

Linguistic approaches to the planning of educational services in higher education institution

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Abstract. Rapid pace of technological progress puts higher education institutions (HEI) tasks that require them not only quick reaction, but also the ability to work ahead. Higher education institutions, that formulating a proposal for educational specialties, are oriented towards the market of educational services, but not always take into account the demand for them among potential consumers of these services and their interests. The process of planning the provision of educational services for the HEI is an important aspect for its effective performance in the educational services market. Consequently, the purpose of this work is to formulate linguistic approaches to planning the provision of educational services in HEI, which taking into account the peculiarities of the formation of demand and proposals for these services. The factors influencing the formation of demand for educational services and proposals for their implementation are analyzed in this paper. Identification the motivational intentions of potential university entrants in the educational Web communities' posts is also contained in the article.

Keywords: higher education institutions, linguistic approach, educational services, qualitative contingent, specialty.

INTRODUCTION

The higher education institution (HEI) performs an important economic function in society and the state in providing people with educational services, and future skilled personnel. Effective functioning of higher education institution is impossible without thoughtful planning, because it creates the basis for it. Therefore, considering the functioning of universities in the conditions of market relations, the competitive environment, informatization of the society and the rapid scientific and technological progress in the educational sphere, the problem of the development of HEI requires the revision of guidelines and approaches to the planning of the provision of educational services. The linguistic planning model of provision of educational services in the

HEI, which takes into account the interests of potential consumers and focuses on their changes, is an effective factor in influencing the formation of a qualitative contingent of students for the provision of services in the educational market. After all, not only the number of students enrolled, but also their scientific potential is important. Consequently, the planning of the provision of educational services in higher education institutions based on linguistic peculiarities of the participants' communicative activities in the web communities and the receipt of the highest quality student contingent by the results of the entrance campaign is an important task for the competitive activity of the HEI in the market of educational services.

RELATED WORKS

According to Article 47 of the Law of Ukraine No 1556-VII of 01.07.2014 "On Higher Education", the educational process is an intellectual, creative activity in the sphere of higher education and science, which is being carried out in a higher education institution (scientific institution) through a system of scientific and methodological and pedagogical activities and is aimed at the transfer, assimilation, enhancement and use of knowledge, skills and other competences of the learner, as well as the formation of a harmoniously developed personality.

Higher education institutions form and provide the educational process in accordance with statutory regulations and the functioning of institutions of higher education.

The main documents regulating the process of planning the educational process for students are the educational program and curriculum of the specialty. Planning is an action plan and its implementation in the educational process for the effective operation of this

institution. As for the entrance campaign, this action plan is a year, although it allows for analysis and correction of the HEI's activities in relation to each stage.

According to Article 49 of the Law of Ukraine dated 01.07.2014 № 1556-VII "On Higher Education", studies in higher education institutions are carried out in the following forms:

- 1) full-time (daytime, evening);
- 2) correspondence (distance).

Learning forms can be combined. The terms of study in the appropriate forms are determined by the possibilities of implementing educational and professional training programs for specialists of a certain educational-qualification level.

Educational and qualification levels of training at higher educational establishments include Bachelor's Degree, Specialist's Degree, Master's Degree, each of them is characterized by the normative term and content of training. Preparation is carried out by structural subdivisions of HEI: institutes and faculties.

The structure of the provision of educational services by the higher education institution by form of education is shown in Figure 1:

An analysis of the university's activities as an instrument for the development of science and fundamental research is considered in [1, 9, 10]. The functioning of the processes of globalization in HEI is described in the study [12].

An analysis of the historical development of the main systems of management in higher education, in particular approaches to the planning of educational services, is the subject of the study [2, 19]. The experience of planning the provision of educational services by higher education institutions in other countries is described in [1, 11, 18].

The works [4, 6, 17, 21] are devoted to the theoretical and methodical approach to planning in higher education institutions, namely, the analysis of the internal and external environment in various forms, the identification of factors that hold back the development of HEI and factors contributing to it. The role of the higher education institution planning process for its effective functioning in the educational services market is discussed in [8, 14].

In particular, studies [7, 13] are devoted to the significance of HEI in professional practices of different specialties.

A number of studies are devoted to the quality of education in higher education with modern managerial positions described in the paper [5].

The quality management system is described in [15].

