

How to Cite:

Grigorievna, B. T., Alekseevna, P. N., & Sotnikova, L. V. (2021). Distance learning as a strategic channel for the development of tutoring services. *Linguistics and Culture Review*, 5(S1), 529-537. <https://doi.org/10.37028/lingcure.v5nS1.1437>

Distance Learning as a Strategic Channel for the Development of Tutoring Services

Bondarenko Tatiana Grigorievna

Federal State Budget Educational Institution of Higher Education, Plekhanov Russian University of Economics, Moscow, Russia

Prodanova Natalia Alekseevna

Federal State Budget Educational Institution of Higher Education, Plekhanov Russian University of Economics, Moscow, Russia

Lyudmila Viktorovna Sotnikova

Financial University under the Government of the Russian Federation, Moscow, Russian Federation | Moscow, Leningradsky st., 49

Abstract--This article is devoted to the development of distance learning, namely, the possibilities for the development of additional education, corporate training and tutoring business. The events of March-May 2020 gave impetus to the development of distance education, schools and universities were transferred to online learning. The authors emphasize that, despite the ideal external conditions for the development of distance education, the success of this business also depends on the typology and specialization of distance education. The authors present the features of the development of distance education by country. To understand the possibility and readiness of the development of online education in the Russian Federation, the authors carried out a SWOT analysis and a PEST analysis according to the content of the passport of the National Project "Education".

Keywords--distance learning, market of educational services, online learning, strategic channel, tutoring services.

Introduction

The market of educational services, including tutoring, has a unique feature, it has no upper limit in terms of volume and cost. Information, knowledge, professionalism are becoming the most important resource today. The global education market is expected to grow from \$ 3252.09 billion in 2020 to \$ 3399.15 billion in

2021 with an average annual growth rate of 4.5% (Chang, 2017). The growth is mainly due to restructuring by companies of their operations and recovery from the impact of COVID-19, which previously led to restrictive containment measures, including social distancing, teleworking and the closure of commercial activities, which led to operational problems. The market is expected to reach \$ 4681.73 billion in 2025 with an average annual growth rate of 8% (Majchrzak-Lepczyk, 2021).

The educational services market consists of income received from educational services sold by educational organizations, as well as from the services of companies that provide education and training in a wide range of subjects. In the first component, education and training is carried out in specialized institutions such as schools, colleges, universities and training centers. The educational market is divided into primary and secondary schools; colleges, universities, vocational schools and other educational services (Ritonga et al., 2021; Konovalenko et al., 2021).

The second component includes corporate training - this is a format designed for training a group of employees of a particular organization (for example, a corporate order), or for personal training on a necessary topic, taking into account their task or set of tasks. The programs of such events are always fully adapted to the customer's request, thereby achieving maximum efficiency and effectiveness in training. The economic component actually forces us to sell services on the market that are interesting and in demand in terms of the subject matter and quality of the services provided. As a result, students on the second path receive the necessary knowledge, skills and abilities to successfully complete the tasks assigned to them, as well as motivation to achieve the set goal. Most often, practicing trainers with many years of experience in the chosen business or educational field are invited to conduct such corporate training (for a group of students) and provide personal educational services (tutoring). The second mandatory characteristic is an individual approach to the organization of training (associated with the psychological profile of the students and their professional skills). To maintain the level of demand in the market, corporate training and tutoring services offer (mostly) only up-to-date methods and tools (Pugatch & Wilson, 2018; Zimmer et al., 2010).

Asia Pacific was the largest region in the global education market, accounting for 37% of the market in 2020. Western Europe was the second largest region, accounting for 30% of the world market. The Middle East was the smallest region in the world market for educational services. The events of March-May 2020 gave impetus to the development of distance education, schools and universities were transferred to online learning. Today the following trends are observed on the education market:

- Growth of the non-state education sector.
- Development of a system of technical creativity adapted to the modern level of development of science, technology.
- The spread of commercial projects of non-formal education (edutainment, summer schools, online education).

- The formation of an eco-system of additional education for children: the development of educational programs, training ([Britannica, 2021](#)).

