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Marketing Services Of The Kazan Federal University In Chemical Education*

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Abstract. *Today, the education is increasingly spoken about and written about as a service sector. In this regard, the educational institution is treated as an enterprise providing educational services.*

Each institution tries to take a significant place in the market. Therefore, there is a need to develop an effective marketing strategy. Marketing in the field of education is aimed at strengthening the relations between the consumer and the university. First of all, it is interested in ensuring that the university has a good reputation and long-term relationship with the consumer. The specific measures in this direction include the improvement of the quality of services for the most complete satisfaction of students' needs and the active competition between educational institutions. In this connection, we studied the education market in the Republic of Tatarstan and the situational situation in the market of the educational institution "Butlerov Chemical Institute".

Key words: marketing, marketing in the education field, educational services and products, subjects and objects of marketing, marketing methods, regional market of educational services.

Introduction

In the classical sense, marketing is, first of all, an entrepreneurial activity related to the promotion of goods and services from the producer to the consumer. Marketing is used to solve a wide range of problems in the social sphere, including in the system of education.

To understand the essence of marketing in the education field and to see how it manifests itself in the market of educational services, it is necessary to analyze a wide range of its elements and aspects. These are, first of all, the subjects of marketing relations and the objects of marketing of educational services, its target orientation and problem content.¹

The main subjects of marketing in the education field are the educational institutions forming and implementing the supply of educational services to the market.

The real participants in marketing relationships are the consumers (individuals, institutions and organizations), a wide range of intermediaries (including employment services, labor offices, the registration, licensing bodies and the accreditation bodies of educational institutions, etc.), as well as public institutions and structures involved in promoting the educational services on the market.

The role of the state and government is of particular importance in the marketing of educational services. The state finances education, establishes the lists of professions and specialties, conducts certification and state accreditation of

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¹ I. V. Vankina, A.P. Egorshyn, V. I. Kucherenko, *Marketing of Education. Study Guide*, Moscow, 2007.

educational institutions, i.e. acts as a guarantor of the quality of educational services, their compliance with the educational standards.

The competence of administrative bodies includes information support for the educational institutions, formation of an information and consulting base for the marketing of educational services, scientific and methodological and other support, as well as satisfaction of educational needs.

The government and administrative bodies are also responsible for organizing the system of training and retraining of pedagogical and managerial staff for the education system, including the formation of a contingent of education marketers, - professionals in this field.²

The traditional objects of marketing are the goods and services, as well as the ideas. The organizations, territories, as well as individuals are among other objects.

Marketing in the education field deals with all the mentioned categories of objects. The location place of the educational institution is very important for the students (territory marketing). A public prestige, the status of the very educational institution (marketing of organizations) and its teachers (personality marketing) are of great importance. The most important component of the educational process is the marketing of ideas. The marketing of goods (training equipment, facilities, etc.), as well as the products of practical activities of the educational institution, its personnel and students, is also widely applicable in education.³

Together with the educational services, it is sold the intellectual property of employees and collectives of the educational institutions - inventions, patents, research programs, training and practical works, other innovative services and products, as well as trade symbols of the manufacturers of such services - names, logos, trademarks, etc.

All this is implied by the collective term "educational services and products" representing a set of marketing objects in the education field.

The following questions are traditional for describing the problematic content of marketing: What should we produce and offer? What quality? How many? Where should we sell it? When? At what price and on what terms and conditions? Strictly speaking, the interrelationships of market entities, which form the subject of marketing, are organized precisely for the optimal resolution of these issues.

Based on the above, we can distinguish the following problems, the solution of which directly determines the properties and parameters of the educational service: desired characteristics of the future contingent of learners, the goals of training, the duration and stages of training, the type of educational institution, the technology of learning and monitoring its results, the characteristics of personnel, the types of teaching aids and the directions of their use.

Methods

² A. P. Pankrukhin, *Pedagogical Marketing*, St. Petersburg, Publishing House of the SPbGU, 2006.

³ A. M. Kukushyn, *Management of Educational Systems: Study guide*, Moscow, IKTS 'MarT', 2003.

We used the following methods during the study: analysis of publications and statistical data, macro- and microeconomic analysis, marketing analysis of the market, content analysis, expert evaluation and forecasting methods, SWOT-analysis, methods of management theory.

