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of the National University of Civil Protection of Ukraine****PhD in Public Administration****ORCID: 0000-0002-9091-1646****FORMATION OF ECONOMIC MECHANISMS OF QUALITY****DEVELOPMENT OF SECONDARY EDUCATION****(DOI: 10.5281/zenodo.3626716)**

In the article analyzed the establishment of a new approach to financing of secondary education at the state level and formation lines for improving the quality of secondary education in Ukraine. Revealed the problems financial provision of public administration of reformation of the secondary education.

Keywords: *public administration of secondary education; economic mechanism; reforming of education.*

Over the last 15 years, marketing changes in Ukraine have fundamentally changed many sectors of the economy, affecting education systems as well. However, the state economic mechanism in the secondary education system as a whole has changed little. In the majority of regions, centralized accountancy is still managed by general education institutions. Already inside the school governing bodies have undergone only small changes and big changes the economic mechanism in the secondary education system has never been. The Government's plans to reform education are an attempt to legislate its payment. At the same time, there is increasing stratification of regions by the level of development of regional secondary education systems. The degree of change in the economic mechanism in regional systems of secondary education is very different. This concerns, first and foremost, the varying degrees of financial and

economic autonomy of general education institutions and the introduction of different models of regulatory funding in the regions and even in individual municipalities.

Despite the fact that the problem of studying the organizational and economic mechanism in education in modern Ukraine is urgent, the scientific literature on public administration presents a small number of works devoted to this problem. Some aspects of economic [1], information [2] or innovation [3; 4] mechanisms in higher education most often investigated, and the organizational and economic mechanism in secondary education is studied only indirectly, in the framework of pedagogical research. The current stage of studying this problem is characterized by consideration of peculiarities of formation and state reform of the secondary education system. Such studies include the works of A. Androschuk [5], I. Vakarchuk [1], V. and O. Sharapov [6], A. Fursenko [7]. At the same time, as a rule, almost no attention is paid to the quality of the educational process.

The Paper objective is to analyze directions of formation of economic mechanisms of qualitative development of secondary education.

Consideration of regional peculiarities of the economic mechanism in the system of secondary education, contradictions, emerging processes requires the definition of the meaning of the term "region", since it is possible to distinguish regional peculiarities of the work of educational institutions at different levels, depending on what is included in the concept of "region". The region is regarded as an entity characterized by the economic integrity of the territory as an economic complex, the effect of internal and external economic relations, the commonality of economic, social and socio-political tasks performed on the territory, the possibility of effective management of the territory [6].

If you understand the regions as large territorial complexes, countries, it is possible to discuss the interstate differences in general education institutions. This makes it possible to highlight the features of the Ukrainian

secondary education system as a whole. It should be emphasized that the functioning of regional education systems must be analyzed, including all levels of education. Traditional consideration at the levels of government (state, regional, municipal) does not provide a comprehensive vision of the problems of regionalization due to the loss of inter-level interaction.

We propose to understand under the regional education system the set of educational institutions located in the region at all levels of education, organized on the basis of the subordination of the relevant educational management bodies. At the same time, the regional education system is an integral part of the Ukrainian education system, its section within the region.

The regional education system, in its turn, looks like a set of local (municipal) educational systems, including municipal educational institutions, as well as state and regional subordinate state educational institutions located in this territory. Often, branches of higher education institutions may be located in these territories. In this case, the local education system will be a branch, whereas the educational institution itself should be considered as an element of the relevant regional system of secondary education. Management of the municipal education system is carried out on the basis of subordination of all levels of government (state, regional, local) [5, 55]. Under the regional secondary education system, we mean that part of the regional secondary education system that implements general education programs. At the same time, it includes both general educational institutions and structural units of educational institutions involved in their implementation, for example, during the organization of profile training of students or pre-university training, as well as educational management bodies.

For a more detailed study of various aspects of the secondary education system of Ukraine, it should also be considered as a multi-regional system that operates on the basis of vertical and horizontal interactions. The scientific substantiation of the peculiarities of the functioning of the secondary education system in the territorial aspect is necessary for the adequate

reproduction of the diversity of socio-economic, natural, national and cultural conditions of the regions of Ukraine.

As vertical interactions, we consider the relation between the levels of the secondary education system (educational institutions of the relevant levels) and between the levels of management of educational institutions (state, regional, local educational institutions). Horizontal interactions are possible both in the form of interactions between regional education systems and in the form of interactions between educational institutions [2].

We consider it appropriate to further delineate the main management functions of the various levels of governance of the secondary education system.

The state level (central) is responsible for the development of the strategy of development of the secondary education system of Ukraine, coordination of strategies for the development of regional secondary education systems, development of state educational standards, decision-making on the opening and closing of state level educational institutions and coordination of their work.

The regional level develops the strategy of development of the regional system of secondary education, taking into account the directions of development of the system of secondary education of Ukraine, coordination of strategies for the development of municipal (local) educational systems, making decisions on the creation and closing of educational institutions of the regional level and coordination of their work, facilitating the functioning of educational institutions state level [4].

