школы!», 4, 7–30 [Hryhorash, V. V. (2014). Educational marketing – new function of the education institution management. “All for school administrator!”, 4, 7–30].
6. Дмитрієв, В. Ю. (2013). Концепція маркетингового менеджменту у сфері послуг ВНЗ. *Проблеми сучасної педагогічної освіти. Педагогіка і психологія*, 40 (1), 96–100 [Dmitriiev, V. Yu. (2013). Conceptions of marketing management in the sphere of HEI services. *Problems of modern pedagogical education. Pedagogy and Psychology*, 40 (1), 96–100].
7. Ельникова, Г. В., Борова, Т. А., Касьянова, О. М., Полякова Г. А. та ін. (2009). *Адаптивне управління: сутність, характеристика, моніторингові системи*. Чернівці: Технодрук [Yelnykova, H. V., Borova, T. A., Kasianova, O. M., Poliakova H. A. et al. (2009). *Adaptive management: essence, characteristics, monitoring systems*. Chernivtsi: Technoprint].
8. Коробович, Л. (2012). Маркетингово-моніторингові дослідження в організації навчального процесу у вищому навчальному закладі. *Нова пед. думка*, 1, 257–259 [Korobovych, L. (2012). Marketing-monitoring research in the organization of the educational process in higher education institution. *New ped. thought*, 1, 257–259].
9. Котлер, Ф. (1995). *Основы маркетинга*. Москва: «Бизнес-книга», «ИМА-Кросс. Плюс» [Kotler, F. (1995). *Foundations of marketing*. Moscow: “Business-book”, “IMA-Cross. Plus”].
10. Полякова, Г. А. (2013). Діяльність кафедри в контексті розвитку освітнього середовища вищого навчального закладу. *Теоретичний та науково-методичний часопис «Вища освіта України». Тематичний випуск «Європейська інтеграція вищої освіти України в контексті Болонського процесу»*, 3 (додаток 2), 103–108 [Poliakova, H. A. Activity of the chair in the context of development of the educational environment of

the higher education institution. *Theoretical and scientific-methodological journal "Higher education of Ukraine". Thematic edition "European integration of higher education of Ukraine in the context of Bologna process", 3 (appendix 2), 103–108].*

11. Пономаренко, В. С. (2017). *Звіт ректора Харківського національного економічного університету імені Семена Кузнеця за 2016 рік та завдання на наступний рік*. Харків: ХНЕУ ім. С. Кузнеця [Ponomarenko, V. S. (2017). *Report of the rector of Simon Kuznets Kharkiv National University of Economics for 2016 year and tasks for the next year*. Kharkiv: S. Kuznets KhNUE].

12. Пономаренко, В. С. (2017). *Підсумки роботи трудового колективу Харківського національного економічного університету імені Семена Кузнеця у 2016/2017 навчальному році та завдання на наступний навчальний рік*. Харків: ХНЕУ ім. С. Кузнеця. Режим доступу: http://www.hneu.edu.ua/web/public/moved/hneu/About_university/Dokumenty/2017/Pidsumky-roboty-trudovoho-kolektyvu-HNEU-2016-17.pdf [Ponomarenko, V. S. (2017). *Results of work of the collective of Simon Kuznets Kharkiv National University of Economics in 2016/2017 academic year and tasks for the next year*. Kharkiv: S. Kuznets KhNUE. Retrieved from: http://www.hneu.edu.ua/web/public/moved/hneu/About_university/Dokumenty/2017/Pidsumky-roboty-trudovoho-kolektyvu-HNEU-2016-17.pdf].

13. Рахманинова, М. С., Солодугин, К. С. (2010). *Инновационный стратегический анализ вуза на основе теории заинтересованных сторон*. Владивосток: Изд-во ВГУЭС [Rakhmaninova, M. S., Solodukhin, K. S. (2010). *Innovative strategic analysis of the HEI on the basis of theory of stakeholders*. Vladivostok: Ed. office VSUES].