But none of the studies deals with the planning of providing educational services with the use of communicative activity of entrants to form the maximum quality contingent of students for HEI.

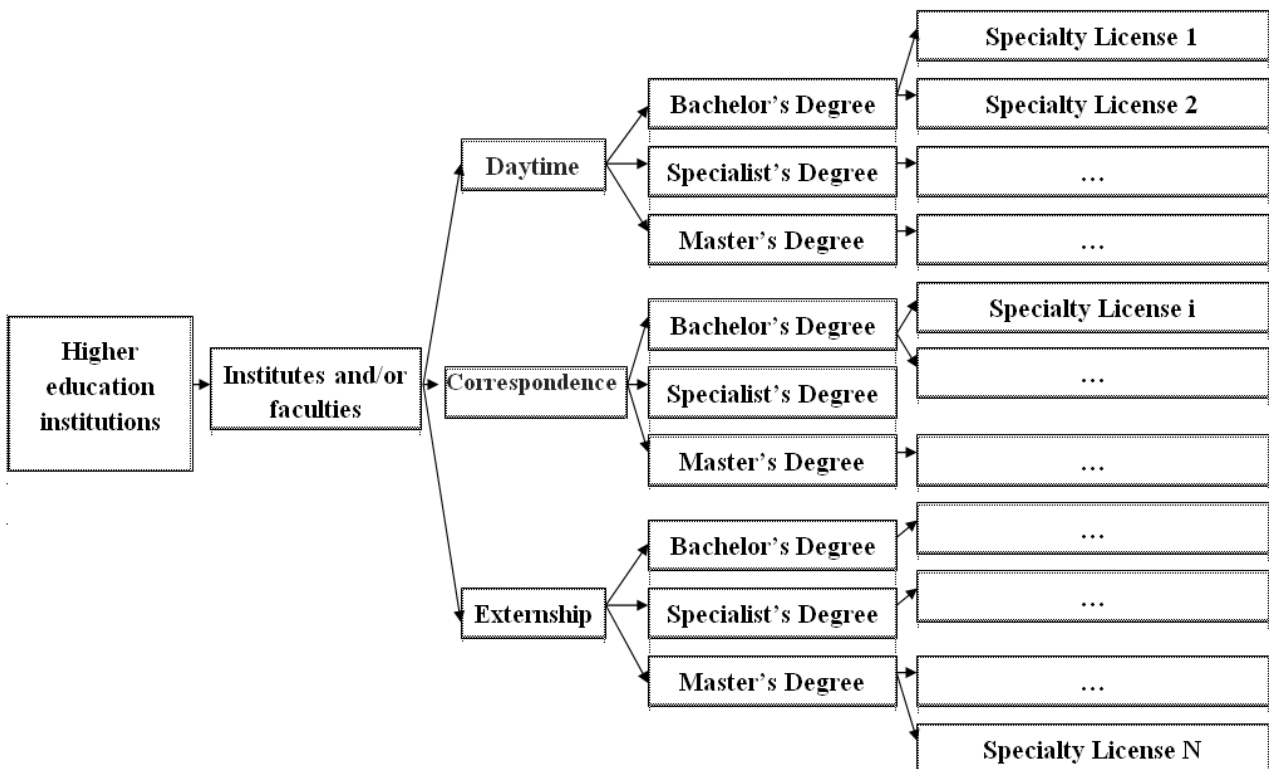


Fig. 1. The structure of the provision of educational services by the higher education institution by the forms of study

FORMATION OF THE STUDENT
CONTINGENT AS AN IMPORTANT
STAGE IN PLANNING EDUCATIONAL
SERVICES

By starting to prepare for an external independent assessment, each graduate is faced with a choice of specialty and higher education institution to receive it. A key role in the decision-making process of an entrant is his motivational intentions, which can be identified by analyzing, for example, on-line communication in specialized forums for entrants or in web-communities (not only specialized, but also social ones). The motivational intentions of potential entrants are an indicator of the specialized interests of the future student and the degree of interest in his training precisely at this institution of education. The motivational intentions of the participants in educational communication differ in their topics regarding the stages of the entrance campaign. At each stage, you need to respond quickly to change the subject of the discussion and provide the necessary information to the user.

