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ECONOMIC POTENTIAL OF THE DIGITAL UNIVERSITY IN THE EDUCATIONAL PARADIGM TRANSFORMATION

ЕКОНОМІЧНИЙ ПОТЕНЦІАЛ ЦИФРОВОГО УНІВЕРСИТЕТУ В ТРАНСФОРМАЦІЇ ОСВІТНЬОЇ ПАРАДИГМИ

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The digital transformation of higher education is one of the most pressing challenges of the modern educational system, driven by the need to adapt to dynamic changes in the technological environment, globalization of knowledge, and changing societal requirements for universities. The integration of digital technologies creates new opportunities to improve the efficiency of the educational process, provide individual learning trajectories, access to global educational resources and increase the competitiveness of higher education institutions in the international arena.

However, the digitalization process is accompanied by significant challenges. On the one hand, it requires a radical modernization of the material and technical base of universities, restructuring of traditional educational and management processes, and the introduction of new models of interaction between participants in the educational ecosystem. On the other hand, it is necessary to take into account the high dependence of digital tools on a stable technological infrastructure, access to modern software solutions and information security.

Modern realities also require the development of new competencies among teachers, students and administrative staff. These competencies should include not only technical skills in working with digital platforms, but also the ability to adapt to constant changes in the technological environment, flexibility in teaching and management approaches, and an understanding of the principles of building sustainable digital ecosystems.

An important aspect of the digital transformation of universities is a change in the educational paradigm, which focuses on individualization of learning, development of human capital, and ensuring the innovative component of the educational and research process. Particular attention should be paid to the effective use of digital tools to stimulate research, commercialize innovations, and integrate universities into global education and research networks.

Бобро Н.С. Економічний потенціал цифрового університету в трансформації освітньої парадигми. Науково-методична стаття.

У статті проаналізовано економічний потенціал цифрових університетів у контексті трансформації освітньої парадигми. Визначено ключові виклики цифровізації, включаючи модернізацію управління, розвиток інфраструктури, індивідуалізацію навчання та вдосконалення компетенцій учасників освітнього процесу. Запропоновано п'ятивекторну модель цифрової трансформації, що охоплює цифровізацію управління, освітніх технологій, інфраструктури та людського капіталу. Результати дослідження підтверджують необхідність комплексного підходу до цифровізації для підвищення конкурентоспроможності університетів на глобальному рівні. Перспективи подальших досліджень включають створення інтегрованих цифрових платформ, оцінку їх ефективності та адаптацію до національних умов.

Ключові слова: цифровізація, діджиталізація, університети, вища освіта, цифрові технології

Bobro N.S. Economic Potential of the Digital University in the Educational Paradigm Transformation. Scientific and methodical article.

The article analyzes the economic potential of digital universities in the context of the educational paradigm transformation. The key challenges of digitalization are identified, including the management modernization, infrastructure development, individualization of learning and improvement of the participants' competencies in the educational process. A five-vector model of digital transformation is proposed, which includes the digitalization of management, educational technologies, infrastructure, and human capital. The results of the research confirm the need for an integrated approach to digitalization to increase the competitiveness of universities at the global level. Prospects for further research include the creation of integrated digital platforms, evaluation of their effectiveness and adaptation to national conditions.

Keywords: digitalization, universities, higher education, digital technologies

It is important to note that there is currently no universally accepted definition of the term "digital university." However, various approaches generally associate this concept with the integration of digital technologies into all aspects of university operations. A digital university is an innovative form of higher education organization that is based on the extensive implementation of information and communication technologies (ICT) in all activities of the institution. This concept includes the automation of educational, administrative, research, and communication processes, creating an integrated digital environment for learning, work, and collaboration.

A digital university can be viewed as a multifunctional platform encompassing various aspects of educational life – from electronic document management to adaptive learning based on artificial intelligence. This organizational model addresses the contemporary challenges of the digital economy, facilitating the preparation of competitive professionals for the global labor market.

One of the key elements of a digital university is the integration of distance learning technologies that enable students to study regardless of their geographical location. This ensures accessibility to education, promotes the development of self-directed learning skills, and facilitates the creation of flexible schedules for students. Additionally, digital platforms provide opportunities for the extensive use of multimedia resources, enriching the learning process and making it more interactive.

A digital university also ensures efficient management of administrative processes. The use of digital tools for automating reporting, accounting, and analytics simplifies resource management and optimizes costs. This creates opportunities for strategic planning of university development, taking into account current trends and societal needs.

The digital university is a multifunctional platform that ensures the effective generation, systematization, and exchange of knowledge. The use of advanced digital technologies, such as cloud computing, electronic libraries, and databases, creates conditions for in-depth analysis of big data, modeling complex systems, and expanding opportunities for interdisciplinary research.

It is worth emphasizing that the digital university is not only a tool for educational activities but also a social concept aimed at reducing the digital divide between various regions and social groups. The implementation of this model promotes social equity and opens new possibilities for inclusion in education.

