

Simon Kuznets Kharkiv National Economic University

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O. IASTREMSKA

## EDUCATIONAL TOURISM AS A BASIS FOR THE GROWTH OF ECONOMIC ACTIVITY OF THE LABOR MARKET

The **object** of the study is educational tourism as a complex socio-economic phenomenon. The **subject** of the study is the scientific and practical basis, consisting of the theoretical principles of the functioning of educational tourism and methodological support of the impact of educational tourism on the activation of the labor market, taking into account its current situation and legislative support. The **goal** is the improvement of the conceptual and categorical apparatus of educational tourism and the development of scientific and practical proposals for activating the labor market, taking into account existing trends in the development of educational tourism. **Tasks:** to achieve this goal, the article has posed and solved the following main tasks: update the definition of the concept of "educational tourism" taking into account the existing features of its development; propose the main stages of ensuring the activation of the labor market taking into account educational tourism and determine the main directions of its activation. **Methods.** Theoretical and practical analysis of the work of specialists in the field of educational tourism and the functioning of the labor market has proved the need to use such research methods: monographic, analysis and synthesis, structural-logical method, systematic approach, theoretical generalization. **Results.** It is proposed to define the concept of "educational tourism" taking into account various forms of economic activity, length of stay for education, the ability to carry out paid activities, which will increase the validity of employers' proposals for determining the characteristics of jobs in the labor market. Taking into account the refined definition, the main stages and measures of activating the labor market are proposed, which are: activating the economic activity of business entities as a source of foreign exchange earnings from the provision of educational services to foreigners; the growth of the results of inter-industry relations of enterprises that provide additional services; the growth of the results of inter-industry relations of enterprises that provide additional services; the formation of an additional sales market for suppliers of consumer services, expanding the assortment and increasing requirements for the quality of goods and services, which stimulates the creation of new jobs; improving the quality of the workforce through the introduction of the latest training technologies, the flow of funds to expand the infrastructure of the education sector. The main directions of changes in existing negative trends in the economic activity of the labor market are identified: support for regional producers, providing fisheries with the necessary qualifications in accordance with market requirements, the uniform development of regions and the creation of the required educational infrastructure that can provide the labor market with specialists of the required quality and competencies. **Conclusions.** In the definition of the concept of educational tourism, it is advisable to take into account the purpose of the stay, increase the period of visa support and enable educational tourists to engage in economic activities for personal income. In the process of implementing the main stages and measures to activate the labor market, it is advisable to take into account the main market animated effects that arise in the process of obtaining education. As the main directions of intensifying the labor market, economic support should be provided to entrepreneurs, improve the skills of the workforce by improving the quality of education in higher education institutions on the basis of traditional and exclusive training programs.

**Keywords:** educational tourism; labor market; activation; intercultural environment; the latest learning technologies; market animated effects.

### Introduction

According to the Ukraine-2020 Sustainable Development Strategy, approved by the Decree of the President of Ukraine No. 5/201 of 12.01.2015, the draft Sustainable Development Strategy of Ukraine until 2030 "Ukraine - 2030" No. 9015 of 07.08.2018, one of the leading problems that need to be solved are the promotion of increased activity of the population in the implementation of economic relations in general and the labor market in particular, the development of intellectual capital to achieve and enhance the competitiveness of the national economy.

### Formulation of the problem

There are many factors in ensuring the economic activity of the labor market, one of which is tourism and its type – educational tourism, which, through the formation of human resources inflows, can create multiplier market effects on the growth of gross national product and additional regional product, promote job creation, improving the quality of the workforce, increasing the volume of educational services. At the same time, educational tourism has the effect of increasing

competition in the labor market; improving the nature and consistency of the main stages of activation of the functioning of the labor market, taking into account the flows of educational tourism, determining the main directions of development of the labor market in the context of itnoho tourism as a priority area economy.

### Analysis of recent research and publications

There is a significant scientific achievement of domestic and foreign scientists who studied the processes of development of territorial economic systems in the context of the formation of labor supply – this is N.A. Azmuk [1], V.P. Antoniuk [2], G.I. Bashnianin [3], O.Y. Vinskaya [7], V.G. Gerasimenko, V. Dadalko [9], T.B. Tokarskii [19], the results of studies of which were proposals for activation of the labor market to increase economic activity of the population in all sectors of the national economy, including in the field of tourism, the main of which is the growth of investment in creating new jobs, providing preferential loans for creation of small and medium-sized businesses.