14. Решетилова, Т. В., Довгань С. М. (2015). *Маркетингові дослідження*. Дніпропетровськ: НГУ. Режим доступу: <http://nmu.org.ua> [Reshetylova, T. V., Dovhan, S. M. (2015). *Marketing research*. Dnipropetrovsk: NSU. Retrieved from: <http://nmu.org.ua>].

15. Рябова, З. В. (2013). *Наукові основи маркетингового управління в освіті*. К.: Педагогічна думка [Riabova, Z. V. (2013). *Scientific foundations of marketing management in education*. K.: Pedagogical thought].

16. Саввинов, В. Н., Стрекаловский, В. Н. (2013). Учет интересов стейкхолдеров в управлении развитием образования. *Вестник международных организаций*, 1 (40), 87–99 [Savynov, V. N., Strekalovskyi, V. N. (2013). Accounting interests of stakeholders in education development management. *Bulletin of international organizations*, 1 (40), 87–99].

17. Саєнко, О. О. (2012). Вдосконалення методики маркетингових досліджень ринку освітніх послуг України. *Теоретичні і практичні аспекти економіки та інтелектуальної власності*, Вип. 1, Т. 2, 259–264. Маріуполь [Saienko, O. O. (2012). Improvement of the methodology of marketing research at the educational services market of Ukraine. *Theoretical and practical aspects of economic and intellectual property*, Iss. 1, Vol. 2, 259–264].

18. Солодугин, К. С. (2011). *Разработка методологии стратегического управления вузом на основе теории заинтересованных сторон* (дис. ... доктора экономических наук: 08.00.05). Москва [Solodukhin, K. S. (2011). *Development of the methodology of strategic management of the HEI on the basis of theory of stakeholders* (Dsc thesis). Moscow].

19. Тавлуй, І. П., Дубровін, В. О. (2011). Моніторинг задоволеності студентів як елемент системи управління якістю ВНЗ. *Науковий вісник НУБіП України*, Вип. 166. Ч. 2. Сер. Техніка та енергетика АПК, 79–86 [Tavlui, I. P., Dubrovin, V. O. (2011). Monitoring of students' satisfaction as an element of quality management system of the HEI. *Scientific bulletin of NUBEU of Ukraine*, Issue 166. Part. 2. Series Machinery and energetic of the AIC, 79–86].

20. Тягунова, Н. М., Тягунова, З. О. (2016). Стратегія розвитку ВНЗ: маркетинговий аспект. *Маркетингова діяльність підприємств: сучасний зміст* (с. 184–196). Київ: Центр учбової літератури [Tiahunova, N. M., Tiahunova, Z. O. (2016). Strategy of HEI development: marketing aspect. *Marketing activity of the enterprises: modern content* (pp. 184–196). Kyiv: Center for Educational Literature].
21. Alderman, L., Towers, S., Bannah, S. (2012). Student feedback systems in higher education: a focused literature review and environmental scan. *Quality in Higher Education*, 18 (3), 261–280.
22. Belash, O., Popov, M., Ryzhov, N., Riaskov, Y., Shaposhnikov, S., Shestopalov, M. (2015). Research on University Education Quality Assurance: Methodology and Results of Stakeholders' Satisfaction Monitoring. *Procedia. Social and Behavioral Sciences*, 214, 344–358.
23. Bratko, M. (2015). Environmental Approach In Higher Education: Methodological Aspects. *Неперервна професійна освіта: теорія і практика [Continuous vocational training: theory and practice]*, 4 (45), 15–18.
24. Freeman, R. E. (1984). *Stakeholder Management: A Stakeholder Approach*. Marshfield, MA: Pitman Publishing.
25. Kotler, Ph., Fox, K. F. A. (1985). *Strategic Marketing for Educational Institutions*. Prentice Hal.

РЕЗЮМЕ

Полякова Анна. Маркетингово-мониторинговые и социально-психологические исследования в управлении развитием образовательной среды высшего учебного заведения.