Results

"If you like chemistry, want to get a higher chemical education, to become a real scientist and be in demand not only in Russia, but all over the world, the Butlerov Chemical Institute (Chemical Faculty) of the Kazan Federal University - one of the oldest and most authoritative centers of chemical science and chemical education in Russia and in the world - is waiting for you", so the appeal to the applicants sounds.⁴

In the year of the formation of Kazan University (1804), the Charter of the University stipulated the creation of the departments of "Chemistry and Metallurgy" and "Technology and Sciences Related to Trade and Factories" at the Faculty of Physics and Mathematics. Actually, these departments began to function only in the 1830s, when the chemistry was taught by such Professors as A. Ya. Kupfer, N.N. Zinin and K.K. Klaus at the university. Here N.N. Zinin received the synthetic aniline, K.K. Klaus discovered a new chemical element, unique in Russia, which was named ruthenium in honor of Russia, for the first time. A.M. Butlerov created a theory of the chemical structure of organic compounds. The names of V.V. Markovnikov, E.E. Wagner, A.M. Zaitsev, F. Flavitsky, A.E. and B.A. Arbuzovy are well-known. It is the fundamental works of N.N. Zinin, K.K. Klaus and their pupil A.M. Butlerov that initiated the creation of the world-famous Kazan Chemical School.

The successes of the Kazan chemists contributed to the organization of the Butlerov Chemistry Research Institute (CRI) at the Kazan University (1929). In 1933, a chemical faculty was opened in the KSU as a result of the reorganization of Soviet universities. The Butlerov Chemistry Institute was established on April 21, 2003 on the basis of the decision of the Academic Council of the Kazan State University by merging the Butlerov CRI and the Chemistry Faculty of the KSU.

Today the Institute is the successor and continuer of the glorious traditions of the Kazan Chemical School, one of the leading scientific and educational centers in Russia.

Let us carry out an analysis of the marketing environment of the educational institution "Butlerov Chemical Institute". An important part of the SWOT analysis is the evaluation of strengths and weaknesses. Let us compile a list of internal strengths and weaknesses of the institution, as well as define the external threats and opportunities in Table 1.

⁴ W. Sarges, F. Haerberlin, *Marketing für die Erwachsenenbildung*, Hannover, Dortmund, Darmstadt, Berlin, 1980.

Table 1. The list of strengths, weaknesses, opportunities and threats for building the SWOT analysis of an educational institution "Butlerov Chemical Institute"

Potential internal strengths	Potential internal weaknesses
<ul style="list-style-type: none"> - Experienced and qualified teaching staff - Developed infrastructure - Stable material resources - Great experience in training specialists - Presence of vacancies for graduates - Recognized leader among the universities in the region - Demand for the Institute's graduates in the labor market 	<ul style="list-style-type: none"> - Lack of new directions in the activity of educational services (courses, seminars for outside organizations, etc.) - Disadvantages in the system of modern school education
Potential external opportunities	Potential external threats
<ul style="list-style-type: none"> - Ability to train the students and audience from the near abroad (Korea, Turkmenistan, etc.) - Rise in the cost of training in the universities-competitors - Opportunity of development in connection with expansion of educational directions, opening of new specialties 	<ul style="list-style-type: none"> Entering the market of foreign and domestic educational institutions with cheaper services Dependence of the number of services on the state's need for specialists Adverse demographic changes

On the basis of Table 1 we construct the SWOT-analysis matrix of the educational institution "Butlerov Chemical Institute"

External environment	Capabilities	Threats
Internal environment	1, 2, 3	1, 2, 3
1. Recognized leader among the universities in the region 2. Experienced and qualified teaching staff 3. Developed infrastructure	<ul style="list-style-type: none"> - Ability to train the students and audience from the near abroad (Korea, Turkmenistan, etc.) - Rise in the cost of training in the universities-competitors - Opportunity of development in connection with expansion of educational directions, opening of new specialties 	<ul style="list-style-type: none"> Entering the market of foreign and domestic educational institutions with cheaper services Dependence of the number of services on the state's need for specialists