N.V. Bibik and G.M. Shapoval studies are devoted to the analysis of international experience in the development of territorial communities and determining

the directions of its implementation in Ukraine, including in the labor market [5]. Since the tourism industry contributes to the globalization of markets, including labor markets, their transnationalization, in the trends of educational tourism, it is advisable to take into account the proposals of A. Shapoval [27], concerning the behavior of transnational corporations regarding the recruitment of qualified workers, their training, regardless of citizenship and the country of education, that is, in the process of implementing educational tourism.

The phenomenon of labor market activation has been investigated in the scientific publications by T. Boeri [23], O.A. Grishnov [8], A. Sapir [26] and others. According to their proposals, it is possible to revise the population grouping for employment and unemployed, which will streamline the calculation of employment and unemployment levels and create an objective basis for the development of programs for activation of the labor market. The emergence of innovative tourism services, which may include educational tourism, was investigated by M.G. Boyko [6], L.N. Larina [24], N.V. Rubtsov [16], and organizational and economic features of providing services in the field of educational tourism, their effective export - A. Alam [21], M.G. Blenhard [22], M.G. Boyko [6], L.N. Larina [24], K.A. Prodan [25].

However, as the research has shown, the vast majority of scientific publications are based on the existing theoretical support for the conceptual-categorical apparatus of educational tourism, which requires updating, retrospective analysis of educational systems, explaining the root causes and consequences, but not proposing measures to stimulate national labor market leading countries.

#### **Highlighting previously unresolved parts of a common problem. the goal of the work**

The issues of actualization of the conceptual-categorical apparatus of tourism in general and educational tourism in particular, the state of educational services and their influence on the creation of additional demand for the products of enterprises and the labor force in the host educational tourists of the countries remain insufficiently researched. The labor market, taking into account the flows of educational tourism. The existence of these problems led to the thematic focus of the article, its purpose and objectives.

The purpose of the article is to improve the conceptual and categorical apparatus of educational tourism and to develop scientific and practical recommendations on the activation of the labor market, taking into account existing trends in the development of educational tourism.

In order to achieve this goal, the following main tasks have been formulated and solved in the article:

- update the definition of "educational tourism" taking into account the existing features of its development;

- to propose the main steps of ensuring the activation of the labor market in the light of educational tourism;

- identify the main directions of activation of the labor market in the context of educational tourism.

#### **Research materials and methods**

During the research the following basic methods were used: monograph, analysis and synthesis - to actualize the definition of "educational tourism", structural-logical method, systematic approach - to substantiate the main stages and measures of activation of the labor market, taking into account the flows of educational tourism, theoretical generalization - to identify the main directions of activation of the labor market in the context of educational tourism.

#### **Results of the studies and their discussion**

In today's digital economy, the main factors in the success of its digital life, which determine the potential of the gross national product, are labor and intellectual capital. It is the intellectualization of the labor market that contributes to its development, activation and positive change. In order to establish these progressive phenomena, it is necessary to take into account current trends prevailing in the labor market and to move the population freely in order to obtain the necessary competitive advantages, which can be obtained through education in the world's leading higher education institutions, which shapes the trends of educational tourism. In the context of the globalization of economic relations that led to the cross-border redistribution of factors of production, it is appropriate to consider the labor market in the light of the migration factor. And the combination of labor migration as an incentive to study and gain additional experience contributes to the strengthening and expansion of this type of tourism as educational. However, defining it as a separate concept is complicated by the existing legal and organizational constraints, which hinders the economic development of the tourism industry and reduces budget revenue at all levels.

The definition of educational tourism as one of the separate types of tourism is complicated by the existence of organizational and legal time constraints. The Law of Ukraine "On Tourism" in this sense uses the recommendations of UNWTO, according to which tourism is considered a temporary departure of a person from the place of residence for health, educational, professional or other purposes without carrying out paid activity in the place where the person goes and the tourist - a person who travels to Ukraine or to another country not prohibited by the law of the host country for the purpose of from 24 hours to one year without carrying out any paid activity and with the obligation to leave the country or place of travel stay in the specified period, as evidenced by the paragraphs of the second and third articles of the first Law. Also, in the Law on Tourism, in accordance with Article 4, educational tourism is not singled out as a separate type of tourism. The above definitions indicate that there are two significant contradictions that make it

impossible to consider educational travel as a type of tourism.

