DIRECTIONS OF STRENGTHENING EDUCATION BRAND IN FOREIGN COUNTRIES

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Abstract: In order to create a strong brand higher educational institutions (HEI) use different marketing strategies as brand extension and brand alliance, caused by internalization and globalization. Another direction of strengthening an education brand of an education establishment is distance learning, has become popular different aged and positioned people, was the only mean of education during pandemic situation caused COVID-19.

Key words: internalization, brand extension, brand alliance, distance learning, joint degree, joint programme

Introduction.

Increasing consumer power in the market involved organizations to be engaged in identifying brand in order to keep the share in the market place, furthermore increase it as much as it is affordable. Every HEI tries not only to keep but increase its share in education market by creating different strategies. One of the most effective ways of strengthening brand in higher education is considered to be - internalization- becomes very popular in the education market. Bayan Maudarbekova states in her article, the term internalization of education defines as "the process of including various international aspects in the research, teaching and administrative activities of educational institutions of different level"[1]. According to Tahira Jibeen , Masha Asad Khan internalization of education is using benefits of global trend by collaborating with regional, international and even intercontinental universities[2]. The root of internalization in tertiary education goes back to early years of XX century, in the previous chapters we mentioned as a golden time for Movarounnahr with its famous scholar as Farobi, Beruni and others, where academic mobility was usual case. Youth of that time and their parents to provide scientific knowledge preferred studying in Movarounnahr from famous scholars' schools, which without knowledge of the term "brand", were counted to be the most popular and prestigious.

Another direction of attracting learner attention to the education brand is distance learning. The history of distance starts in early 18 century as a correspondence course, giving opportunity for working or disabled people to study from home. However, the popularity of this type of academic activity has been increased, while it gives opportunity to learners adapt it according their needs and wants; i.e. development of Internet makes it available to study without paying attention to the time and place. This type of educational activity uses several methods and formats where a learner and an educator or information source are absent in a traditional class and activity can be run through technology as video conferencing (Zoom, Blackboard, Webex meetings), discussion boards or on – line assessments[3]. While studying on-line, pursued goal of an educator can differ: to gain another aptitude or develop existing one and the other aim is to earn certificate or diploma[4]. Most people confuse between on-line education and remote learning, while the last one has scheduled time and groups for classes which make students not to lag

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[1] Internalization of Higher education in Kazakhstan, B. Maudarbekova, Social and Behavioral Sciences, February, 2014
[2] Internationalization of Higher Education: Potential Benefits and Costs, Tahira Jibeen , Masha Asad Khan, International Journal of Evaluation and Research in Education,2015 December
[3] https://tophat.com/glossary/r/remote-learning
[4] https://www.geneva.edu/blog/higher-education/online-education-vs-remote-learning

behind by checking every week and having classes on time. However, it cannot be flexible as on – line education and educators are not able to communicate as in the traditional classes. Moreover, pandemic situation in the world pushed this type of system to be the only available type of education for some period. As a response for COVID 19 most HEIs launched distance learning by radio, TV as on line classes or online video conferencing using available apps.

Literature review

Marketing strategies as brand extension, brand alliance

The end of cold war and globalization influenced the development of internalization by creating joint programmes between developing and developed countries, which become the most popular way of strengthening brand identity in HEI. Recognition of the value of brands has led marketers to seek ways to leverage brands to increase their value through brand extension, strategic cooperation, brand alliance, and other means[5]. In other words usage of well-known brand to enter the market, i.e. brand extension stimulates customers with new approaches, ideas and skills. A brand extension is a marketing strategy in which an organization extends its current brand name to a different product category. The goal of a brand extension is to harness a brand's popularity in one area to promote positive consumer response in a new area. Brand extensions are indispensable for brand renewal and growth because they are a widely used means of reducing the risk and expense of new product introductions[6], it may produce products and services products under the same brand name in existing product categories or/ and new product categories[7]. In education market develops international skills and makes the process of language learning effective and easy, which is very crucial in today's globalization time. A parent university's brand allows customer to apply for a favorite university, which allows students to study 3 years in home town and final at the one of the parent universities, obtaining both knowledge and experience.