Актуализированы особенности маркетингового и стейкхолдерского подходов к управлению развитием образовательной среды высшего учебного заведения. Определено место маркетингово-мониторинговых и социально-психологических исследований в управлении развитием образовательной среды высшего учебного заведения. Выделены основные направления и раскрыта сущность маркетингово-мониторинговых и социально-психологических исследований развития образовательной среды высшего учебного заведения (объекты, стейкхолдеры, содержание, методы исследований).

Ключевые слова: маркетинговый подход, стейкхолдерский подход, управление развитием образовательной среды вуза, маркетингово-мониторинговые исследования, социально-психологические исследования.

SUMMARY

Poliakova Hanna. Marketing-monitoring and social-psychological research in management of development of the educational environment of the higher education institution.

The aim of the article is to highlight the system of marketing-monitoring and social-psychological research as an integral part of the development of the educational environment of the higher education institution in order to ensure the quality of the personal-professional development of the subjects of the educational process. On the basis of the theoretical analysis and generalization of the native and foreign publications, scientific-methodical materials, the peculiarities of marketing and stakeholder approaches to management of development of the educational environment of a higher education institution have been actualized. Due to the project design, the structure and content of marketing-monitoring and social-psychological research for the information provision of

management of the educational environment of the higher education institution are proposed. When applying marketing and stakeholder approaches it is proposed to consider the external environment of the higher education institution as a marketing institution, and a higher education institution as a stakeholder company. This allows focusing on the study of external and internal factors affecting the development of the educational environment of the higher education institution, among which the most important are the requirements, expectations and satisfaction of the stakeholders in the quality of the educational services provision. Management of development of the educational environment of the higher education institution should be based on a continuous analysis of the marketing situation, feedback from external and internal stakeholders, provided through the use of marketing-monitoring and social-psychological research. The main areas of marketing-monitoring research are: identification of trends in the development of higher education, labor market research, the study of the competitiveness of the higher education institutions, and the satisfaction of external stakeholders. The main areas of social-psychological research are: the study of development of the components of the educational environment (value-orientation, social-psychological, information-communicative, organizational-activity, spatial-subject (physical and virtual)), the quality of interaction of subjects with the educational environment, satisfaction of internal stakeholders.

The results of marketing-monitoring and social-psychological research are the basis for adjusting the functions of managing development of the educational environment of the university, making managerial decisions.

Further research will be aimed at developing organizational and methodological support for the implementation of marketing-monitoring and social-psychological research into the practice of managing the development of the educational environment of the university.

Key words: *marketing approach, stakeholder approach, management of development of the educational environment of the higher education institution, marketing-monitoring research, social-psychological research.*

УДК 796.011.3:612.172-057.875 (045)

Сергій Приймак

Чернігівський національний педагогічний
університет імені Т. Г. Шевченка

ORCID ID 0000-0003-3911-7081

DOI 10.24139/2312-5993/2017.06/130-141

ФІЗИЧНА ПРАЦЕЗДАТНІСТЬ СТУДЕНТІВ, ЩО ЗАЙМАЮТЬСЯ В ГРУПІ СПОРТИВНО-ПЕДАГОГІЧНОГО УДОСКОНАЛЕННЯ З БОКСУ

Проведені дослідження вказують на те, що при порівняно однакових відносних значеннях результатів виконання проби PWC_{170} у студентів-боксерів всіх вагових категорій спостерігається домінування симпатичної регуляції серцево-судинної діяльності, що свідчить про однакове трофічне забезпечення виконання фізичних навантажень. У період реституції відбувається зменшення частотно-об'ємних параметрів респіраторної системи за рахунок частоти дихальних циклів. Співвідношення низько- до високохвильової компоненти варіабельності серцевого ритму вказує на домінування симпатичної регуляції у студентів-боксерів всіх вагових категорій.

Ключові слова: *освітній процес, студенти, варіабельність ритму серця, фізична працездатність, бокс.*