First, it is almost impossible to meet the stay limit of up to one year, because the duration of a full cycle of study of an educational bachelor's degree for most specialties in different countries lasts three to four years. In some EU countries, the duration of a master's degree is one or two years, but this is not a generally accepted rule, especially in countries with real University autonomy. Thus, a bachelor's student who studies for four years can not be counted as a tourist, as well as, in General, a master's student. Also, if a student went to study under the exchange program under the ECTS (European credit transfer system) for one or two semesters, his trip can be considered educational tourism, but if he takes a full course at a foreign University-then not. You could consider a vacation period that is included in the schedule of the educational process at least twice a year, the time when the student returns to the country from which he came (completing a year of travel), and as if again returns to the host country for a new tourist period. But this does not always happen and is not the responsibility of the student. Some countries issue educational visas to students for up to one year, and must be renewed for each subsequent academic year. On the other hand, there are countries where an educational visa provides a legal right to employment and residency, usually one year after graduation. That is, the person is actually no longer a student, but is formally considered a beneficiary of the national education system. In higher education institutions of Ukraine there is a practice of preliminary language training of foreign entrants, when another year is added to the general term of study, during which future students learn the language in which classes will be conducted according to the condition of their contract. The students of the language courses are not students, in fact they are not yet enrolled in the first year of higher education, since language training is not included in the standard curriculum from which the diploma is formed. Not all countries set a limited time limit for completing the education cycle: a student can design an individual curriculum at his / her own discretion, selecting the number of subjects he / she studies during the year and paying for each of them individually, including again if failing exam the first time. In fact, a four-year undergraduate degree can last up to ten years until the student completes the minimum volume of study program and pays for the contract. Sometimes enrolling in a higher education institution is one way to obtain a formal residence permit in countries.

Secondly, a tourist is not allowed to engage in paid activity in the host country. This also applies to travel for business purposes, so if a traveler is to combine leisure and business with legal income, a work visa is required. Legislation in most countries provides for the right of students to formal employment, albeit with restrictions, such as the number of working hours per week. There are countries where student internships within the study period must be paid by the employer for at least a certain rate set in the regions, by industry or in a country, such as in France. In Germany, not only academic but also

vocational education is in high demand, where the provision of temporary jobs at specialized enterprises is a guaranteed condition for demand for their services. In Ukraine, student work during internships is paid for by agreement with the employer. That is, in addition to the analysis of conditions and restrictions on crossing the state border of the country and conditions for granting resident status, it is necessary to take into account the restrictions of labor legislation.

The existing contradictions of higher education legislation and practice confirm the objective need to update the definition of "educational tourism". Thus, the problem of terminology can be partially solved by adding to the definition of educational tourism clarification in which cases the classic definition needs to be clarified, and the accounting of tourist flows should be kept on the principles of satellite accounts in case it is necessary to determine the impact of international cooperation in the field of education on national, regional economy and labor market.

The development of the digital economy is expanding educational tourism by moving it into a virtual space for the provision of international distance education services. Cross-border educational platforms (e.g. Coursera, EdX, Khan Academy, MEP, Udacity, etc.) operate under different conditions – for example, free courses may not require certification and generally evaluate the process of material assimilation and, despite their high prevalence and, as a rule, high level of teaching, even paid diplomas are not recognized as official documents of education confirmation and are of value primarily to employers, or perform the function of preparation for full-time study at partner universities. However, the rapid spread of the concept of lifelong learning (LLL) and the relative ease of implementation of online education platforms have formed a powerful segment of the informal education sector, whose impact on traditional learning traditions is already undeniable, and therefore ignore this segment. the services market would be wrong. There are innovative countries that distinguished between law, distance, distance and distance education at the legislative level, setting clear rules and conditions for obtaining official documents confirming degrees, the procedure for monitoring the completion of tasks, passing exams and identifying trainees, thus equating different forms of training (for example, Spain). The Law of Ukraine "On Higher Education" distinguishes between full-time (day or evening) and distance (distance) education (Article 49). Thus, it is unclear whether distance and distance education are completely identical, or distance is a type of distance education. Employers want to get an employee in the labor market who would have the necessary competencies. The diversity and, in some cases, the contradictions of the current forms and methods of teaching do not allow us to formulate a universal definition of the term "educational tourism", suitable for use in different countries specializing in educational tourism services. Seeking to resolve the existing contradictions in Ukraine, the concept of "educational tourism" is offered to understand the type of activities for obtaining educational services of the appropriate



educational level, which is provided in accordance with the term of study and the chosen form, in accordance with the legislation of the host country, with the possibility, if desired who is pursuing an economic activity that is paid for in accordance with the existing legal rules established by the law of the host country [11].

The proposed definition of the term "educational tourism" takes into account and solves the main identified contradictions and contributes to the activation of the labor market by increasing the economic capacity of the population in the country providing educational and tourist services.

