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DIGITAL UNIVERSITY AS A KEY ELEMENT OF HIGHER EDUCATION ADAPTATION TO THE CHALLENGES OF THE DIGITAL ECONOMY

Natalia Bobro
Ph.D., Doctor of Philosophy,
Director of the Digital Department European University,
Director of the "NooLab & AI" Scientific Laboratory
of the European University,
Private Higher Education Establishment "European University"

The digitalization of the economy is significantly transforming the higher education system, leading to the modernization of educational programs, changing paradigms of specialist training, and rethinking the required competencies of graduates [1; 2]. New generation universities are becoming not only educational institutions, but also innovation centers integrated into global networks of research and development of digital technologies. Interactive educational approaches are being systematically implemented, which requires the training of new specialists in the field of digital learning, such as educational game developers, educational process gamification specialists, and moderators of scientific and cultural events in the digital environment.

The principle of education accessibility, as a key component of the digital university concept, involves the implementation of comprehensive mechanisms for adapting the educational environment to the needs of people with disabilities [3, p. 218]. This requires the training of specialists focused on the development and implementation of inclusive educational strategies, which contributes to the formation of new professional areas, such as "Tutor for people with disabilities". At the same time, the growing need for personalization and customer focus of the learning process necessitates the involvement of experts in the field of digital educational technologies, including specialists in designing educational content and organizing project-based learning.

The active spread of distance and blended learning necessitates the effective management of digital educational ecosystems, which contributes to the emergence of a new profession – "Coordinator of the educational online platform". This specialist's activities are focused on optimizing digital learning environments, ensuring their integration with innovative educational

technologies, and improving the efficiency of the learning process. At the same time, one of the key areas of university development is to strengthen the relationship between educational and research activities, which requires the development of mechanisms for commercializing scientific innovations. This, in turn, leads to the formation of new professional roles, such as “Startup mentor” who will help transform scientific developments into competitive business projects.

The emergence of new professions necessitates the revision of educational standards and approaches to the formation of students' competencies [4; 5]. Table 1 presents a matrix of competencies that are key for digital economy professionals.

Table 1

Matrix of digital economy professions and required competencies

Professions	Systems thinking	Interdisciplinary communication	Project management	Business forecasting	Programming	Control, robotics, and sensorics	Neural networks and artificial intelligence	Customer focus	Multiculturalism	People skills	Work in conditions of uncertainty	Big Data	Specialized registers (databases)
Moderator of scientific and cultural events	1	1	1						1	1			
Designer of educational technologies	1	1	1		1		1	1		1			1
Tutor for working with people with disabilities	1	1	1					1		1	1		
Organizer of project-based learning	1	1	1					1		1		1	1
Coordinator of the educational online platform	1	1	1		1		1		1	1		1	1
Startup mentor	1	1	1					1	1		1		
Developer of educational games	1	1						1	1				
Gaming teacher	1	1							1	1			

The competencies are divided into basic ones that have universal application (systems thinking, interdisciplinary communication, project management, customer focus, programming, multiculturalism, and work with people) and specific ones that are necessary for the digital economy (robotics, sensorics, neurotechnology, artificial intelligence, work in conditions of uncertainty, Big Data, blockchain, augmented and virtual reality technologies, Internet of Things, and quantum technologies).

Using this matrix, universities can adapt their educational programs by implementing new disciplines and learning formats. This also opens up opportunities for professional retraining and lifelong learning for professionals seeking to adapt to the changes caused by digital transformation.

Analyzing the impact of digitalization on the labor market in the education sector, a number of positive factors can be identified. First, automation of routine processes will optimize resource allocation and reduce the cost of administrative functions. Second, digital technologies will help improve the quality of educational services by personalizing learning. Third, reducing the human factor in decision-making will contribute to the objectivity of evaluation and efficiency of university management. Forth, the digital economy development will stimulate the emergence of new educational programs and specialties that will be in demand in the labor market.

At the same time, the digitalization of universities is accompanied by a number of challenges. One of the main risks is the reduction of low-skilled jobs, which will require the development of support and employee retraining policies. In addition, the digitalization of education is changing worldview approaches to learning, which requires flexibility and adaptability from both teachers and students. Another significant challenge is digital exploitation, a situation in which algorithms and artificial intelligence replace human labor by controlling the behavior of users of digital platforms.

Thus, the process of digitalization of universities should be strategically directed and state supported. To successfully implement the changes, it is necessary to develop a national program for adapting the educational system to the digital economy, which will include training of new specialists, support for scientific research, integration of digital technologies into the learning process, and legal regulation of innovations. Therefore, changes in education are inevitable, and the future of universities will be determined by their ability to transform and implement new approaches to personnel training in the digital economy.

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