Psychological features of promotion of educational services in the conditions of digitalization of modern society

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Abstract. The article discusses the features of promoting educational services. Special attention is paid to the definition of specific characteristics of educational services and the need to take into account their specifics in the process of developing and implementing promotion programs is justified. The authors conclude that the promotion of an educational product should be preceded by a deep, detailed market research, namely, factors that have a greater impact on the effectiveness of the use of promotion tools. The article substantiates the need to take into account as one of the significant factors the psychological characteristics of end-users ' perception of the value of educational services.

1 Introduction

The sphere of education, being a socially significant sphere at the present stage of the historical development of society, implements the most important functions for humanity, first of all, such as the retransmission of cultural heritage and socialization of the individual. The demand for educational services is constantly growing. However, the level of demand, especially in the higher education system, is unevenly distributed between the center and the regions. In this regard, the management of many regional higher education institutions faces the question of developing an effective program for promoting educational services (Posokhova N. V., 2012; Oraeva Sh. A., 2018). On the one hand, to solve this issue, it is necessary to study the market of educational services, identify and analyze target groups, assess the level of demand and opportunities to meet it, determine your niche in the competitive environment, and navigate pricing issues (Rudakova O. V., Polyinin A.V., Marchenkova L. M., 2015). On the other hand, it is necessary to study and take into account the psychological characteristics of the behavior of consumers of educational services (Demtsura S. S., Dmitrieva E. Yu. Alekseeva L. P., Bazavlutsкая L. M., Poluyanovа L. A., 2018; Senchenko L. I., Rossolenko N. A., 2013; Tlisova D. H., 2016). This explains the importance of studying the psychological characteristics of the promotion of educational services in the Russian education system.

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Promotion in modern literature is more often considered as a marketing communication tool used by organizations aimed at establishing relationships, exchanging information, forming understanding, and reaching agreement with the consumer of goods and services (Ovinnikova S. A., Stefanova I. V., 2020; Jansson A., 2001; Garber I., 2017).

2 Materials and methods

The article is based on modern methods of pricing through the prism of psychological perception of price, as well as the economic psychology of property and money, economic decision-making, trade and advertising, conducted by modern Russian and foreign researchers. Methods used: phenomenological and problem analysis; economic analysis and review of educational services provided in Russia; analytical comparison of psychological features of the process of perception of prices for educational services

3 Results

In the process of developing the main directions for promoting educational services, it is necessary to take into account their specific features.

One of the main features of educational services is that it is not possible to evaluate its quality, the result of useful activity before its full consumption, i.e. a sufficiently long period of time is required before the full consumption of the service in order to give a final assessment of the knowledge obtained, and, consequently, the quality of the service received. At the same time, it should be noted that the risks due to uncertainty when choosing educational services for the consumer are higher than when choosing other services. If you apply to an educational institution for an educational service, you cannot determine the result of your training in advance. You can only judge the quality of a service when making a decision about its consumption indirectly, first of all, based on the opinion of other consumers, advertising information, and information in the media. Thus, a high level of uncertainty in the choice of educational services puts the consumer before a difficult choice of educational institution for training.

In this regard, educational institutions should develop and implement measures aimed at reducing the level of uncertainty and risk for potential consumers, i.e. aimed at increasing the tangibility of educational services. It is necessary to form the most important parameters of services from the point of view of a potential consumer and visualize them with the help of certificates, licenses, diplomas, curricula and training programs, information on the website of the University and individual faculty, in social networks about the conditions and forms of education, the design of educational premises, the appearance of academic buildings, dormitories. This will help the potential consumer to make a choice and convince them of the correctness of the choice made.

So, we can state the fact that an important feature of educational services is the deferred results of education, the range of services and its updates. The main thing for the consumer is the result of providing an educational service, but its manifestation will be only after completing training in an educational institution. In addition, the result of providing educational services depends on the possibility of updating the acquired knowledge (self-education, advanced training courses, retraining) and the life of the consumer. Even after graduation, the graduate continues to be in a state for some time when he can not fully or completely assess all the positive and negative aspects of the acquired knowledge. Only in the course of their work, a graduate can evaluate the quality of educational services (education) received at an educational institution.