Contemporary scientific publications have suggested that any self-organizing holistic system has its own attractor [23], a state that it, together with the environment, forms and which it could achieve if all the initial conditions of the external and internal environment were absolutely constant throughout the movement of the system to its goal. With regard to the tourism industry as a whole, it is advisable to understand the attraction of historical and cultural heritage, resources, social security, educational tourism – higher education institutions whose educational services seek tourists traveling to the country to acquire the necessary competences [17].

In recent years, there has been an objective decrease in demand for tourist services among residents of the country and foreign citizens, ie the strength of the attractor has been weakening. However, higher education institutions continue to train hospitality and tourism professionals to the extent established during the economic growth period. For graduates, this creates problems of employment in the specialty, which indicates the mismatch of supply and demand for regional labor markets and contributes to the emergence of forced labor migration [10, 15]. And with the predominance of the current trend in the tourism industry of buying based on the impressions and globalization of the world market, tourist services companies are limited to knowledge of several geographical directions in educational tourism, doomed to exit the market [14, 18]. the objective of educational tourism should be to ensure the exchange of knowledge and technology between economic entities of different regions and countries in order to improve the efficiency of economic relations and ensure the competitiveness of goods. eye strength.

Educational tourism (broadly referred to as travel organization) for training (primary or inclusive) and experience sharing is one of the main factors for quality assurance in the workforce, stimulating technology and innovation sharing between economic agents domestically and globally and as a driving factor development of socio-economic systems, in particular the human capital component. However, it should be borne in mind that in the field of international educational services there are several sectors of activity that are relatively new to the national sector and therefore have not yet been reflected in the legislation of Ukraine. This is related to the basic models of the national economy, the labor market and resource flows. In order to build the concept of interdependencies between the activities of individual industries and the territorial economic system, it is

necessary to define the key blocks - business institutions and sectors of distribution of resources, factors of production, income [12, 13]. The traditional approach tends to a three-sector structure – both national economy and resource flows within a managed system. All industries and industries are theoretically related to the primary (mining), secondary (industry) and tertiary (services) sectors. This division underlies the theory of economic formations, the task of establishing compliance is the simple operation of counting the total number of enterprises within the country, their unambiguous identification with the direction of activity, the calculation of GDP generated by each sector and the calculation of each sector's share in total GDP. Theoretically, the more developed the state is, the more national income is produced at the higher levels of the hierarchy. In other words, the country that started producing services should no longer have to produce raw materials in its own territory – firstly, it violates environmental standards, pollutes and deteriorates the living standards of the local population, and secondly – is inefficient in terms of the use of quality labor and technology, therefore, guided by the tenets of D. Ricardo's theory, material-intensive factors of production should be imported, leaving the potential of the internal market to solve more complex management and technological problems. Educational tourism is related to the fifth sector, which includes market regulators that do not correspond to the usual way of dealing with typical market situations. This sector is referred to as the "knowledge economy": the production of intellectual labor is what drives, provides technological advancement and has a significant impact on short and long-term economic growth. It is this knowledge that is prevalent in the labor market and influences its development as much as possible.

An important issue of activation of the labor market in the light of educational tourism is to determine the conditions for the provision of educational services, which requires the acquisition of appropriate competencies by employees. Methods of supplying services should be determined on the basis of the location of the supplier and the consumer at the time of the provision of the service, taking into account their nationality or country of origin.:

- cross-border provisioning (method 1) – both the supplier and the consumer remain in the territory of their respective countries (which is similar to the traditional notion of trade and covers, for example, the provision of services by telephone or via the Internet);

- consumption abroad (method 2) - the consumer consumes a particular service outside his home country (for example, in the case of international tourist activity and visiting monuments abroad);

- commercial presence (method 3) – service providers establish (or acquire) a branch, branch or commercial representation in another country through which they provide their services (for example, a foreign bank investing in the host country's economy creates a subsidiary) for banking services);

- physical presence (method 4), when an individual (or the service provider himself, if he / she is a self-employed worker or his / her hired employee) is present

abroad for the provision of the service (eg, an independent architect supervises the implementation of the construction a project abroad or a computer specialist is sent abroad by his employer to provide information technology services).

According to the following methods, the list of educational tourism education services is as follows:

1) international online education and distance learning platforms;

2) arrival of foreigners for full-time study;

3) opening branches of foreign higher education institutions in the country or their separate departments, which do not offer a full cycle of education, but conduct classes in specific disciplines (for example, language courses);

4) invitation of foreign teachers to national HEIs (note that in Ukraine such paid activity is possible only on condition of temporary employment of a foreigner for a period of not less than 6 months.).