Having identified participants' motivational intentions in communicating with web-communities, the HEI, as a subject of educational activity, can organize communication in order to interest the future student and not indirectly participate in the process of making his decision on entrance. In addition, the educational institution, in turn, must adjust its informational activity during the entrance campaign.

If there are signs of lack of motivational intentions from the potential entrant, namely, in the course of communication the participant does not operate specialized terms or template phrases in a certain specialty, or is a passive participant in communication, then representatives of the HEI, who are moderating the community or participating in the communication are necessary to identify the causes of such behavior. Perhaps the potential entrant does not have a complete idea of the chosen specialty, or has not yet decided on the direction of future activities. One way of solving this problem is to formulate or clarify the motivational intentions of the participant in the discussion, or to interest them with concrete proposals for the future specialty, using its features in the proposal (see Figure 2). This can be done on the basis of:

- Own experience of the university representative, received as a result of communication with students of different specialties
- Identified motivational intentions and trends of previous entrance campaigns.

Each HEI, that is interested in more graduates of higher education at their institution during the entrance

campaign is actively using informatization of the educational branch and acquaints potential entrants with the list of training directions in different ways: on the site of the university, through the professional orientation work of university staff, mass media, etc. For the expansion of the university's informational space and accessibility for all participants in the entrance campaign, information about the educational programs that HEI prepare are available on the University's website (see Figure 3). For example, the training of specialists for the curriculum of the bachelor's degree, specialist's degree and master's degree in Lviv Polytechnic National University is carried out by 16 educational-scientific institutes in which students from Ukraine and other countries study in 64 Bachelor's Degrees and 124 Specialty's Degrees, among which 123 are Master's Degrees (<http://lp.edu.ua/education>).

The catalogue of educational specialties of the University, in particular Lviv Polytechnic National University, is freely available on a specialized website (<http://edu.lp.edu.ua/napryamy>)

By forming a catalog of educational services, the university actually creates a proposal for potential entrants.

In general, this proposal has the form:

$$\begin{aligned} & EduProposition_i = \\ & \langle EntryYear, Spec_i, EduLevel, \\ & \langle EduForm, Department, Subject \rangle \\ & LicQuantity_i, EduProgram_i \end{aligned} \quad (1)$$

where *EntryYear* is an entry year, *Spec_i* is the *i*-th specialty in the list of HEI's preparation, *EduLevel* is educational-qualification level, *EduForm* is training form, *Department* is training subdivision, *Subject* is list of competitive subjects, *LicQuantity_i* is the licensed volume of *i*-th specialty, *EduProgram_i* is information about the educational program of the specialty.

In order to expand the opportunities for entrance, it is important to provide a choice for the realization of personal capacities while drawing up the independent external evaluation, thus taking into account the interests regarding the educational activities of potential entrants. By increasing, the field of selection of additional competitive subjects, the university increases the contingent of students of the specialty. It enhances the entrants' contest during the entrance campaign, and creates favorable conditions for the formation of the highest quality contingent of students.

The process of forming the motivational intentions of potential entrants occurs at all stages of the entrance campaign. Therefore, the HEI has the opportunity to influence the decision-making process by a potential entrant in various ways. One of them is the impact on

entrants through conducting preparatory courses or olympiads at the university, which influence the formation of a competitive ball at the entry into this HEI, since they have a weight coefficient of no more than 5 %. On the other hand, it allows the university to analyze and predict the future content of potential entrants on a level of knowledge.

The university web-site is the primary source of information on educational services. The information provided on it, in a certain way, forms the view of the future entrant about the chosen specialty. This information may be auxiliary to the decision-making process or, on the contrary, create a series of questions that will require additional information support from the HEI. Each description of the educational program contains information on the cipher of the branch and the code of the specialty, the volume of the state order and the maximum amount of students of this specialty, information about the form of education, educational qualification level, the training unit and the text descriptions of this specialty. So, the educational program is a tuple:

$$EduProgram_i = \langle SpecialtyCode_i, EduQuantity_i, Qualification_i, SpeText_i \rangle, \quad (2)$$

where *SpecialtyCode_i* is the industry code and specialty code are approved by the Cabinet of Ministers of Ukraine Decree No.266 dated April 29, 2015 On Approval of the List of Knowledge and Specialty Fields under which Higher Education Institutions are prepared, *EduQuantity_i* is amount of academic work – the number of ECTS credits, approved by the curriculum in the specialty: (credits, modules), *Qualification_i* is qualification of the *i*-th specialty (for example, 'IT Specialist', 'Finance and Loan Officer', etc), *SpecText_i* is text description of the *i*-th specialty at university or in the information sheet (booklet).

