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Bobro Natalia Serhiivna

Ph.D, Doctor of Philosophy,

Director of the digital department of the European University

director of the “NooLab & AI”

scientific laboratory of the European University

Private higher education institution “European University”

***DIGITAL UNIVERSITY AS A RESPONSE
TO THE REQUIREMENTS OF THE MODERN ECONOMY***

Innovative advancements in digital learning and distance education technologies highlight the need for their widespread integration into the educational process. The success of this transformation depends on the adaptability of educational institutions, the professional development of teachers, and strategic support from government agencies.

The main challenge of the university’s digital transformation is its impact on the quality of educational outcomes, as well as the increased motivation of both students and teachers and the effective development of individual educational trajectories [1; 2]. Digital transformation should reshape educational technologies and establish effective methods for utilizing existing information systems to transfer knowledge, competencies, skills, and qualifications, while accounting for the creation of individualized learning paths [3, p. 261].

A modern university should train specialists who not only possess expertise in their field but can also work effectively with big data. Skills in predictive analytics, data interpretation, and scenario assessment are becoming essential for success in the digital age. Therefore, the educational process should focus on developing students’ digital competencies, and the university environment should closely resemble real-world working conditions.

For the purposes of our study, a “digital university” is defined as an educational institution where activities – such as management processes, learning technologies, and services for staff and students – are based on information and telecommunication technologies. Business decisions are made automatically or in an automated manner according to predefined goals and criteria. The primary aim is to analyze the potential of these technologies to reengineer fundamental educational processes, improving both their efficiency and quality.

The retrospective of the “digital university” concept is grounded in the evolution of processes such as computerization, automation, informatization, digitalization, and digital transformation.

Over time, data has become increasingly vital in automation and informatization, serving as a foundation for management decisions in the business environment. This shift has led to the creation of data warehouses and automated information processing systems that support both operational and strategic

decision-making. The integration of data warehouses and decision-making based on the analysis of large datasets has become essential in modern automation projects. However, as the volume of data stored increases and analysis algorithms become more complex, the level of automation achieved also rises. With the development of analytical information systems and the growing amount of data accumulated and processed by universities, data processing becomes more intricate, leading to more powerful and functional information systems.

Considering the aforementioned, the term “digitalization” should be viewed as an activity focused on integrating digital technologies into management decision-making processes. This includes the introduction of digital tools in the university’s educational, financial, economic, and administrative procedures to enhance the quality of education and improve economic indicators. In this context, it is essential to complete the transition from traditional, manual management methods to modern digital alternatives. This shift will lead to the emergence of “digital services”, providing users (students, teachers, administrators) with remote access to essential information, communication resources, environments, and tools for effective work, contemporary education, research, knowledge assessment, and experience accumulation in the digital space.

Additionally, the introduction of digital technologies should positively impact the university’s economic performance. By reducing administrative costs, optimizing resource management processes, and enhancing the efficiency of teaching activities, universities can increase revenues and create new funding sources. Digital universities can also collaborate with business and industrial partners, offering access to educational platforms for employee training or jointly developing innovative projects. This collaboration opens new opportunities for financial support and enhances the university’s reputation in the educational services market.

References

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