The list below reflects options for higher education institutions by traditional plans and programs, while in the non-formal and inclusive education sector this list may be expanded.

The more variants of education services that emerge, the more flexible the data collection methodology must be. As is the case with individual visitors (when tourists make their own travel without resorting to the services of intermediary companies), which cannot be distinguished from all non-residents crossing the border of the country and whose number can be determined at a destination by indirect indicators (e.g. the sharp rise in demand for popular foods and consumer goods) and specific education services can sometimes be measured by analyzing the economic activity of the university population. cities and executive bodies by type of activity - printing services, renting services, purchasing office supplies, translation, receiving state apostille services, permits to stay in the country, requests for migration services, etc. Therefore, to describe the state of the labor markets of the national economic system should not use structural but flow models based on them, reflecting the flow of resources, the movement of workers on the supply of labor and the population as a whole, funds, information from one market entity to another. In view of this, the key components of the activation of the labor market in the applied aspect of the synergy of education and educational tourism are the following:

1) activation of foreign economic activity: primary – as a source of foreign exchange earnings from the provision of educational services to foreigners; derivative - a) as a result of interbranch links of enterprises producing related and additional services (accommodation, food, domestic services for foreign students of HEI and participants of international seminars, conferences, trainings and other events. Terminologically possible crossing of branches of scientific, business and educational tourism, but sometimes it is difficult to classify a particular event clearly); b) the long-term effect of intensifying international cooperation as a result of the establishment of cultural and business ties between

foreigners – former alumni of the host country and local business circles;

2) an additional market for suppliers of products and household services to the population, expanding the range and raising the requirements for the quality of goods and services, which stimulates the creation of new jobs;

3) improving the quality of the workforce through the introduction of the latest learning technologies, the exchange of experience in the intercultural environment, and the flow of funds into the infrastructure of the education sector - in Ukraine, at the legislative level, a system of coefficients of promotion for basic services provided by higher education institutions to foreign citizens..

The main steps in the activation of the labor market are as follows.

Stage 1: Assessment of the current state of the socio-economic system, taking into account the demographic situation to identify the most vulnerable subsystem, which is subject to urgent adjustment (human capital, labor market based on matching demand and supply, development of educational tourism.

Stage 2: Formation of a set of independent variables - initial parameters of the socio-economic system, which involves the identification of a subsystem whose improvement is a priority in a justified direction of adjustment: production area, labor skills, smoothing of regional and sectoral imbalances, development and expansion of infrastructure.

Stage 3: determination of the vector of adjustment by the criterion of the existence of the possibility of self-regulation of the market; in case of impossibility of using the specified criterion, it is advisable to consider the possibility of institutional impact on the labor market; where possible, on the basis of taking into account the maximum possible number of factors of influence for activation of the labor market.

Stage 4: Modeling the behavior of influence agents based on changes in the studied socio-economic system, taking into account the complex components and prioritizing the leveling or increasing the influence of factors on the activation of the labor market in the context of educational tourism.

Stage 5: Choosing a strategy for the life of the socio-economic system to activate the labor market, taking into account the flows of educational tourism and taking into account their impact on the state of the labor market.

The steps presented will calculate the mutual influence of parameters of economic agents and consumers, in the broad sense – economic agents in different conditions already existing in the labor market or created artificially, within the simulation model of forecasting the states of the system or behavior of individual agents, taking into account their personal characteristics.

Given the peculiarities of managing spatially closed socio-economic systems – relatively independent participants in the global market, which should become the future focus of educational tourism, it is advisable to use a simulation method to determine the relationship between the parameters that separately affect the

relationship "labor supply - human capital - labor migration" as a set of factors for the development of socio-economic system in synergy with the potential of educational tourism.

The basis for constructing a model of mutual influence of the parameters of the socio-economic system is the cause and effect diagram, which provides the development of a strategy for growth of economic activity of the labor market.

M.G. Boyko argues that the effect of tourism is created in different parts of the production chain: from the development to the sale of an inter-sectoral integrated tourism product, given that tourism services can be provided by entities of any institutional units [6].

Based on the above proposals, the main directions in which it is advisable to adjust the negative tendencies of economic activity of the labor market are as follows [11, 14, 17, 18]:

- 1) support from local producers;
- 2) ensuring the skills of the workforce in accordance with market requirements;
- 3) uniform development of regions;
- 4) creation of an adequate education infrastructure that is capable of providing the labor market to in-demand professionals.