In this study, the term "digital university" will refer to an educational organization whose activities (management processes, learning technologies, services for staff and students, etc.) are based on the use of information and telecommunication technologies and equipment. Decision-making in management and business processes is carried out automatically or semi-automatically based on predefined goals and criteria.

The digital university is characterized by the integration of technologies to ensure sustainable development of the educational environment,

including the use of intelligent decision-support systems, modeling of educational processes, and knowledge management. Digital platforms enable effective communication among participants in the educational process, strengthening connections between the academic community, students, administrative staff, and external partners.

Particular attention should be paid to the transformation of management processes within a digital university. The use of automated management systems allows for the optimization of planning, resource accounting, and monitoring of educational and research outcomes. This integration enhances the efficiency of the university's operations and ensures transparency in decision-making, aligning with the contemporary requirements for the functioning of educational institutions.

Therefore, the digitalization of universities is not only a technical process, but also a complex socio-economic transformation that requires a strategic approach, resources, and active participation of all stakeholders. The study of the economic potential of a digital university allows to identify the main factors that will contribute to the successful implementation of digital transformation and adaptation to the current challenges of the educational environment.

Analysis of recent research and publications

The digital transformation of universities is being actively studied in both international and domestic scientific literature. Among the key aspects, attention is paid to the introduction of digital technologies in the learning process, modernization of management models, and creation of digital infrastructure.

Leiva, Matera, and Schöning (2023) note that the development of mobile technologies in higher education opens up new opportunities for flexible learning, promoting the integration of global information networks into the educational process [1]. Similarly, Komninos et al. (2023) emphasizes the role of digital platforms in ensuring interactivity and personalization of learning, which allows to adapt to the individual needs of students [2].

Soroko and others (2018) explore the challenges associated with trust in artificial intelligence in the management of educational processes, highlighting the need for transparency of algorithms and information security [3]. At the same time, Sklyarenko and Yahodzynskyi (2024) emphasize the importance of digital interactive technologies as the basis of the modern educational process, focusing on the need to constantly update educational materials in digital format [4].

Bobro (2024) highlights the strategic role of digital universities in the new economy, noting that their successful functioning depends on the alignment of innovation policy with infrastructure capabilities [5]. Dushchenko (2021) analyzes in detail the current state of digital transformation in education, emphasizing the problems of scaling digital technologies in higher education institutions [6].

Khomenko and others (2024) focus on the impact of interactive technologies on the learning process,

especially in the context of developing digital competencies among students and teachers [7]. At the same time, Verina and Titko (2019) propose a conceptual framework for digital transformation that emphasizes the role of information technology in ensuring the sustainability of educational systems [8].

Analysis of domestic sources shows a growing interest in the digitalization of the educational process. In particular, Karpluk (2019) considers the peculiarities of the introduction of digital technologies in higher education in Ukraine [9], and Lopuschnyak et al. (2021) analyze the socio-economic factors that affect the ecosystem of sustainable development [10].

Despite the wide range of research, the issue of integrating digital tools into traditional models of the educational process, ensuring the effective use of big data and artificial intelligence, and overcoming barriers to the digital transformation of universities remains relevant. This determines the need for further research of the potential of digital universities in the context of the educational paradigm transformation.

Analysis of recent studies also indicates that the digitalization of universities is a complex process requiring a systemic approach to technology integration, organizational culture transformation, and adaptation to the contemporary conditions of globalization. Particular attention should be paid to the development of new management models that consider the impact of digital platforms on the efficiency of administrative and educational processes. Additionally, it is crucial to examine the accessibility of digital tools, particularly for regional and less financially supported higher education institutions, to ensure equal opportunities for students and faculty across all educational environments.

Unsolved aspects of the problem

Despite a significant amount of research on the digital transformation of universities, there are a number of aspects that require further study. For example, the integration of digital technologies into traditional models of the educational process requires the adaptation of innovative digital solutions to the specifics of the university ecosystem, ensuring synchronization between classical and digital approaches to learning and management. The effective use of big data and artificial intelligence requires the development and implementation of systems that can analyze large amounts of data to support educational and management decisions. Overcoming the barriers of digital transformation remains relevant due to the insufficient level of material and technical support of universities, limited resources for the implementation of digital tools, and the need to improve the digital competencies of all participants in the educational process. In addition, studying the potential of digital universities in the context of educational paradigm transformation and development of effective models for integrating digital technologies requires in-depth analysis.

The aim of the article is to study the economic potential of digital universities in the context of their transformation in terms of digitalization, to identify the key factors that contribute to the successful integration

of digital technologies into educational and management activities, and to develop a five-vector digital transformation model to ensure the adaptation of universities to modern challenges and increase their competitiveness at the global level.

The main part

It should be noted that one of the most promising models for the development of higher education in the context of digital transformation is the creation and implementation of the digital university model. This model envisions the development of a comprehensive ecosystem of information and communication technology platforms and analytical applications aimed at enhancing the cognitive potential of all participants in the educational process [10].

The primary goal of the digital university is to identify and develop human potential while modeling scenarios for professional, creative, and personal development through the use of artificial intelligence, informatics, graphical analysis, forecasting, and innovative technologies. Digital applications are fully adapted to individual needs, gradually replacing classical educational programs and linear methods of information delivery. As a result, students gain the opportunity to learn anywhere and anytime, regardless of age, social status, professional affiliation, cultural, ethical, or ideological preferences.