The specificity of educational services is that their customer, the main subject of choice, is not the potential students themselves, but their parents. Thus, the client and the customer are far from being the same person, which makes it difficult to analyze the needs and preferences of consumers. The customer's requirements are formed quite clearly, and the wishes of the quality of knowledge are not always in the first place. They may give priority to the favorable socio-psychological climate in the institution of additional education for children, the variability of the child's employment regimes, and more.

It should be noted that it is quite difficult for the consumer of educational services to assess and understand the value of educational services provided by the institution. The value of education lies in human development. A person who has received an education is a value for society in General and for the state in particular, as well as for the labor market. A graduate is considered to be the more valuable the more developed they are, the more their unique abilities are identified and developed, and education is considered to be the more valuable the more it contributes to such development.

Educational services are services that transform the consumer. There are not many such services in General (for example, medical, cosmetology, psychotherapy), and educational services are also characterized by a complex impact on various aspects of the individual's psyche.

An important characteristic of any service in General, and educational services in particular, is its inseparability from the source of provision. Thus, the associative series is formed relative to a specific educational organization, including the final result that the potential consumer seeks. Like any other business entity, an educational organization develops and offers a unique product – an educational program that has no analogues. This is provided by the individual approach of the head of the educational program to the formation of a certain set of disciplines, methodological support, and the ratio of classroom and extracurricular activities. The level of teaching is also individual.

A fundamental feature of educational services is the fact that their final consumer – the individual – plays a very active role in the process of providing educational services.

A significant feature of educational services is the active role of the consumer, his involvement in the educational process. This makes special requirements for the content of the marketing activities of the institution. For example, educational institutions should pay attention to market segmentation and attracting target audiences, and differentiate educational programs according to the characteristics and needs of target groups.

The basis for creating and maintaining long-term mutually beneficial partnerships between the consumer and the educational organization is the involvement of the consumer in the process of receiving educational services. It is possible to provide an educational service only through active interaction between the educational institution and the consumer. In other words, there should be direct communication between the student and the teacher, during which certain knowledge, skills and abilities are relayed, and, thus, the necessary set of competencies is formed. The more optimal the set of formed competencies of a graduate and the higher the level of their knowledge at the exit from an educational institution, the more stable the reputation of an educational organization and, as a result, the higher the level of demand for its educational services.

In this regard, the educational institution has a task to provide support for the process of providing educational services with highly qualified personnel, i.e. to meet the requirements of potential consumers for the teaching staff, including their professional competence, sociability, friendliness, self-control and confidence.

In the process of providing educational services, it is necessary to take into account such characteristics as qualitative instability. Even the same teacher can provide not only a different amount of information material, but also its qualitative content, depending on the mood, state of health, and the influence of external factors (for example, technical problems

with equipment). In turn, students' perception of the training material may also be different. This may depend on the physical and emotional state of students, the level of their basic knowledge obtained earlier, and how each of them perceives the teacher.

It should be added that the perception of educational services also directly depends on the motivation, diligence, hard work, abilities of the student, place and time, and technical conditions for providing educational services. As practice shows, graduates of the same educational program have different knowledge at the exit. Ignoring this feature of educational services can also negatively affect the reputation of an educational institution. In this regard, it is necessary to use various teaching methods, including those that take into account the psychological characteristics of information perception, which will allow students to keep their attention as long as possible and increase the level of understanding and memorization of the necessary information.

Educational services are designed to meet not only production demand. A Prime example of this is music education, language training, and the like. Foreign language lessons can be taken not only to increase their competitiveness in the labor market, but also to travel, communicate with friends from other countries, read literature in the original language, and so on. Therefore, it would be fundamentally wrong to limit the market of educational services to professional education services only. The educational services market is designed to meet not only production needs, but also social and spiritual ones. The need to improve and master the new is inherent in the representatives of the human community, and such needs grow as material needs are met.

The breadth of the range of educational services can also be identified as a feature of the promotion of educational services. It is formed, first of all, due to differences in their content: by the profile of training, the degree of fundamentalization, humanitarization, and the applied orientation of services. These include such essential criteria of differences as the level of education (primary, basic, and so on), as well as the presence or absence of certain preferences, requirements for the student's personality, psychophysiological characteristics, health status, and more.