The impact of educational tourism as a driving factor for change in each direction is as follows:

Support for local producers Inclusion in the regional programs of enterprises providing services to tourists arriving in the country/region for the purpose of study and focusing on a specific territory, while temporarily increasing the number of local people. Due to inconsistencies in the methodology of accounting for tourist flows, these data are not taken into account when forecasting the need for recreational infrastructure and the load on the local household service system. There is also increasing demand for consumer goods, food and specific products needed for training (such as office supplies, office equipment, printing services, telecommunications and telecommunication services, etc.). Usually the most significant increase in the existing population is provided by the students of higher education institutions, and if the proportion of foreigners among them is large enough, consumer demand (the volume of goods and services demanded in this market) outstrips the increase in numbers, as they can usually go to study abroad. to afford at least middle-class representatives, and due to the unfavorable state of the Ukrainian economy in recent years and the devaluation of the national currency, the price level in our country appears to be even lower than in a country of roughly equal status, where foreign students come from. The need for everyday things and everyday services for students is also higher than the needs of the local population, because when they move to a temporary residence (rented or hostel), they cannot take all their personal belongings with them. Sometimes it is simply inconvenient and sometimes not economically feasible, given the cost of transporting luggage on international flights. Thus, the additional production and sale of products already available on the market (if it requires modification, then a small, foreign students are

usually quickly adapt to the local cuisine, features of everyday life and leisure - that is, manufacturers do not invest much in improving the quality of the product), stimulates the increase of household incomes by increasing the incomes of hired workers, creating additional jobs and releasing part of the income of economic entities that they can capitalize on the use of long-term investment projects. This is the first obvious effect that can be immediately felt and quantified. Not as obvious are the long-term effects of exporting educational services, which are to establish business links between the supplier country and the host country. The process of intercultural communication has a personal character and is based not only on a rational analysis of the prospects of cooperation with a particular country, but also depends on a sense of closeness, affinity for a foreign culture. On average, higher education graduates spend 4 to 5 years in the host country, study the features of the business environment and establish a series of friendly contacts that can quickly grow into a business. Therefore, countries that purposely engage in the study of foreigners are trying to expand the geography of inbound flows. Even if there are no stable foreign economic ties with any country, this may happen in the future, especially in the current unpredictable global labor market, so it is advisable to provide consumers with loyal loyalty to local entrepreneurs in advance..

The impact on the other three directions should be estimated with a lag of time (time lag) of an average of 3-5 years. Increasing the volume of services of higher education institutions and the consistent implementation of a number of measures to improve their content and structure to meet the needs of potential consumers - students and employers - cannot be accomplished in the short term. It takes at least 2-3 years to develop these areas, of which a minimum of 1 year will require pilot implementation and an objective evaluation of the results, which often results in a significant adjustment to the initial strategy. But as soon as this stage is over, the volume and quality of knowledge in society will be on the trajectory of growth. Graduates of higher education institutions will have a sufficient level of competence to be employed immediately after graduation, thanks to a well-established inclusive education system experienced enterprise specialists will create a quality product (demand for which has already been increased due to the arrival of foreigners to study and exchange experience in the framework of international cooperation) that will enable them to capture new labor markets. It is a process with positive dynamics, but at the same time as the number of highly qualified specialists in the labor market will increase, the opposite negative trends will inevitably be observed: the first instigator of social tension and the most likely one - oversaturation of labor supply in the local labor markets and the country as a whole (taking into account the internal across the country), from a particular popular profession or qualification. Those who have not been able to get a job right away will be forced to retrain or go abroad to work abroad or work remotely in international companies. Also, the excess of qualified young specialists will lead to a conflict with the employment of senior

specialists. Only in a small list of professions does experience really play a decisive role; companies now favor young aspiring employees, whose lack of experience is offset by enthusiasm and innovation. Assuming that all without exception, educational institutions will train specialists who are ready immediately after graduation to work effectively and, most importantly, without fail, the positive effects of improving the quality of the workforce formed in one age category will be offset by a sharp spike in unemployment in another. It should be noted that such a problem persists without the influence of external attractors, however, it is worthwhile to anticipate and minimize the likely consequences when such a situation can be predicted.

Analyzing the social policies of different countries of the world, we can identify a priority trend of activation of the labor market, which will promote its recovery and development. This is a life-long learning (LLL) concept, which provides for periodic continuous retraining and learning of new technologies in every field of activity, which will, firstly, avoid dismissal for the benefit of a junior employee, and second, activate the desire of employers to hire employees with work experience, which will contribute to the accumulation of staff knowledge and will be the driving force for innovation and the launch of new significantly improved services and products.