In February - March 2017, the National Research University Higher School of Economics conducted a federal statistical observation to identify the percentage of students in commercial and municipal educational institutions and the main areas of additional education (in the Russian Federation). The analysis showed an increase in the number of listeners in commercial organizations, among private tutors. The global online tutoring market was valued at \$ 4.81 billion in 2019 and is expected to grow at an average annual growth rate (CAGR) of 16.1% from 2020 to 2027 ([Howells, 2018](#)). Higher education levels have led to higher incomes and higher employment rates, according to the US Bureau of Labor Statistics. This supports the adoption of mobile online learning methods for all age groups and course types. In addition, these methods offer many benefits, including the elimination of geographic restrictions. Online Tutoring Services provide a tutor from a global network of people with experience in a subject ([Sit et al., 2005](#); [Bray, 2013](#)).

Results

Today almost ideal conditions have been created for the tutoring business in the Russian Federation, in particular: The volume of the private tutoring market in monetary terms is more than \$ 2 billion (in 2018) and by the end of 2021 it tends to grow even more , at least by 20-30% ([Intrado, 2021](#)). Such impressive figures are due to the growing demand for tutors due to the fact that many universities in the country place increased demands on their students. The growth dynamics of the tutoring services market is impressive. Since the beginning of 2000 alone, the market has grown from \$ 150 million to \$ 2 billion, with a growth rate of about 20% per year. According to experts Iqhseru, the tutoring market adds 13-55% every year. Similar assessments are offered by ([EWDN, 2017](#)). Edumarket.digital in "Research of the Russian market of online education and educational technologies." schoolchildren and adults remotely using special educational programs, tests, trainings and webinars ([Hrastinski, 2009](#); [Dağ & Geçer, 2009](#)).

The total income from educational resources in the world in 2018 amounted to more than \$ 4.5 trillion, according to analytical forecasts, in the coming years should rise to 7 trillion. \$. The share of online education in it is about 3%, which is \$ 165 billion. The annual growth in income from distance education is approximately 5%. Based on this indicator, it is possible to forecast an increase in income from online education for the next 5 years, having received a figure of \$ 210 billion in 2023 ([Bala & Kumar, 2011](#)). Distance education is attracting a large number of investors, making distance education a lucrative industry. However, the popularity of this type of education also depends on its typology and specialization (see Figure. 1).

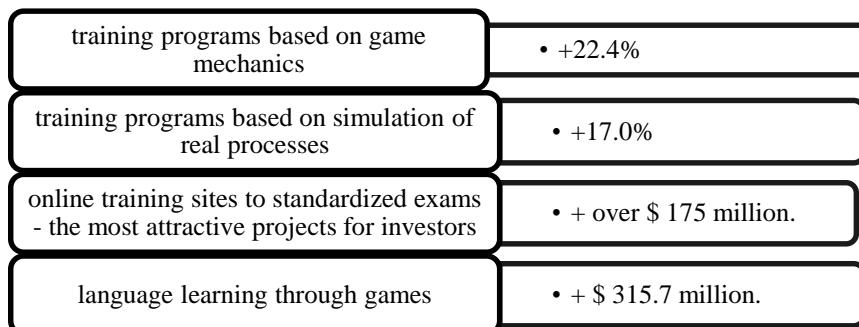


Figure 1. Typologies and specializations of distance education

Each country has its own nuances and features (see Figure. 2).

USA	Boston University	University of Florida	Arizona State University.
<ul style="list-style-type: none"> About 50% of the total online education market 80% of 2,600 US higher education institutions (2,080 universities) provide full or partial online education 	<ul style="list-style-type: none"> teaching is delivered through online lectures, videos, interactive animations and discussions 	<ul style="list-style-type: none"> Distance learning is offered at the undergraduate and graduate levels. The university also conducts non-profit and professional development courses for the career advancement of working professionals 	<ul style="list-style-type: none"> The university's distance learning department offers over 100 undergraduate and graduate programs

Figure 2. Features of distance education by country

However, in 2018, the United States has seen a sharp decline in investment growth in online education and a threefold growth in the Asian region (over 1/3 of the volume of services consumed, including new projects). There is an interesting trend in the Chinese model of distance education. Unlike the USA (and most other countries of the world), it is not the classical university distance education with a bachelor's or master's degree that dominates, but a variety of online courses specializing in retraining and advanced training of personnel. Among European countries, the leading place in terms of distance education is occupied by Great Britain ([Jayawardana, 2020](#)). The most popular universities in Eng-land in this area are three universities (see Figure. 3).

