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FORMATION OF ECONOMIC MECHANISMS OF QUALITATIVE DEVELOPMENT OF SECONDARY EDUCATION

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.

Key words: public administration of secondary education; economic mechanism; reforming of education.

Problem settings. Over the last 15 years, market transformations in Ukraine have radically changed many sectors of the economy, affecting the education system as well. However, the state economic mechanism in the system of secondary education as a whole has changed little. As before, secondary schools in most regions are managed by centralized accounting. Already within the school authorities were subjected only to cosmetic changes, and "overhaul" the economic mechanism in the system of secondary education has not undergone. The plans of the Government of Ukraine to reform education are in fact an attempt to legislate its payment. At the same time, there is a growing stratification of regions in terms of the level of development of regional systems of secondary education. The degree of change in the economic mechanism in the regional systems of secondary education is very different. This applies primarily to different degrees of financial and economic independence of secondary schools and the introduction of different models of regulatory funding in the regions and even in individual municipalities.

Analysis of recent research and publications. Despite the fact that the problem of studying the organizational and economic mechanism in education in modern Ukraine is relevant, in the scientific literature on public administration presents a small number of works on this problem. Most often, some aspects of economic [1], information [2] or innovation [3; 4] mechanisms in higher education, and organizational and economic mechanism in secondary education is studied only indirectly, in the framework of pedagogical research. The current stage of studying this issue is characterized by consideration of the peculiarities of the 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.

Purpose of the article – is to analyze the directions of formation of economic mechanisms of qualitative development of secondary education.

Paper main body. Consideration of regional features of the economic mechanism in the system of secondary education, emerging contradictions, ongoing processes, requires the definition of the concept of "region", as it is possible to identify regional features of educational institutions at different levels depending on what is embedded in this concept. region". The region is considered as an economic entity, characterized by the economic integrity of the territory as an economic complex, the action of internal and external economic relations, common economic, social and socio-political tasks, the ability to effectively manage the territory [6].

Understanding by regions large territorial complexes, countries, it is possible to discuss interstate differences of educational institutions. This makes it possible to highlight the features of the Ukrainian system of secondary education as a whole. It should be emphasized that the functioning of regional education systems needs to be analyzed, including all levels of education. Traditional consideration by 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 the regional education system as a set of educational institutions of all levels of education located in the region, organized on the basis of subordination of the relevant education authorities. 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 turn, has the form of a set of local (municipal) educational systems, including municipal educational institutions, as well as located in this area, state educational institutions of state and regional subordination. Most often in these areas it is possible to place branches of higher education institutions. In this case, the local education system will include the branch, while 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 based on the subordination of all levels of government (state, regional, local) [5, 55].

Under the regional system of secondary education, we understand the part of the regional system of secondary education that implements general education programs. It includes both general education institutions and structural units of educational institutions involved in their implementation, for example, during the organization of specialized training of students or pre-university training, as well as education authorities.

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. 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 relationship between the levels of the secondary education system (educational institutions of the respective 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 expedient to work out further delineation of the main managerial functions of different levels of management of the secondary education system.

The state level (central) is responsible for developing strategies for the development of the secondary education system of Ukraine, coordinating strategies for developing regional secondary education systems, developing state educational standards, making decisions on establishing and closing state-level educational institutions and coordinating 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, coordinates strategies of development of municipal (local) educational systems, makes decisions on creation and closure of educational institutions of regional level and coordinates their work. state level [4].

The local level ensures the implementation of the regional strategy for the development of secondary education and the development of a strategy for the development of municipal education systems, coordination of educational institutions located in the municipality, decision-making on the establishment and closure of municipal educational institutions, promotion of regional educational institutions.

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

Given the diversity of regions, to understand the complexity and multifaceted problems of the development of regional systems of secondary education should also consider the differences between educational systems of municipalities (at least the difference between urban and rural areas in the regions of the country). State policy in the field of education should take into account the regional features of the secondary

education system. It is a three-dimensional, multilevel phenomenon and is carried out by the subjects of education management at different levels [1, 101].