### Conclusions and prospects for further development

In order to eliminate the contradictions that exist in the legislation and impede the provision of economic activity of the labor market, taking into account the processes of migration, internationalization and globalization, the updated definition of the concept of "educational tourism" as a process of obtaining a resident

of the country of educational services in the form and for a certain period of time is proposed by the national law of the host country providing educational services, with the possibility of paid activity in the place where the person leaves or works for the benefit of economic territory of a State that provides educational services within the limits established by the legislation of the host country education.

The sequence of steps and measures for the activation of the labor market, taking into account the flows of educational tourism, is developed, based on the developed iterative model of determining the main factors influencing the development of the labor market and the growth of the added regional product to ensure economic activity of the population and the related process of job creation and increasing the quality of the workforce. Practical use of the developed proposal will allow to predict the process of functioning of the labor market and social behavior of its subjects.

The main directions in which it is expedient to correct the negative tendencies of economic activity of the labor market are offered, which are: support of local producers; ensuring the skills of the labor force in accordance with the requirements of the labor market; uniform development of regions; the creation of an adequate education infrastructure capable of supplying the labor market to in-demand professionals with relevant competences.

The areas of further scientific research are to improve the statistical account of educational tourism flows based on the updated definition and development of methodological support for increasing the economic activity of the population in the context of educational tourism.

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Відомості про авторів / Сведения об авторах / About the Authors

**Ястремська Олеся Олександрівна** – кандидат економічних наук, доцент, Харківський національний економічний університет імені Семена Кузнеця, доцент кафедри туризму, Харків, Україна; email: [iastremska.o@gmail.com](mailto:iastremska.o@gmail.com); ORCID: <https://orcid.org/000-0003-1865-0282>.

**Ястремская Олеся Александровна** – кандидат экономических наук, доцент, Харьковский национальный экономический университет имени Семена Кузнеця, доцент кафедры туризма, Харьков, Украина.

**Iastremska Olesia** – PhD (Economics Sciences), Associate Professor, Simon Kuznets Kharkiv National University of Economics, Associate Professor of the Department of Tourism, Kharkiv, Ukraine.

## ОСВІТНІЙ ТУРИЗМ ЯК ПІДґРУНТЯ ЗРОСТАННЯ ЕКОНОМІЧНОЇ АКТИВНОСТІ РИНКУ ПРАЦІ

**Об'єктом** дослідження є освітній туризм як складне соціально-економічне явище. **Предметом** дослідження є науково-практичні засади, які складаються з теоретичних положень функціонування освітнього туризму та методичного забезпечення впливу освітнього туризму на активізацію ринку праці з урахуванням його сучасного стану та законодавчого забезпечення. **Мета** – удосконалення понятійно-категоріального апарату освітнього туризму та розроблення науково-практичних рекомендацій з активізації ринку праці з урахуванням існуючих тенденцій розвитку освітнього туризму. **Завдання:** Для досягнення поставленої мети у статті сформувано та вирішено такі основні завдання: актуалізувати визначення поняття "освітній туризм" з урахуванням існуючих особливостей його розвитку; запропонувати основні етапи забезпечення активізації ринку праці з урахуванням освітнього туризму та визначити головні напрями його активізації. **Методи.** Теоретико-практичний аналіз робіт фахівців з освітнього туризму та функціонування ринку праці дозволив довести необхідність використання таких методів дослідження: монографічного, аналізу та синтезу, структурно-логічного методу, системного підходу, теоретичного узагальнення. Отримано такі **результати:** Запропоновано визначити поняття "освітній туризм" з урахуванням різних форм економічної активності, терміну перебування для отримання освіти, можливості здійснення оплачуваної діяльності, що підвищить обґрунтованість пропозицій роботодавців для визначення особливостей робочих місць на ринку праці. З урахуванням уточненого визначення запропоновано основні етапи і заходи активізації ринку праці, що полягають в: активізації економічної діяльності суб'єктів господарювання як джерела валютних надходжень від