The local level ensures the implementation of the regional strategy for the development of the secondary education system and the development of a strategy for the development of municipal education systems, coordination of the activities of educational institutions located in the territory of the municipality, making decisions on the establishment and closure of municipal educational institutions, promoting the activities of regional educational institutions.

An educational institution is the basic structural element of the secondary education system, responsible for the efficient use of resources, aimed at achieving the highest possible quality of education. At this level of management, a strategy is developed and implemented for the development of the educational institution itself, the subordination of strategies for the development of the Ukrainian education system.

Given the heterogeneity of the regions, to understand the complexity and multidimensionality of the problems of development of regional secondary education systems, the differences in education systems of municipalities (at least the difference between urban and rural areas in the country's regions) should also be considered. State education policy should take into account regional specificities of the secondary education system. It is a three-dimensional, multilevel phenomenon and is carried out by the entities of different levels of education management [1, 101].

The state educational policy is developed and implemented by the Government of Ukraine (mainly the Ministry of Education and Science of Ukraine), taking into account the need to strengthen and develop a single educational space, with the aim of comprehensively ensuring the educational rights and freedoms of the individual. At this level of state education policy, the development and implementation of the general strategy for the development of the secondary education system must be ensured and implemented, and the state educational standards will be guaranteed, and the educational potential of the regions will be equalized to fulfill the constitutionally established accessibility of secondary education.

Regional education policy, which is also part of the state education policy, is implemented by local government bodies. It should be directed both at realization of national tasks in education at the regional level, and at creation of conditions for comprehensive accounting in the educational sphere of non-standard, unique features of regions, at transformation of the sphere of education into a factor of regional socio-cultural development.

Municipal, or local, educational policy should now become a key element of comprehensive state education policy at the level of secondary education. At the same time, we consider it illegal to formally and legally separate the municipal government from the state, which is in fact the cause of major failures, if not complete absence of state policy, in the field of education at this level. It is necessary to point out that it is at this level that the educational policy in the field of secondary education becomes extremely specific, since it covers almost all general education institutions. It is at the local (municipal) level that new economic relations should be formed in the system of secondary education in the period of transition to the adequate modern market conditions of the state economic mechanism, state support for innovative programs and projects, their development. Only by creating many "growth points" after the accumulation of their critical mass will it be possible to truly modernize the economic mechanism in the system of secondary education as a whole [8].

In addition, aspects of education policy, such as national and public education policies, that should exist at each of the levels considered, should be taken into account. In these circumstances, the role of regional education management bodies and their regional education policy is growing. This threatens to eliminate the single educational space and increase educational inequality in different regions.

In our opinion, the responsibility of the state level of management for the secondary education is the most important element of the educational policy of the state (setting state educational standards, minimum salaries of teachers, etc.). At the same time, secondary education should remain a direct concern of the local authorities, which will better meet the educational needs of the population. Therefore, it is necessary to combine the competence and responsibility of the state, regional and local levels of government in managing the secondary education system.

The problem of regionalization of the secondary education system, in our opinion, is to create an optimal system of management of the various levels of

the secondary education system and the interaction between the administrative subsystems. A related problem is the redistribution of part of GDP allocated by the education system of depressed regions to ensure the availability of quality education in the regions. At the same time, public administration of the secondary education system needs to be enhanced by transferring some of its funding responsibilities to the regional level. The task of regional education management bodies should be to ensure that the state standard of education is financially fulfilled. In accordance with the theoretical provisions of intergovernmental budgetary relations, the higher the significance, the higher the level of spending powers should be transferred. Considering the importance of education for the emergence of a new knowledge economy, it can be considered today justified demunicipalization and completion of secondary education. However, since at the same time one of the requirements is to ensure proximity to the consumer and the territorial conformity of the educational services provided, it is necessary to participate in the management of secondary education at the municipal level. This should take into account the effect of territorial differentiation, which can be summarized as follows: the greater the difference, the more visible on the ground how to provide educational services to the population. Taken together, these factors determine the need for joint management of the overall secondary education of regional and local authorities [7, 22].

Unlike the somewhat stabilized situation with state-level funding for the education system, in the regions, financial support for the secondary education system remains unstable, largely due to the redistribution of profits to the center.

The share of education expenditures in regional budgets has steadily increased throughout the 1990s in all regions of Ukraine, which indicates that local authorities are increasing their attention to education problems. However, since the beginning of the 21st century, this trend has been broken by centrist politics - the redistribution of profits in favor of the center.

Thus, the funding standards cannot be averaged, they must take into account the specifics of the school, the filling of classes, the results of the educational institution and economically stimulate the achievement of optimum filling of classes. A theoretical study of the problem of regulatory funding shows that there should be a system of correction coefficients that smooths objectively existing differences between educational institutions and ensures the quality of education in any of them.

We consider it possible to give this definition of normative financing - it is financing of educational institutions on the basis of scientifically sound financial standards and natural rules. Statutory regulatory planning may also be part of regulatory funding. Establishing regulatory funding mechanisms should improve the quality of educational services, not just save budget. As the world experience shows, mechanisms for guaranteeing the availability of quality education are needed.

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