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Науковий керівник – Бабко Н.М., к.е.н., доц.

MARKETING RESEARCH OF HIGHER EDUCATION IN THE PERIOD COVID-19

**Ostapenko V.M., PhD (Economics),
Simon Kuznets Kharkiv National University of Economics
viktoria.ostapenko@hneu.net**

A recent UNESCO study found that countries place strong emphasis on cognitive learning over socio-emotional and behavioral learning, which are key tools for student empowerment and change. It is important to ensure that education provides students with the tools to address the present and the future, tackle the climate crisis and transform society.

The COVID-19 pandemic has brought about various changes in life as we know it. One of the sectors that has been severely affected is higher education, and more specifically student exchange. COVID-19 has unprecedentedly disrupted education around the world. Millions of students have been unable to continue their education in schools, universities, vocational schools and adult education programs. Many governments have

responded to the urgent need to provide students with online and distance learning opportunities. Virtual lessons, homework materials and education via TV and radio or space were distributed. These efforts have been significant and undoubtedly very challenging for many governments, faculty and students, as they have required a reshuffle not only of service delivery mechanisms but also of roles and responsibilities.

According to UNESCO, on April 1, 2020, schools and higher education institutions (HEIs) were closed in 185 countries, affecting 1,542,412,000 students, which is 89.4% of the total number of enrolled students. On May 7, schools and HEIs were still closed in 177 countries, covering 1,268,164,088 students, representing 72.4% of the total number of students enrolled. Various organizations, such as the International Institute of Education (IIE) in the United States or the European Association for International Education (EAIE), the International Association of Universities (IAU) and the Erasmus Student Network (ESN), participated in a separate study to understand the impact of COVID-19 on communities they directly support. According to these surveys, the following issues were addressed:

impact on student exchange. When asked about the impact of COVID-19 on the international level, 53% of higher education institutions said that foreign students were based in their own institutions and 43% of their students found themselves in foreign institutions;

canceled mobility. 30% of freelancers answered that all their mobility was canceled and 47% of freelancers answered that student exchanges were canceled with some countries, while 25% of students claimed that their mobility was canceled;

connection between higher education institutions and students. They were asked whether the universities had the appropriate infrastructure to communicate with students, and 97% of higher education officials confirmed that they had done so. However, the fact that there is an appropriate infrastructure does not say anything about the effectiveness of communication. It was

analyzed more detailed information on the availability of information on health measures; availability of information in English; and on the availability of travel restriction information. These results mean that the universities are really trying to make communication with their students effective, and that in most cases the flow of information is good. However, there is a small percentage of free economic zones where these efforts are not effective. In these free economic zones, there is a need to reconsider the method of information delivery in terms of content, language and technical platforms used;

the need to adapt teaching methodologies due to the impossibility of conducting presentation classes. Therefore, online teaching and learning has played an important role in higher education in recent months. Eighty-five percent of international students who responded to the survey said that presentation classes had been completely or partially replaced by online methodologies. In addition, 12% of respondents who completely stopped training developed solutions for teaching and learning, for example, using online methodologies and self-study tools;

the need to support students more holistically not only at the academic level. 42% of freelancers stated that contingency plans had been developed in partner institutions abroad, 34% in domestic universities and 23% had no contingency plans in their institutions or in partner institutions abroad. Although most higher education institutions have responded positively to the support they provide to students, the lack of action plans for almost a quarter of universities can have a negative impact on students' experiences. It is very important that educational institutions do not allow students to feel abandoned without the support of institutions;

finding the right balance between face-to-face and online learning, between physical mobility and "virtual exchange". It is necessary to provide a safe environment on campus for all students (including international students), which will require more effort on the part of both freelancers and students. International mobility will require more and possibly different support from higher

education institutions. Therefore, more than ever, it is necessary for HEIs and students to work closely together to find solutions to provide the current and next generation of students with the same, if not better, learning opportunities than previous generations of students.

This leads to the conclusion that, despite difficulties in adapting to a completely different teaching methodology, the higher education sector has demonstrated a reactivity to find solutions to challenge the pandemic and to continue teaching and learning. It remains to be seen how the quality of education is affected by the transition from personal to online teaching, especially when the situation changes from crisis management to a new normal for the new school year. It will be important to study this change in more detail both from universities and from the students' point of view.

Higher education must now move from a crisis management situation to longer-term planning for the new school year. Many of the solutions implemented during the crisis have proved useful and are likely to be continued, but in order to continue to offer quality education in the new school year, careful planning is needed as new challenges arise. It is important to move to distance learning and learning opportunities to offer more flexible learning opportunities, explore blended or hybrid learning, and combine synchronous learning with asynchronous learning. The type of influence varies and varies from institution to institution, but everywhere it was negative. Most universities have contingency plans to mitigate this impact.