<p>4. Great experience in training specialists</p> <p>5. Stable material resources</p> <p>6. Presence of vacancies for graduates</p> <p>7. Demand for the Institute's graduates in the labor market</p>	<p>specialties</p>	<p>Disadvantages in the system of modern school education</p>
<p>1. Lack of new directions in the activity of educational services (courses, seminars for outside organizations, etc.)</p> <p>2. Low demand for a profession in the region</p>	<p>Ability to train the students and audience from the near abroad (Korea, Turkmenistan, etc.)</p> <p>The possibility of development in connection with the discovery of new, more popular specialties</p> <p>Rise in the cost of training in the universities-competitors</p>	<p>Entering the market of foreign and domestic educational institutions with cheaper services</p> <p>Dependence of the number of services on the state's need for specialists</p> <p>Disadvantages in the system of modern school education</p>

The institution has the main advantage - experience and fame in the region. The ability to train students and audience from the near abroad is the best opportunity in the development, as it cuts all the weaknesses associated with the excess of specialists, the lack of vacancies in the region.

Discussion

The educational institution "Butlerov Chemical Institute" has two types of orientation: production and market.

With "production" orientation, it is provided the services traditional for this educational institution.

The Institute prepares chemists for work in the scientific laboratories of higher educational institutions, academic and industrial scientific research institutes, factory laboratories, schools, colleges, gymnasiums.

Advertising and other forms of communication with the consumers and possible intermediaries in the promotion of services to the regional education market are developed, since the distribution and marketing occurs both centrally and through graduates.

The educational institution "Butlerov Chemical Institute" cooperates with all leading chemical enterprises of Kazan and the republic. The closest connections in the applied aspect were formed with Nizhnekamskneftekhim OJSC, the largest petrochemical plant in Europe. (13, p. 19)

A significant role in cooperation and development is played by highly skilled management personnel.

The market orientation of the educational institution is quite developed.

- The graduates of the Institute are in demand on the labor market. The graduates-bachelors of chemistry work as laboratory chemists, engineers, technologists at the enterprises and institutions in Kazan, the Republic of Tatarstan and the Russian Federation.

- The graduates-bachelors of teacher education work in the management bodies and institutions of the Ministry of Education (schools, technical schools, colleges, lyceums, gymnasiums of the Republic of Tatarstan and the Russian Federation).

- The graduates-bachelors can continue their studies in the magistracy of the Chemical Institute of the KFU, or other universities in the country, near and far abroad.

- The specialists and masters of chemistry work as research workers in the laboratories of higher educational institutions, academic and industrial research institutes, forensic experts in the structure of the Ministry of Internal Affairs and other ministries and departments of the Republic of Tatarstan.

- The specialists and masters enter the postgraduate course of the KFU or other universities and research institutes and can work as teachers in the higher educational institutions. (11)

The Institute closely works with teachers of chemistry of general education institutions, revives the work of the Club of Young Chemists, distant school of chemistry. Such actions are already affecting the regional composition of first-year students - 40% from Tatarstan, 40% more - from outside the Republic. The equipped laboratories, the best equipment cause a keen interest among schoolchildren. (12)

Conclusions

When considering the situation of educational services and the marketing features of the educational institution "Butlerov Chemical Institute", we identified the following problems:

- dependence of the number of services on the state's need for specialists;
- disadvantages in the system of modern school education;
- low level of competition.

Accordingly, the main areas for improving the use of marketing in the field of educational services will be the transition to a market-oriented marketing of educational services in which:

- the assortment of products of the market of educational services is quite wide and is intensively updated taking into account the requirements of the society,

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scientific and technical progress. Accordingly, the processes and technologies for the provision of services are flexible, easy to reconfigure.

- The prices for educational services are formed under the significant impact of the regional market, the competitors operating on it, the magnitude of effective demand.

- The communication activities are being actively pursued in the region, directed at the specific target groups of consumers of educational services, on possible intermediaries.

Summary

Thus, the main function of the marketing system of the educational institution "Butlerov Chemical Institute" is to identify the need for specialists in the context of strategic and tactical development of economic and cultural components of the region, which ensures the adaptation of the university's educational programs to the existing demand for specialists in a particular area and readiness for its change.

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