The text description of the educational program contains specialized terms, template phrases that form the vocabulary markers of the specialty.

The text description forms and adjusts the motivational intentions of the entrants, as it may contain exhaustive information about the chosen specialty, or requires clarification by applying to an educational institution (either directly or online).

The text description of the educational program is a tuple:

$$SpecText_i = \langle Knowledge\&Skills, ProfessionalProfile, FollowingLevel \rangle, \quad (3)$$

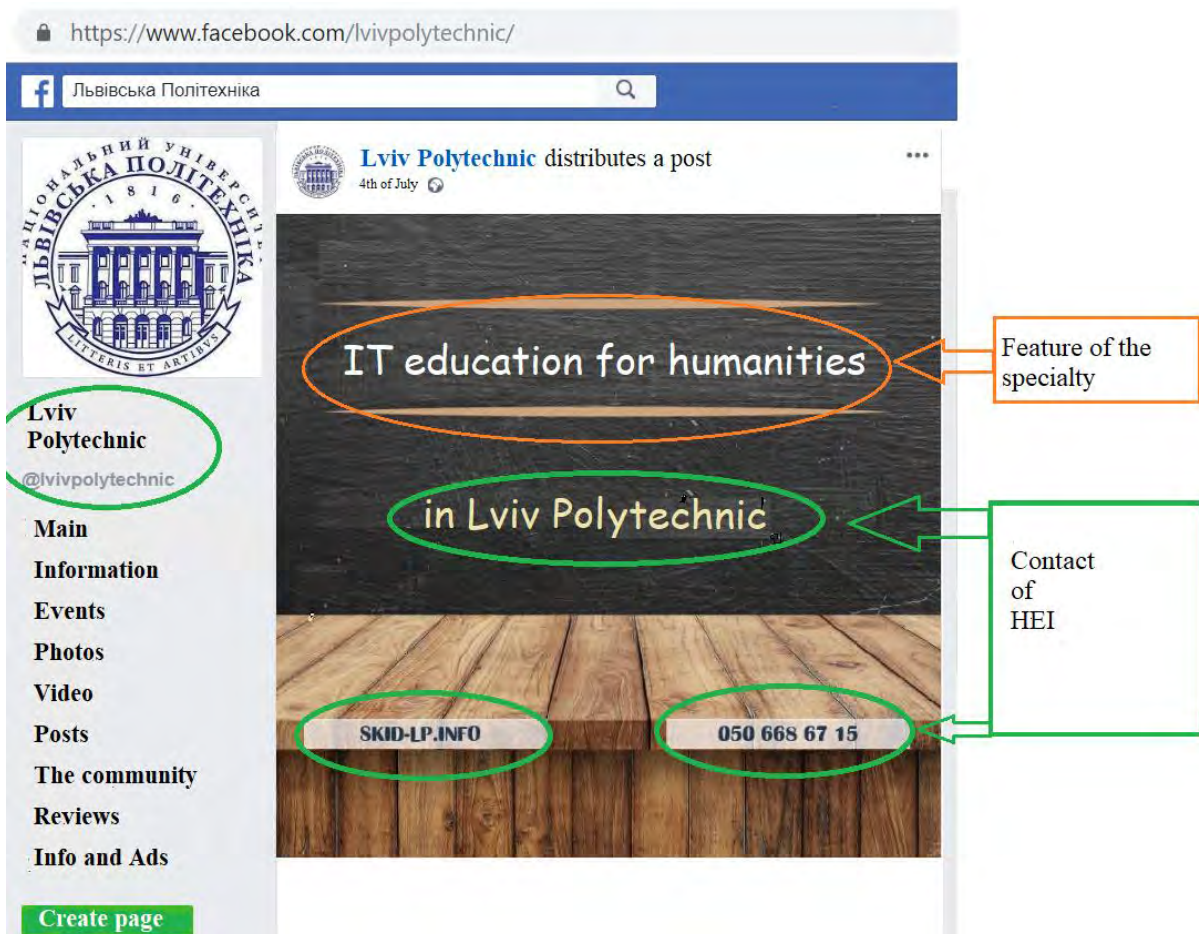


Fig. 2. An example presentation of specialty specialties in web communities (<https://www.facebook.com/lvivpolytechnic/>)

HEI's forms of training

The training of specialists in the curriculum of bachelor's degree, specialist's degree and master's degree in Lviv Polytechnic is carried out by 16 educational and research institutes in which students from Ukraine and other countries study in 64 bachelor's level and 124 specialties level, among them 123 - master's level. The teaching process is provided by a teaching staff of more than 2,200 people, including more than 320 doctors of sciences, professors and 1,200 candidates of sciences, associate professors.