надання освітніх послуг іноземцям; зростанні результату міжгалузевих зв'язків підприємств, що виробляють супутні та додаткові послуги; формуванні додаткового ринку збуту для постачальників продукції та побутового обслуговування населення, розширенні асортименту та підвищенні вимог щодо якості товарів і послуг, що стимулює створення нових робочих місць; підвищенні якості робочої сили за рахунок упровадження новітніх технологій навчання, надходженні коштів у інфраструктуру галузі освіти. Виявлено основні напрями коригування існуючих негативних тенденцій щодо економічної активності на ринку праці: підтримка місцевих виробників, забезпечення необхідної кваліфікації робочої сили у відповідності до вимог ринку, рівномірний розвиток регіонів та створення належної інфраструктури освіти, яка здатна забезпечувати ринок праці фахівцями відповідної якості та компетентностей. **Висновки.** У визначенні поняття освітнього туризму доцільно враховувати мету перебування, збільшувати термін візової підтримки та надати можливість освітнім туристам займатися економічною діяльністю для отримання особистого доходу. В процесі реалізації основних етапів і заходів з активізації ринку праці доцільно враховувати основні ринкові мультиплікаційні ефекти, які створюються в процесі отримання освіти. В якості головних напрямів активізації ринку праці слід використовувати економічну підтримку підприємств, підвищувати кваліфікацію робочої сили завдяки підвищенню якості набуття освіти у закладах вищої освіти на основі традиційних та ексклюзивних програм навчання.

**Ключові слова:** освітній туризм; ринок праці; активізація; міжкультурне середовище; новітні технології навчання; ринкові мультиплікаційні ефекти.

## ОБРАЗОВАТЕЛЬНЫЙ ТУРИЗМ КАК ОСНОВА РОСТА ЭКОНОМИЧЕСКОЙ АКТИВНОСТИ РЫНКА ТРУДА

**Объектом** исследования является образовательный туризм как сложное социально-экономическое явление. **Предметом** исследования являются научно-практические основы, состоящие из теоретических положений функционирования образовательного туризма и методического обеспечения влияния образовательного туризма на активизацию рынка труда с учетом его современного положения и законодательного обеспечения. **Цель** – усовершенствование понятийно-категориального аппарата образовательного туризма и разработка научно-практических предложений для активизации рынка труда с учетом сущесвующих тенденций развития образовательного туризма. **Задачи:** для достижения поставленной цели в статье поставлено и решено такие основные задачи: актуализировать определение понятия "образовательный туризм" с учетом существующих особенностей его развития; предложить основные этапы обеспечения активизации рынка труда с учетом образовательного туризма и определить главные направления его активизации. **Методы.** Теоретико-практический анализ работ специалистов в области образовательного туризма и функционирования рынка труда доказал необходимость использования таких методов исследования: монографического, анализа и синтеза, структурно-логического метода, системного подхода, теоретического обобщения. **Полученные результаты.** Предложено определять понятие "образовательный туризм" с учетом различных форм экономической активности, срока пребывания для получения образования, возможности осуществлять оплачиваемую деятельность, что повысит обособанность предложенный работодателей для определения особенностей рабочих мест на рынке труда. С учетом уточненного определения предложены основные этапы и мероприятия активизации рынка труда, которые заключаются в: активизации экономической деятельности субъектов хозяйствования как источника валютных поступлений от предоставления образовательных услуг иностранцам; росте результатов межотраслевых связей предприятий, которые оказывают дополнительные услуги; формировании дополнительного рынка сбыта для поставщиков продукции бытового обслуживания населения, расширении ассортимента и увеличении требований к качеству товаров и услуг, что стимулирует создание новых рабочих мест; повышении качества рабочей силы за счет внедрения новейших технологий обучения, поступления средств на расширение инфраструктуры сферы образования. Вывявлены главные направления изменения существующих негативных тенденций в экономической активности рынка труда: поддержка региональных производителей, обеспечение рабочей силой необходимой квалификации в соответствии с требованиями рынка, равномерное развитие регионов и создание требуемой инфраструктуры образования, способной обеспечить рынок труда специалистами требуемого качества и компетентностей. **Выводы.** В определении понятия образовательного туризма целесообразно учитывать цель пребывания, увеличить срок визовой поддержки и дать возможность образовательным туристам заниматься экономической деятельностью для получения личного дохода. В процессе реализации основных этапов и мероприятий по активизации рынка труда целесообразно учитывать основные рыночные мультипликационные эффекты, которые возникают в процессе получения образования. В качестве главных направлений активизации рынка труда следует осуществлять экономическую поддержку предпринимателей, повышать квалификацию рабочей силы на основе повышения качества образования в высших учебных заведениях на основе традиционных и эксклюзивных программ обучения.

**Ключевые слова:** образовательный туризм; рынок труда; активизация; межкультурная среда; новейшие технологии обучения; рыночные мультипликационные эффекты.

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Simon Kuznets Kharkiv National Economic University

Simon Kuznets Kharkiv National Economic University

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