When developing programs for the promotion of educational services, it is also necessary to pay attention to their characteristic feature as non-preservation or short-lived. In other words, like any other service, an educational service is consumed at the time of its provision and cannot be inventoried: an educational service cannot be produced for future use or stored [1]. It is formed directly in the process of interaction between the producer and consumer of educational services. However, the development of scientific knowledge requires educational organizations to constantly monitor and make timely content adjustments to information flows directed towards students in order to form relevant competencies. In this regard, in order to meet the needs for up-to-date information, it is necessary to constantly conduct research on the market of educational services, determining the level of demand, the main preferences of consumers, including preferences for obtaining additional educational services.

Thus, during the study, such educational services as incompleteness were a number of conclusions: educational services cannot be produced or saved (perhaps saving educational information on physical media); information, broadcast listeners, require constant updating; no classes of subjects of educational activities (teacher or student) does not allow to fully compensate the corresponding loss of time.

A specific feature of educational services is this pattern - constant consumption of educational services contributes to the desire to receive more and more of them.

Some researchers also identify stationarity as a specific characteristic of an educational service. Its essence is that the educational service is tied to the location of the educational institution and rarely goes beyond its walls. However, in the modern information society, this

characteristic has lost its relevance, since any educational service can be obtained, in most cases, online.

The cost of various educational services is not uniform. It primarily depends on the prestige (market demand) of a particular type of educational activity, the status of an educational (creative) Association of children, and the quality of the educational service provided.

4 Discussion

In the process of developing and implementing programs to promote educational services, as noted earlier, it is necessary to systematically conduct market research and determine the environmental factors that have the greatest impact on the effectiveness of its activities in relation to its educational organization. As the main trends, both positive and negative, that have developed in the Russian market of educational services, the following can be identified:

1. The Russian market of educational services has not yet been fully formed. In this regard, there are many unoccupied niches, which creates convenient starting opportunities for active educational institutions. However, there are practically no stable rules that can be followed when operating in this market. Also, as noted earlier, the demand and behavior of potential consumers is poorly studied.

2. Absent a clearly expressed social and individual order for educational services. Methods for detecting such an order have not been developed.

3. In modern society, the active development of inclusive education is gaining momentum. There is an orientation of educational services in relation to special categories of students (children with developmental disabilities). A successful direction of improving the educational environment is to create conditions for comfortable and accessible learning for children with disabilities, using new educational methods, educational technologies, information and telecommunications technologies and distance learning [1].

4. Many educational institutions today are focused on meeting the needs of a particular student. For this purpose, a person-oriented approach is used in teaching and upbringing, which provides for building individual learning paths.

5. A special place in the system of professional education is occupied by programs of additional services. They include: professional retraining programs, professional development programs, and General development programs. The conditions of the modern information society allow implementing additional education programs remotely, which significantly expands the range of potential consumers of educational services.

Additional education programs are an effective tool for promoting educational services aimed at full cost recovery. Such a significant fact as attracting practitioners to participate in the educational program as a teacher significantly increases the demand for additional educational services. In addition, additional education programs help attract applicants to the main educational programs. Thus, the implementation of General development programs in subjects that school graduates pass as the unified state exam helps attract applicants to Higher education institutions for the duration of their studies. By attending classes held by teachers of an educational organization, school graduates get acquainted with them, begin to perceive an educational institution as part of their organizational and psychologically comfortable space, which can, with properly designed measures, including psychological ones, contribute to the formation of consumer demand for educational services of a particular educational institution.

In the modern market of additional educational services, some traditional educational services remain in demand (training in manual labor techniques, managing the operation of devices and machines; organizing Amateur performances, fine arts, as well as sports, tourism, and conducting educational and research activities of students). At the same time, there is a

large selection of new additional educational services: pre-professional training, specialized training, information technology, and more. The range of educational services is quite wide and is intensively updated to meet the requirements of society. Therefore, consumers of educational services – parents and children – agree to pay for them.