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

Regional education policy, which is also part of the state education policy, is conducted by local authorities. It should be aimed both at the implementation of national tasks in education at the regional level, and at creating conditions for comprehensive accounting in the field of education non-standard, unique features of the regions, to transform the education sector into a factor of regional socio-cultural development.

Mechanisms of public administration

Municipal, or local, educational policy must now become a key element of a comprehensive state educational policy at the level of secondary education. At the same time, we consider illegal the formal-legal separation of municipal power from the state, which in fact is the cause of great failures, if not the complete absence of state policy in the field of education at this level. It should be emphasized that it is at this level that the educational policy in the field of secondary education becomes extremely specific, as it includes almost all general education institutions. It is at the local (municipal) level in the period of transition to adequate to modern market conditions of the state economic mechanism in the system of secondary education should form new economic relations, provide 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, it is necessary to take into account such aspects of educational policy as national and public educational policy, which must exist at each of the levels considered. In these conditions, the role of regional bodies of education management and regional educational policy pursued by them is dramatically growing. At the same time, there is a threat of liquidation of the single educational space and growth of educational inequality in different regions.

In our opinion, the responsibility of the state level of government for secondary education is the most important element of the state's educational policy (establishment of state educational standards, minimum salaries for teachers, etc.). At the same time,

secondary education must remain the direct concern of local authorities, which will allow them to better meet the educational needs of the population. Therefore, a combination of competence and responsibility of the state, regional and local levels of government in the management of secondary education is needed.

The problem of regionalization of the secondary education system, in our opinion, is to create an optimal management system at different levels of the secondary education system and the interaction between management subsystems. Related is the problem of redistribution of part of the GDP allocated by the education system of depressed regions to ensure the availability of quality education in the regions. At the same time, it is necessary to increase the level of public administration of the secondary education system by transferring part of the funding responsibilities to the regional level. The task of regional education authorities should be to ensure the financial content of the state standard of education. According to the theoretical provisions of intergovernmental relations, the higher the significance, the higher the level of expenditure should be transferred. Given the importance of education for the formation of a new knowledge economy, it can be considered justified today to demunicipalize and nationalize secondary education. However, since at the same time one of the requirements is to ensure proximity to the consumer and territorial compliance of educational services provided, participation in the management of secondary education at the municipal level is required. This should take into account the effect of territorial differentiation, which can be summarized as follows: the greater the differences, the more visible on the ground how to provide educational services to the population. Together, these factors necessitate the joint management of secondary education of regional and local authorities [7, 22].

In contrast to the slightly stabilized situation (at an extremely low level), with the financing of the education system at the state level, in the regions, the financial support of the general secondary education system remains unstable, which is largely due to redistribution profits in favor of the center.

The share of education expenditures in regional budgets has been growing steadily during the 1990s in all regions of Ukraine, which indicates that local authorities are paying more attention to education issues. However, with the beginning of the XXI century. this tendency was broken by the centrist policy - the redistribution of profits in favor of the center.

Conclusions from this study and prospects for further exploration in this area. Thus, funding standards cannot be averaged, they must take into account the specifics of the school, class size, the results of the educational institution and economically stimulate the achievement of optimal class size. A theoretical study of the problem of regulatory funding shows that there should be a system of correction factors that smooth out the objectively existing differences of educational institutions and

ensure the quality of education in any of them. It is also necessary to take into account the different starting conditions of schools during the transition to regulatory funding (availability of a computer class, etc.). However, it is wiser to do it not through the standard, but through the target program.

We consider it possible to give such a definition to normative financing - it is the financing of educational institutions on the basis of scientifically sound financial standards and natural norms. Article-by-article regulatory planning can also be part of regulatory funding. The creation of regulatory funding mechanisms should improve the quality of educational services, not just save budget funds. As world experience shows, mechanisms for guaranteed access to quality education are needed.

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