Resent years another marketing strategy brand alliance became increasing in the market, a brand alliance pertains to a marketing strategy in which two or more already established brands are presented jointly to consumers[8]. A brand alliance is similar to a brand extension in that both involve some type of simultaneous evaluation of two different products. Additionally, some type of attitude transfer is likely to take place between the two products involved in either strategy[9], they strengthen the attribute profile of the extension[10], help the partner brands gain advertising synergies, and improve customers' attitudes toward the parent brands[11]. Where brand alliance in comparison with other marketing strategies - one of the two brands serves as a dominant or head brand, while the other serves as a dominated brand[12]. The result of this collaborative alliances depend on strategy chosen by the establishment, which varies from research consortia to joint

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[5] Brand Alliance in Education: A Study of a Joint Degree Program between Asia-Pacific International University and La Sierra University, Damrong Sattayawaksakul, Kraiwin Jongsuksathaporn, Faculty of Business Administration, Asia-Pacific International University, Muak Lek, Saraburi, Thailand

[6] M.S. McCarthy, T.B. Heath, S.J. Milberg New brands versus brand extensions, attitudes versus choice: Experimental evidence for theory and practice, Marketing Letters, 12 (1) (2001), pp. 75-90

[7] Economic and Behavioral Perspectives on Brand Extension, Kevin Lane Keller, Marketing Science, Vol. 31, No. 5 (September-October 2012), pp. 772-776 (5 pages)

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[12] How to Design Trademarks and Logos by John Murphy (1988-05-12) Paperback Murphy, 1988

curriculum development and program delivery, collaborative alliances reflect varying degrees of collaboration between HEIs[13].

Hunger and Skalbergs[14] describe a joint degree and a joint programme:

Joint degree is specified as: a single degree, awarded by two or more institutions after graduation from one jointly agreed programme, and is granted under the auspices of all the partners, a single graduation document is issued and the degree certification is complemented and explained by a Diploma Supplement.

Joint programme is specified as an overall term for a co-operative study programme based on a common curriculum agreed upon by the partners, while studies can be carried out in the framework of student mobility, based on Credit Transfer, not regarding any specific way to award the degree.

Joint programmes share following characteristics: joint programmes are developed co-operatively by two or more partner institutions; students are obliged to spend part of their studies at two or more partner institutions; and courses and exams are fully recognised by all partner institutions offering the joint programme. The term joint programme is defined as an overall description for all co-operative degree programmes.

These types of cooperation between two different countries start not easily, having different cultural, political, language, socio-economic differences. Sometimes, foreign student satisfaction with the gained study experience does not meet the expectations, moreover they may be satisfied with the internationalization of their chosen HEI and dissatisfied with scholarship availability[15].

However, strong desire and commitment makes it possible giving opportunity to not only improving educational service but strengthening brand as well. In order to have this desire and commitment management of HEI should create a strategy which involves all members of the organization, to go through this transition process successfully.

Distance learning

On-line learning is not a new phenomenon in tertiary education; its popularity has started increasing more than 10 years ago. In recent decades the use of blended and digital platforms in higher education rendered the "boundaries between conventional on-campus education and distance education"[16]. Learners who want to use this type of academic activity cannot be positioned either according to age or position they have. They may be young people finishing high school to adults with twenty years work experience, having different work or life position. A general increase in the number of enrolments in higher education engaged in what could be termed as 'distance education' in numerous countries such as an enrolment growth of 900% in Brazil in the period 2000 to 2010; and in Russia and Turkey, an increase to almost 50% in the number of students enrolled in open or distance education[17]. K. Opwis states two ways of offering learning materials to on- line learners by teleltutoring: computer based training (CBT) or Web-based training (WBT)[18]. According to the article teletutoring is a teacher or a tutor who is responsible for this activity as a moderator.

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[13] Higher Education Brand Alliances: Investigating Consumers' Dual-Degree Purchase Intentions, Naidoo, V. & Hollebeek, L.D. (2016), Journal of Business Research, 69(8), 3113

[14]Towards an Automated tool for Assisting the Design of Double Degree Programs, Hunger, November 2013Procedia - Social and Behavioral Sciences 102:228-235

[15] Internationalization of Higher Education: Analysis of Factors Influencing Foreign Students' Choice of Higher Education Institution, R. Roga, I. Lapina, P. Muursepp, Procedia - Social and Behavioral Sciences 213 (2015) 925 – 930

[16] Informal Learning and Non-Formal Education for Development, Colin Latchem, VOL. 1, No. 1, Journal of Learning for Development