In the narrow sense of the word, the quality of the activity of an institution of additional education can be understood as the compliance of the characteristics of the "product" with the requirements of the consumer. In a broad sense as the activities of these institutions can be considered: quality of service; quality of the teaching process; quality management system, quality workforce. "The quality of education includes the totality of the quality of conditions, the quality of implementation of the educational process, and the quality of its results." The same author considers the quality of education as a set of properties of education that meet the modern requirements of pedagogical theory and practice and are able to meet the educational needs of the individual. One of the criteria of quality of educational services can serve as a stability of interest in it (character motivation joining the staff, duration of training, the nature of the motive of leaving the team). In marketing, the quality of educational services is understood as a measure of meeting the need for them. Therefore, unnecessary educational services that are not in demand by the consumer cannot be considered high-quality.

We should also mention the criteria that use various signs of segmentation of consumers of educational services, including naming (often unofficial) individual educational institutions, especially elite ones. Educational services of institutions of additional education for children are aimed at meeting the needs of the population, regardless of age and level of education. For example, in the forms of full-time, part-time, part-time, distance education, educational services are provided for the implementation of professionally-oriented programs of additional education.

6. The transition from an industrial society to an information society explains the mass demand for educational services. Moreover, this demand is growing at an accelerated pace. The "knowledge economy" creates high competition in the professional environment. The desire to increase human capital through the acquisition of new knowledge and skills is the main sign and condition for successful self-realization in the information society.

7. One of the main trends in the Russian education system is also the possibility of continuing education. In connection with permanent transformation processes in the economic and political life of society, there is a need to acquire new knowledge and new professional competencies in a short time. It is worth noting that this trend should be taken into account when planning events to promote services. In this way, higher educational institutions can form the need to receive the educational service they provide in advance. You should start working with students. Many higher Education institutions today actively carry out career guidance activities, the purpose of which is to form the preferences of school graduates in the market of educational services. This activity includes conducting project shifts, participation in which gives additional privileges in the form of additional points to the total amount of points based on the results of the unified state exam.

The main problem facing the Russian education system is the disproportion of the theoretical base and practical skills as a result of the learning process. In this regard, at the first stages of self-realization as a professional, it is extremely difficult for a graduate to adapt to professional activities. The Russian education system is gradually solving this problem by recommending that Universities develop and implement practice-oriented educational programs.

Today, special attention is also paid to the creation of career centers that promote closer interaction between students and representatives of the real sector (so-called practitioners), which contributes, first, to solving employment problems, and secondly, makes the process

of adaptation of graduates in the professional environment easier. This ensures a closer relationship between the educational organization and the potential employer.

Thus, educational services have certain specific features. This fact determines the process of selecting tools and methods for their promotion, as well as the process of developing the main areas of interaction with consumers (target audiences). Only when all these features are taken into account can an effective policy for promoting educational services be formed.

5 Conclusions

Classical marketing communication tools such as public relations, advertising, and sales promotion can be used as the main marketing tools used in the process of promoting educational services [2].

Not only scientists who study the field of marketing tools are engaged in the promotion of educational services. Recently, there has been a growing interest in the research area from scientists-psychologists. It is worth noting that in foreign scientific thought, there is a clear focus on studying the specifics of the behavior of consumers of educational services. In the Russian scientific community, issues of psychology in advertising are actively studied. Thus, the effectiveness of the psychological impact of advertising includes three levels: the level of perception of the advertising message, the level of formed attitude to the object of advertising, and the level of active actions on the part of the consumer (in the case of promoting educational services, this is the choice of a specific educational institution).

However, the psychological aspects of consumer behavior, planning and implementation of promotion programs, as a tool for marketing communications, for domestic scientists are currently not fully studied.

Promotion of educational services in the education system has a threefold form of existence: communicative, professional-activity and socio-psychological [3,11,12,13,14,15].

High demand from groups of potential consumers, a wide variety of educational services, the availability of opportunities for professional self-determination of specialists with certain qualifications, all this today is the basis for promoting an educational product.