The educational and scientific institutes of the University carry out the training of scientific and pedagogical and scientific personnel in postgraduate studies and doctoral studies in 99 and 42 specialties respectively. Since 1961, the National University "Lviv Polytechnic" has been training foreign students and graduate students. During this time, about 3000 students from over 70 countries in Europe, America, Africa and Asia received bachelor's degree, specialist's degree and master's degrees and over 130 doctoral degrees.

Educational, methodological and scientific funds of the university's students' and scientific and technical libraries fully satisfy the need for in-depth training of the program's courses.

Detailed information about the conditions of study at the Lviv Polytechnic is available in the Information Package of the Lviv Polytechnic National University.

Catalog of educational programs
Information package of the university
Doctoral and postgraduate department

Scientific and pedagogical activity of university

Fig. 3. Information about the university's educational activities (<http://lp.edu.ua/education>)

where *Knowledge & Skills* is knowledge and skills in the subject area – a list of general scientific and cognitive knowledge and skills in the domain (ability, skills, application, etc.), *Professional Profile* is a professional profiles of i-th specialty's graduates field description, graduates of the specialty (design and development institutions, industrial and service structures of industrial enterprises, research institutions, assembly organizations, etc.), *Following Level* is an access to further education of graduates of the second specialty – description of the field of action post-graduates (design institutions, industrial and service structures industry, research institutions, construction organizations, etc.)

Descriptions of educational programs at the university (see Figure 4) and posts on forums for students (see Figure 5), or discussions in web-communities, including groups in social networks (see Figure 6) contain markers of motivation, describing the motivational intent potential entrants relative to a certain period of the entrance campaign.

The analysis of text descriptions of specialties on the university's website and the content of discussions in specialized forums and in the web-communities shows that the formulation of the proposal by the higher education institution as the subject of the educational market is often different from the submission of the entrant as a potential consumer of these services in relation to the future specialty, its advantages and further professional development. Text descriptions of educational programs are often formulated from the

perspective of the provider of educational services, and not from the perspective of their recipient, so they may contain many scientific and methodological terms that are not fully understood by the potential entrant. That is why, the future student starts searching for concretized information on other web resources

Therefore, it is worth reviewing the text descriptions of the specialties and minimizing the methodological information, since a large amount of incomprehensible information pushes the potential entrant and prompts a search for a simpler explanation of the necessary issues in the large information space. It is also worth specifying the skills and knowledge for the future profession.

CONCLUSIONS

Consequently, planning for the provision of educational services is an important factor in the competitiveness of HEI in the educational services market. The process of planning for the provision of educational services has a complex multilevel structure that can directly influence the formation of the maximum quality contingent of students for the HEI. The university should take into account the demand among the consumers of these services, as well as their motivational intentions, it forming an offer of educational services. Characteristics of specialties in the information resources of higher education institutions should be adapted to the requests of entrants in specialized forums for entrants and web-communities.

lp.edu.ua/education/majors/IMFS/6.291.00.02/2018/ua/full

About HEI Institutes Education Science

Entrant Student Graduate Employee Fr Eng

International information

Markers of motivation

6.291.00.02 International information

Qualifications: Bachelor of International Relations, Public Communications and Regional Studies, specializing in International Information

Duration of the program: 4 years

Number of credits: 240 ECTS credits

Level of qualification in accordance with the National Qualifications Framework, the European Lifelong Learning Framework: First (Bachelor) level, Seventh NLC, first cycle of the EC-EAPO

Branch of knowledge:

Special conditions for entry: Missing

Specific mechanisms for recognition of prior learning: Provided that the previous level is obtained in another country, the necessary nostrification is carried out by the Lviv Polytechnic. There are no mechanisms for recognizing informal and informal education.