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Figure 1 illustrates the logical structure of a distance learning module illustrating the main components comprising the module are: presentation, basic contents (where a learner can play an active role, e.g. doing exercises, completing worksheets, exploring simulation environments and interactive videos, etc.), optional study material (publications, web links, etc.) designed to instill a degree of course flexibility for meeting different learning needs and styles (as mentioned earlier), self-assessment tools (formative assessment) allowing learners to gauge their grasp of the knowledge addressed in the module: sometimes these tools can correspond to the exercises designed for studying the module contents[19].
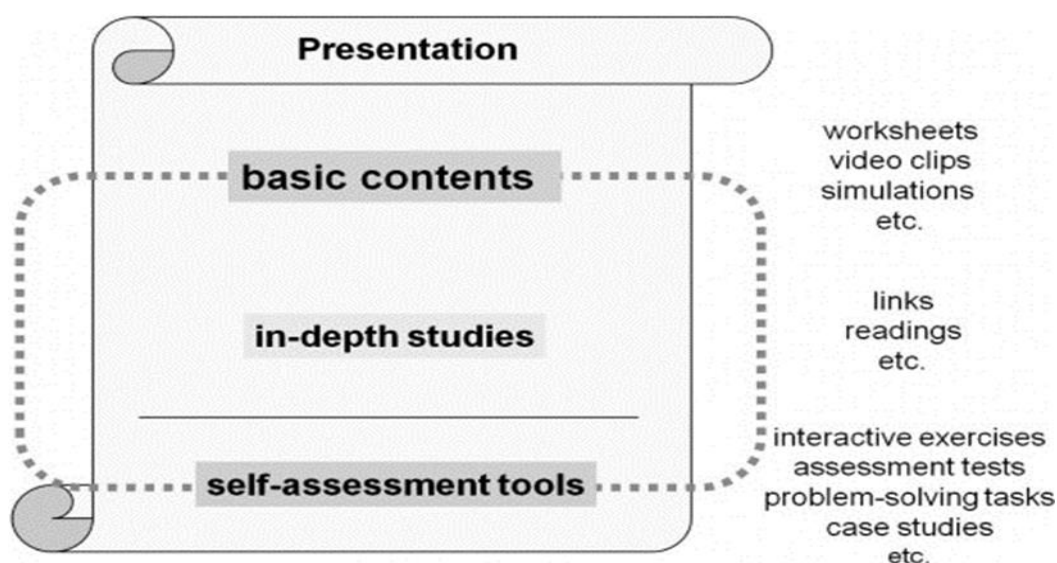

Figure 1 Logical structure of a distance learning module[20]

Implementation of distance learning in tertiary education has expanded enormously over the most recent 10 years in the world. Survey shows, that the extent of learners that took at any rate one online course developed from 9% to 32% in a 10-year time span from 2002 to 2012. In 2002, not exactly 50% of the establishments in tertiary education accepted that remote learning was basic to their drawn out key arranging; by and by, almost 70% of the foundations accept[21] and as more well-respected institutions of higher learning now offer online classes, employers are now more accepting of online earned degrees.

While discussing on-line education in the Republic of Uzbekistan, we should mention, as it happened all over the world, pandemic situation caused by COVID-19 made all type of education, tertiary education inclusively, transform to online education, which caused several drawbacks. According to the reports of the World Bank almost 50 percent of the population of the country lives in rural areas, where mobile Internet connection speed is in 113rd in the world and 95th for fixed broadband, as of March 2020. Therefore, the Ministry of Public Education acknowledges that online learning might not be equitable for all students in the country. But with 100 percent having digital television coverage, deploying broadcast TV is the only viable option for mass delivery of remote learning . However, this situation proves the urgency of improvement and

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[20] The instructional design dimension, Guglielmo Trentin, in Networked Collaborative Learning, 2010

[21] Changing course: Ten years of tracking online education in the United States. Allen, I. E., & Seaman, J. Babson Park, MA: Babson Survey Research Group and Quahog Research Group, 2013.

development of distance learning education, which certainly serves to draw many learners attention, bringing to strengthen a brand of HEI.

So, it is the future of education - global, seamless, cost-effective, and flexible, which certainly influences to create a strong rand of HEI positively.

Methodology.

In order to have up to date results and information, secondary data has been very urgent and useful. That's why in the article methods as observation, abstract-logical thinking, and systematic approach of secondary data have also been used as one of the main methods.

In my opinion while making survey on a certain market in order to save time and avoid stressful situations the best solution is to use a service of data collection companies. According to Global fox poplin there are several types of collecting data: a) conducting face-to-face interview; в) focusing group discussion; c) conducting computer aided telephonic interview (CATI); d) conducting computer aided web interview (CAWI); e) conducting web surveys and f) conducting mobile surveys. Mobile surveys are becoming very popular nowadays, as almost everybody despite of age and life style use smart phones which affords this type of data collection spread all over the world.

Conclusion.

Creating a strong brand is one of the main marketing strategies of each HEI, as it supports HEI to survive in the competitive education market by keeping and even increasing its share. There several directions to reach this aim, such as: internalization by creating joint programs between developing and developed countries, which allows a famous brand to enter the market - brand extension. Another marketing strategy brand alliance brings to creation of joint degree and joint programs. Another direction for strengthening an education brand is on-line education, becoming very popular among different aged and positioned people all over the world, as it is global, seamless, cost-effective, and flexible type of academic activity.

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