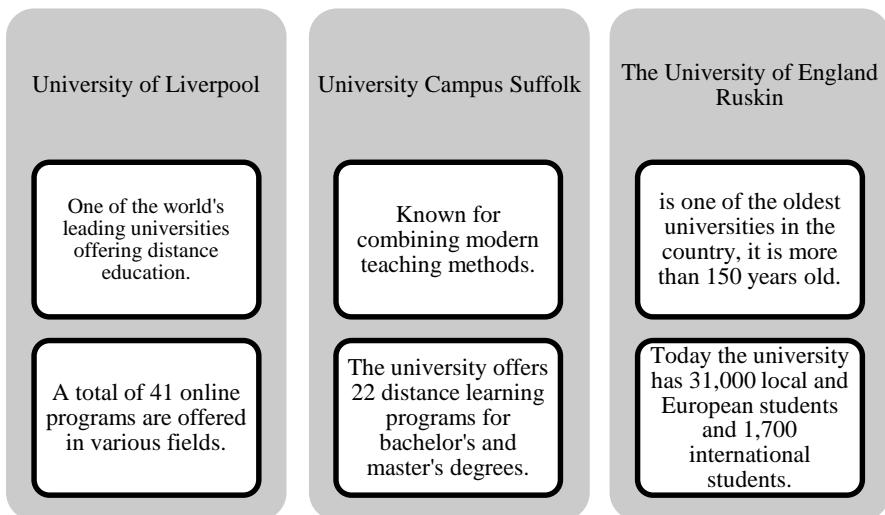


Figure 3. Popular universities in England (distance education)

As for the online education market in the Russian Federation, it is still at the stage of its development. In 2014, a study by J'son & Partners, made it possible to highlight information that the Russian online education market amounted to 400 million rubles, and the Docebo company, which specializes in online education services in the corporate segment, predicted an increase in the country's profitability from this segment of education. The online education market will grow by an average of 12-15% per year and by the end of 2023 its volume may exceed 60 billion rubles (Vertakova et al., 2015; Blum et al., 2004).

Let's conduct a SWOT analysis of the development of an online education project in the Russian Federation (according to the content of the passport of the National Project "Education" [15]) Let's conduct a SWOT analysis of the development of an online education project in the Russian Federation (according to the content of the passport of the National Project "Education" (see Figure. 4).

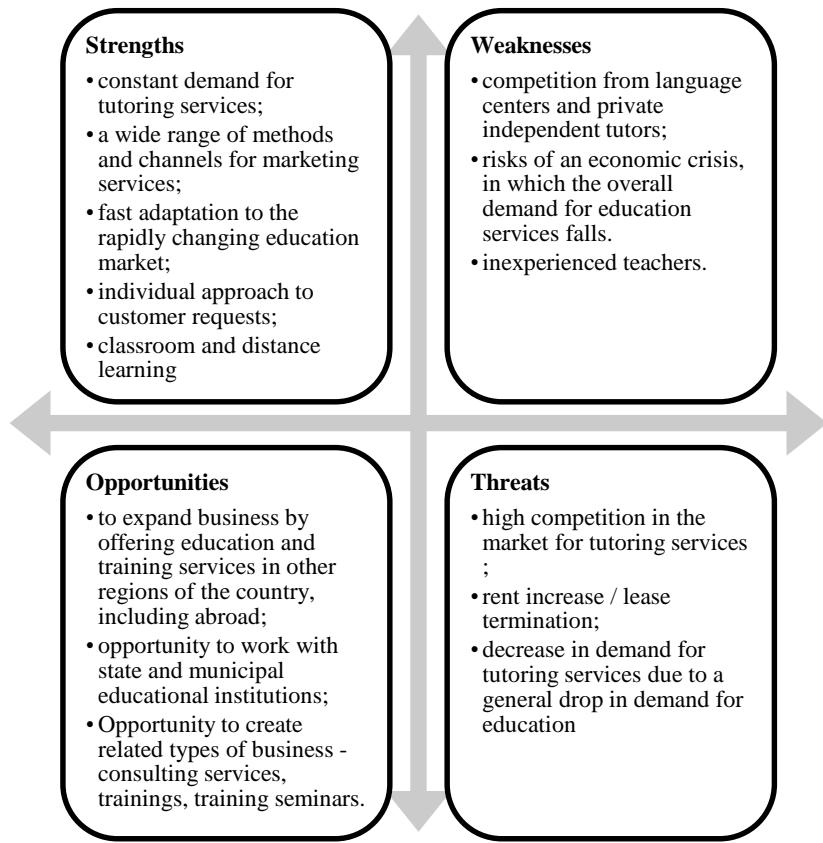


Figure 4. SWOT analysis of the development of an online education project in the Russian Federation