We can highlight the main activities to promote educational services [4]:

- ✓ formation of a favorable image of an educational organization (work on creating an image and maintaining a reputation) and its transmission to target audiences; a particular impact on consumer choice in the educational environment, especially when it comes to higher education, has the prestige and status of the educational institution and its services, as well as their innovation and uniqueness;

- ✓ informing potential consumers about the main characteristics of educational services and the conditions for their receipt through marketing communication tools; introducing distinctive characteristics into the minds of consumers.

The "knowledge economy" has a significant impact on the formation of mass consciousness of people through the promotion, in a good sense of the word, of public educational ideals, opinions, value orientations and behavioral attitudes towards the institution of education in General, and individual educational institutions in particular. In turn, public opinion is the most important socio-psychological basis for promotion and at the same time a source of forming a person's own views on education and educational services.

Features of perception of educational services in the mass consciousness are determined by the degree of their significance from the point of view of the target audience, its assessment and the level of the status of education in society.

In the process of developing programs for the promotion of educational services, it is important to focus on the end user and transform mass consciousness into a group and individual one. To do this, it is necessary to develop an optimal set of communication and psychological tools. In other words, the transition from the spontaneous formation of the

market for educational services to a market focused on a specific consumer, which will have a targeted impact, is inevitable.

When planning activities to promote an educational product, it is important to take into account the cognitive, emotional and behavioral attitudes that underlie a person's ideas and influence the formation of demand for educational services. In addition, it is necessary to determine at what level of positioning the educational institution that promotes its services is located, and plan promotion activities depending on the location in the position row.

Factors that influence the effectiveness of measures to promote educational services can be divided into two groups: objective and subjective factors. The first group includes customs and traditions, features of the legal framework, moral norms, fashion, group influence of the immediate environment, etc. Acquired attitudes, formed stereotypes, and personal preferences regarding a particular service in the field of education can be considered as subjective factors.

Some researchers have identified as the main psychological factors that affect the choice of educational services, factors directly related to the individual, such as the character and temperament of the consumer, the level of intellectual development of the consumer, the orientation of the individual, individual characteristics of sensory cognition and psychological perception.

The final consumers of an educational product can be differentiated by the orientation of their personality to achieve a certain goal through the cognitive process. Thus, there are six main socio-psychological types of consumers of an educational product:

- ✓ focused on self-development;
- ✓ aimed at the acquisition of professional competences;
- ✓ receiving an educational service for the sake of new knowledge;
- ✓ formal type;
- ✓ type with a focus on increasing the status;
- ✓ communicative type.

The above typology is based on certain social and psychological characteristics of the individual. Among the main ones, we can distinguish such as: leading motivation, features of the worldview, the established system of values, social attitudes, the level of self-control, self-esteem opportunities, etc.

As noted earlier, the effectiveness of educational promotion programs aimed at increasing real demand also largely depends on the reputation of the educational institution and its image. This, in turn, justifies the need to build a detailed image of the organization, including taking into account the psychological characteristics of information perception by end users. Social representations in the field of education have a pronounced group specificity and differ among applicants, students, and parents in a number of significant characteristics [3,11,12,13,14,15]. Different groups of consumers of educational services perceive information about the activities of an educational institution differently, and have different points of view on the value of education for a particular person and society as a whole. In this regard, the demand for educational services depends on a number of factors that can be conditionally grouped into three groups: social, economic and psychological.

When making a decision about choosing a particular educational organization, the consumer is guided by the need to receive an educational service, assesses its relevance for themselves at a given time, its availability, that is, the possibility and reality of obtaining education through the consumption of this educational service. In other words, in the process of forming demand for educational services, it is necessary to take into account the socio-psychological characteristics of the consumer, his individual psychological and group characteristics.

Thus, we can conclude that the promotion of educational services in the modern education system is a complex process that requires taking into account both the features of the

manifestation of mass consciousness and the features of individual perception [5,6,7,8,9,10]. In order to generate demand for educational services, it is necessary to develop methods and use mechanisms to influence the psyche of a potential consumer.

The effectiveness of the promotion of educational services largely depends on a well-developed program, which is based on the use of marketing tools. However, using marketing tools without taking into account the psychological characteristics of promotion will not give the desired result. Thus, it is necessary to influence the value-motivational and affective components of the mass psyche in order to form social views and influence people's behavior.

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