Requirements and rules for qualification, requirements for the implementation of the curriculum: Successful completion of the Bachelor's curriculum plan for the year in question. Full implementation of the curriculum, passing the practice on the subject of bachelor's qualification, passing the qualification exam and the protection of the bachelor's qualification work.

Fig. 4. Description of the specialty “International Information” on the site of the Lviv Polytechnic National University

vstup.lpnu.ua/bakalavraska-programa-specialnosti-mizhnarodna-informaciya

Entry 2018 University Portal for Entrance Entrance rules

Forum / Direction of preparation / Bachelor program of specialty "International information"

Markers of motivation

Bachelor program of specialty "International information"

Added by user dzen_5 in Sun, 05/13/2018 - 15:30

Certificates of external independent evaluation:

Ukrainian language and literature;
Foreign Language;
 to choose from:
Mathematics or History of Ukraine

Basic posts of graduates bachelor program "International information":

- specialist in communication technologies (PR specialist, manager of internal and external communications, PR- and GR-manager, expert on analytics and communications, crisis manager);
- specialist in political consulting, expert / consultant on socio-political issues (political technologist in political parties and public organizations);
- image marker, branding specialist (brand manager, brand consultant);
- analyst-referent of the press service of foreign policy departments and diplomatic institutions;

Активация Wi
Перейдіть до роз

Fig. 5. Posts in forums for entrants on specialty “International information”

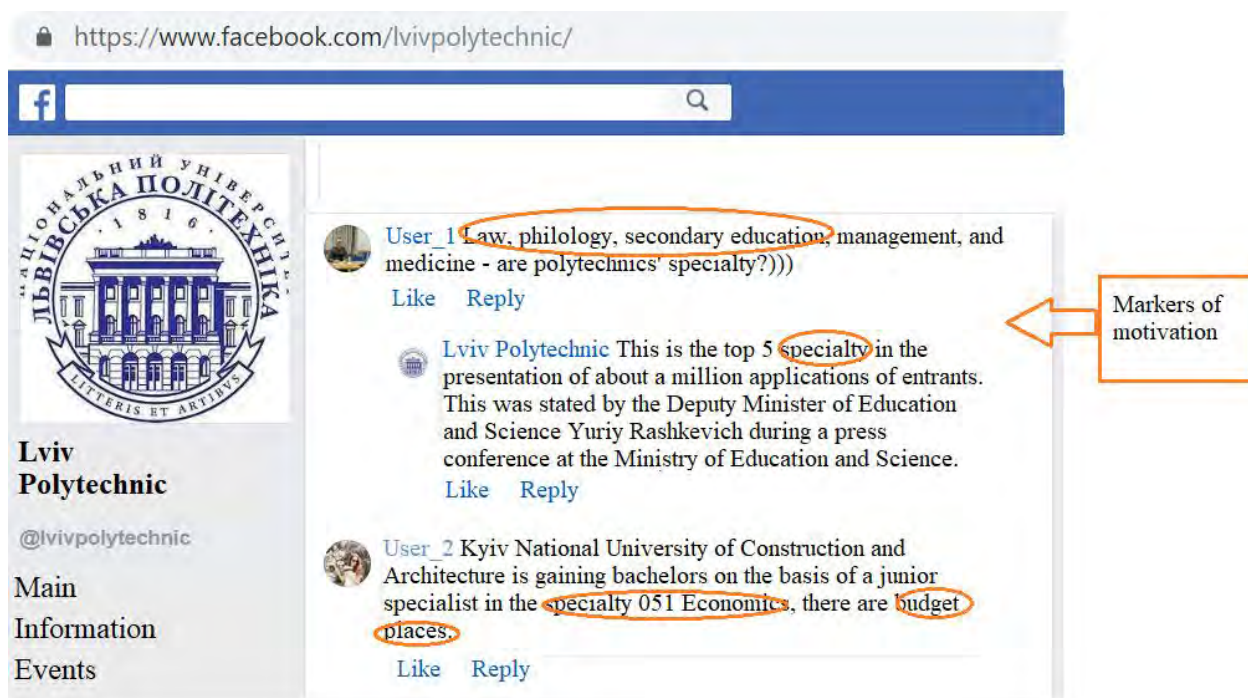


Fig. 6. Discussions about the specialties in the social network Facebook

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