

**Oksana Tulai**

Dr. of Econ., Professor, Professor of the Department of Finance  
named after S. I. Yuriy,  
West Ukrainian National University  
Ternopil, Ukraine

**Lyudmyla Alekseyenko**

Dr. of Econ., Professor, Chief of the Department  
of Management and Administration,  
Ivano-Frankivsk Research and Development Institute of Management,  
West Ukrainian National University  
Ivano-Frankivsk, Ukraine

## **EDUCATION ADMINISTRATION IN PUBLIC VALUES SYSTEM**

The development of the educational potential of the nation as an important component of sustainable human development is the main mission of any state. Education is a process in which both people and the state and society as a whole are interested. Education allows you to implement your own plans, improve skills, and achieve certain goals. High educational potential is the most valuable asset of the country. No economy in the world will achieve the desired development without a reliable and efficient education system. And to have a decent education system and properly trained staff requires significant financial investment from the state. After all, state protectionism and budget funding play a crucial role in this area.

In the modern economy, education is an indisputable attribute of man. According to the Constitution of Ukraine, everyone has the right to education. Complete general secondary education is compulsory in our country. At the same time, the state ensures the availability and free of charge of preschool, complete general secondary, vocational, higher education in state and municipal educational institutions; development of preschool, complete general secondary, out-of-school, vocational, higher and postgraduate education, various forms of education; providing state scholarships and benefits to pupils and students. At the same time, citizens have the right to obtain higher education free of charge in state and municipal educational institutions on a competitive basis [1].

In the system of state values, the modern educational model aims to form a person competent, humane, educated, creative, tolerant, operating in a democratic society that is in a state of dynamic development; a person who acutely feels not only a part of a certain society, but also a harmonious part of the surrounding natural world, ready to preserve the values of past generations, multiply and pass them on to heirs [2, p. 436].

At the same time, education is the engine of the innovative economy and a mechanism that can ensure the reproduction of human potential. The digital technology and the data revolution offer countries great opportunities to increase the efficiency and volume of public service delivery, as well as to increase transparency and confidence in citizens.

Working in the public sector provides a relatively high standard of living, so in most cases attract workers with higher education. The public sector in Europe and Central Asia employs a total of 86 million people or 25% of the employed population. This is much higher than the world average of 16%. Thus, in Belarus, the public sector employs almost 40% of all employees, and in Romania – only 13%. In the countries of the South Caucasus, Central Asia and the Western Balkans, the share of people with higher education working in the public sector is more than twice as high for the general population [3].

In the region of Europe and Central Asia, the role of the state in the economy is more significant than in other regions of the world, but is likely to grow even more in the coming years. In these regions, the idea of expanding the public sector is supported by about a third of the population of high-income countries and about 45% of the population of countries with economies in transition [3]. This is due to the fact that the aging population requires the expansion of public services such as health care, disability services and long-term care.

It is also logical that there is a strong relationship between a person's education and life expectancy. According to T. Bogolib, the education system has a double temporal orientation: in the past and in the future. In education, on the one hand, the reproduction of knowledge and experience is carried out, and on the other – the prospect of future life of both the individual and society as a whole is laid down and determined [4, p. 16].

Scientific understanding of the essence, role and place of education in the system of state values has always been and remains the subject of increased attention. At the same time, an important issue of state educational policy is its accessibility, which should be understood as a set of circumstances (limited physical capabilities, social status, place of residence, income level, etc.) that affect the ability of specific individuals to receive educational services.

We believe that digitalization is necessary to improve public administration, the quality of which increasingly depends on how actively states use digital tools and technologies in their activities in order to optimize governance and provide services to strengthen state capacity. The COVI-19 pandemic highlighted the urgent need to use digital financial services to support the functioning of financial systems, health care, education and human security in the face of social distancing, changing demand and tighter credit conditions. Financial technologies contribute to the rapid and safe provision of cash transfers and other types of financial support from the state.

The World Bank recognizes that expanding the use of digital financial services contributes to economic development and poverty reduction. Pazarbasioglu Ceyla, Mora Alfonso Garcia (2021) found that countries with more developed financial systems achieve higher rates of economic growth and reduce income inequality [5]. The World Bank and the Rockefeller Foundation are also working to close the «digital divide» between men and women.

Fu Haishan notes the need to invest in innovative ideas to support countries and create global social and educational benefits by introducing new applications of data technology to achieve sustainable development [7]. In the context of forming the foundations of sustainable human development, the process of providing people with a choice to acquire certain knowledge and improve professional qualities requires considerable attention from the state.

It is often believed that the state as an institution as a whole or as a set of institutionalized norms and organizations is the embodiment of willpower, while such a property of the state as «scholarship» is the result of exogenous forms of borrowing from people who act as holders and

bearers has the ability to accumulate in the minds of people and society in general, forming a public consciousness [8, p. 114]. The ability to learn and create new knowledge and technologies is an important component of human potential. Knowledge itself is one of the main factors of financial stability of the state.

With the development of the market, economic relations between the state and education have become more complicated. In today's global economy, the state is an active player in the market. Without the active regulatory role of the state, the market will destroy itself and become a monopoly, which will become a threat to the reproduction of new goods and services, as well as to technical progress. It is known that most of the innovations that determine the state of the modern economy, humanity has received through the state order and the state plan, not the market. It is necessary to realize that the market is a threat to the formation of a knowledge society, because it tries to turn knowledge into a commodity. Knowledge should be available to everyone, i.e. be in public ownership [9, p. 17].

Society is interested in the formation of a harmoniously developed personality, the formation and development of individual and social consciousness. From these positions, the general level of knowledge as the intellect of the individual, his creative potential, social competence are of mutual interest both on the part of society and each individual in particular.

The main source of funding for education in Ukraine should be public funds with the involvement of privately owned businesses and households in this process. Stimulation of business structures can take place through preferential taxation in the case of providing a base of practice to students of higher educational institutions; exemption from taxation of material resources provided by these structures to educational institutions; granting benefits for the payment of a single social contribution from the salaries of those graduates who work in the specialty immediately after graduation, etc. At the state level, it is necessary to develop a concept for access to education and involve in this process public education authorities, higher education institutions, NGOs and households – consumers of educational services.

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**Світлана Харковська**

заступник директора з виховної роботи  
Тернопільська ЗОШ І-ІІІ ступеня №23

## УПРАВЛІННЯ ОСВІТНІМ ЗАКЛАДОМ: ЙОГО ДЕФІНІЦІЙНА СУТНІСТЬ ТА СПЕЦИФІКА

Нині управління освітою розглядається як цілісний процес поступового переосмислення цілей освіти усіма суб'єктами педагогічного процесу з виробленням певних для всього колективу