Let's conduct a PEST analysis of the development of an online education project in the Russian Federation (according to the content of the passport of the National Project "Education". PEST analysis is a tool for identifying political (Policy), economic (Economy), social (Society) and technological (Technology) aspects that can affect the strategic development of the enterprise. Understanding these factors will help you further seize opportunities to improve project services and take action to reduce threats. PEST not only identifies all significant environmental factors, but also analyzes the strength of their influence on the business, on the decision made, on the project. We will identify factors in politics, economics, social attitudes and changes, as well as technological changes (see Figure. 5).

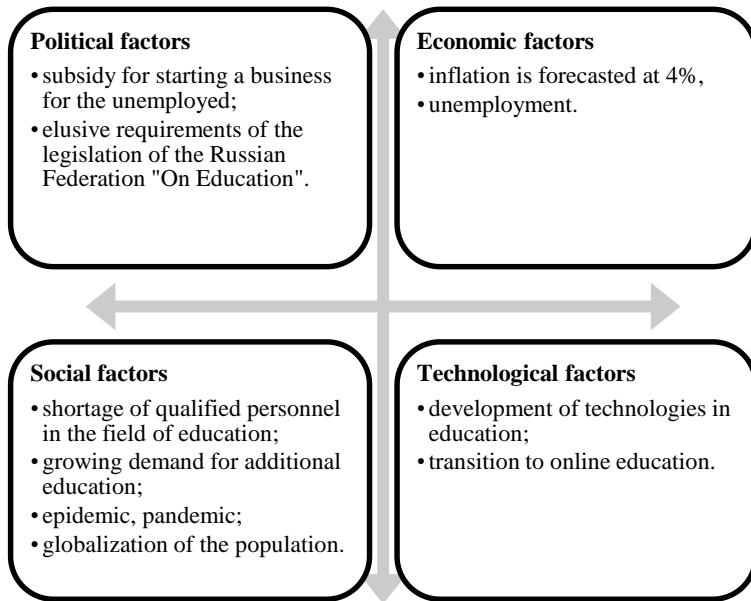


Figure 5. PEST analysis of the development of an online education project in the Russian Federation

Discussion

As can be seen from the results of the behavioral analysis, the main aspect of the implementation of online and distance education is focusing on the requirements of the legislation of the Russian Federation, but at the same time avoiding the need to comply with the most difficult points - namely, the absence of requirements for specialized premises for training in the remote format, passing constant checks in sanitary and epidemiological authorities ([Kalenskaya et al., 2013](#); [Heyneman, 2001](#)).

From the economic point of view, it was revealed that the inflation rate fell to 4%, promised by the Ministry of Finance and the Central Bank of the Russian Federation. But the forecasts of Western experts admit the probability of 7% inflation. This may mean that, with the ruble being more resilient to depreciation, it will allow people to spend more on education for themselves and their children. The development of technologies in the field of education allows the use of programs and presentations in teaching for faster and easier memorization and use of information. It also allows the teacher a more convenient way to check the student's performance in his subject.

The transition to online education may be the best way to study at home, but it is not effective enough as the child may be constantly distracted from learning. Control over the execution of tasks can only be available when interacting with parents. This aspect can be viewed as a threat to the emergence of a more developed system with the easiest way to obtain information.

Conclusion

Taking into account the main indicators of the size of the tutoring market, the analysis, during which it was revealed that additional education (corporate training and tutoring) is most in demand due to the absence of strict rules for the maintenance of buildings, as well as the rapidly developing online education, we can conclude, that the business of providing tutoring services using distance learning has good prospects both in terms of market size and the degree or rate of its growth in the future in the next 10-15 years.

Acknowledgments

This article was prepared as part of the government contract as requested by the Ministry of Science and Higher Education of the Russian Federation on the subject formulated as «Structural changes in economy and society as a result of achieving the target indicators of National projects, which provide opportunities to organize new areas of social and economic activity, including commercial, both in Russia and abroad» (project No. FSSW-2020-0010).

References

Bala, M., & Kumar, D. (2011). Building New Learning Environment Using ICT. *TechnoLearn: An International Journal of Educational Technology*, 1(2), 215-220.

Blum, A., Kumar, V., Rudra, A., & Wu, F. (2004). Online learning in online auctions. *Theoretical Computer Science*, 324(2-3), 137-146. <https://doi.org/10.1016/j.tcs.2004.05.012>

Bray, M. (2013). Shadow education: Comparative perspectives on the expansion and implications of private supplementary tutoring. *Procedia-social and behavioral sciences*, 77, 412-420. <https://doi.org/10.1016/j.sbspro.2013.03.096>

Britannica. (2021). The development and growth of national education systems.

Chang, R. (2017). Artificial Intelligence to Grow 47.5% in Education Over Next 4 Years.

Dağ, F., & Geçer, A. (2009). Relations between online learning and learning styles. *Procedia-Social and Behavioral Sciences*, 1(1), 862-871. <https://doi.org/10.1016/j.sbspro.2009.01.155>

EDWN. (2017). Research of the Russian market of online education and educational technologies.

Heyneman, S. P. (2001). The growing international commercial market for educational goods and services. *International journal of educational development*, 21(4), 345-359. [https://doi.org/10.1016/S0738-0593\(00\)00056-0](https://doi.org/10.1016/S0738-0593(00)00056-0)

Howells, K. (2018). The future of education and skills: education 2030: the future we want.

Hrastinski, S. (2009). A theory of online learning as online participation. *Computers & Education*, 52(1), 78-82. <https://doi.org/10.1016/j.compedu.2008.06.009>

Intrado. (2021). Global Trends in Private Tutoring Market Size Will Grow to USD 1, 90,192 Million.

Jayawardana, K. (2020). Capstan Equation Generalised for Noncircular Geometries. *arXiv preprint arXiv:2012.13353*.

Kalenskaya, N., Gafurov, I., & Novenkova, A. (2013). Marketing of educational services: Research on service providers satisfaction. *Procedia economics and finance*, 5, 368-376. [https://doi.org/10.1016/S2212-5671\(13\)00044-0](https://doi.org/10.1016/S2212-5671(13)00044-0)

Konovalenko, T. V., Yivzhenko, Y. V., Demianenko, N. B., Romanyshyn, I. M., & Yemelyanova, Y. S. (2021). The possibilities of using distance learning in the professional training of a future foreign language teacher. *Linguistics and Culture Review*, 5(S2), 817-830. <https://doi.org/10.37028/lingcure.v5nS2.1423>

Majchrzak-Lepczyk, J. (2021). Value for the Customer in E-Commerce.

Pugatch, T., & Wilson, N. (2018). Nudging study habits: A field experiment on peer tutoring in higher education. *Economics of Education Review*, 62, 151-161. <https://doi.org/10.1016/j.econedurev.2017.11.003>

Ritonga, M., Kustati, M., Budiarti, M., Lahmi, A., Asmara, M., Kurniawan, R., Putri, N., & Yenti, E. (2021). Arabic as foreign language learning in pandemic COVID-19 as perceived by students and teachers. *Linguistics and Culture Review*, 5(1), 75-92. <https://doi.org/10.37028/lingcure.v5n1.726>

Sit, J. W., Chung, J. W., Chow, M. C., & Wong, T. K. (2005). Experiences of online learning: students' perspective. *Nurse education today*, 25(2), 140-147. <https://doi.org/10.1016/j.nedt.2004.11.004>

Vertakova, Y., Simonenko, E., & Androsova, I. (2015). Analysis of Innovative Capacity of Russian Players in The Market of Educational Services in The Context of World Economic Intercourse Globalization. *Procedia economics and finance*, 23, 104-110. [https://doi.org/10.1016/S2212-5671\(15\)00544-4](https://doi.org/10.1016/S2212-5671(15)00544-4)

Zimmer, R., Hamilton, L., & Christina, R. (2010). After-school tutoring in the context of no child left behind: Effectiveness of two programs in the Pittsburgh public schools. *Economics of education Review*, 29(1), 18-28. <https://doi.org/10.1016/j.econedurev.2009.02.005>