Under these conditions, the traditional disciplinary core of modern education is significantly reduced, giving way to problem-oriented, transdisciplinary learning. This approach is based on project-based, learner-centered, and convergent educational technologies. The key categories of the digital university include the development of human creative potential as a creator and innovator, as well as the implementation of innovations that serve as the primary regulators of interinstitutional relationships [1, 3].

The digitalization of university education represents a form of implementing a project-design approach in managing scenarios for the future development of education. Universities aiming to maintain their positions in the global education market face the challenge of integrating into the international scientific and educational space. Digital platforms, which replace traditional channels of information storage, processing, and retrieval, along with "smart technologies," digital applications, and educational resources such as MOOCs (Massive Open Online Courses) and SPOOCs (Self-Paced Online Courses), have become transformative factors in the global education landscape when not used rationally. These tools are gradually reshaping the methods of acquiring education, disrupting traditional forms of its organization [2, 8].

As a result, changes in the identity of university education are becoming irreversible, and the necessity of restructuring the conceptual model of education becomes apparent.

Based on a synthesis and analysis of international experiences in organizing and implementing various forms of educational activities in the field of supplementary education, a conceptual model for a

networked educational platform within the digital university framework has been developed. This model aims at the multidimensional and multivector development of students' human potential.

Analytical applications and educational resources tailored to the needs and capabilities of students are fundamentally transforming the methods of obtaining education, its architecture, principles, goals, and core characteristics. The phenomenon of "Learning on Demand" emerges, where educational products are customized for each individual student [1, 10].

Given these developments, a foundational concept of the digital university is proposed, aligning with contemporary trends and the challenges of global digitalization in education. Within this framework, digital applications are fully adapted to individual needs, replacing traditional educational programs and linear methods of information delivery. Students gain the ability to learn anytime, anywhere. These conditions enable a transition from disciplinary education to transdisciplinary learning, focused on mastering thematic modules and solving practical, complex, task-oriented problems.

The university transcends physical boundaries, expanding its presence in virtual spaces through cloud technologies and networked partnerships with distributed management. Transnational corporations and public organizations can participate in shaping social demands for the preparation of specialists with specific competencies.

The digital university can be viewed as a universal educational service within the knowledge economy, performing educational, research, innovative, and commercial activities in an era of "information explosion," characterized by exponential growth in the volume, complexity, and diversity of information flows [4].

Research on managing the digital university and its transition to the sixth technological paradigm requires identifying key characteristics for systematic analysis and modeling, including:

- Multifunctionality in educational activities, incorporating differentiation and diversification of student training;
- Consulting and knowledge transfer activities;
- Commercialization of innovative technologies;
- A multi-tiered higher education system;
- High-quality education for undergraduates, master's students, and advanced research personnel, optimized through individualized learning trajectories;
- Metrics for balancing students across different education levels, considering ratios of master's to bachelor's students, PhD candidates to master's students, and postdoctoral fellows to PhD candidates, ensuring the university's sustainable development;
- Directions in educational activities focused on innovative technologies, science, and socio-humanitarian development, aligned with global and national trend forecasts;

— Integration of administrative and management information flows using cloud technologies and big data [6, 7].

A critical challenge in managing the digital university lies in transitioning to a new form of integrating hierarchical levels and functions with the use of electronic didactic technologies. These technologies enhance the quality of the educational process and academic performance while optimizing students' individualized learning pathways.

When creating a modern digital university, it is advisable to use a five-vector digital transformation model, which involves radical changes in five key areas of university functioning:

- management system, which involves the introduction of mechanisms for processing "big data" flows to create an integrated innovation ecosystem of the university;
- digitalization of educational and methodological support, educational technologies and communications between all participants of the educational process;
- formation and support of individual educational trajectories for each student;
- development of digital technological and "cloud" infrastructure of the university;
- formation, development and support of human potential through continuous improvement of digital competencies of students, teachers and administration.

The transition to the digital infrastructure of the university includes a set of measures for the global transformation of business processes and structural units of the educational institution through the use of information and communication technologies, and an integrated information and educational system.

Taking into account the high complexity of the digital transformation of a modern university, at the initial stages it is advisable to use the paper-free principle, business process monitoring module, single window system and mobile organizational, and information and communication infrastructure of the university as a research and education business corporation [11, 12].

The practice of numerous researches shows that the introduction of the concept of paperless data processing is the basis of the electronic document management system, which provides automation of the processes of passing and approving documents within an educational organization. At the same time, the share of working documents that pass through the automated document management system should be at least 80% [13].

The module for monitoring business processes in real time allows to collect and analyze the activities of university departments and faculties, track the results of research activities, monitor security systems (including video surveillance, access control devices, fire safety systems), and ensure the functioning of the local network and utility infrastructure using "big data" processing and analysis technologies [14, 15].

The single window system, together with the university's mobile infrastructure, helps to overcome internal bureaucratic barriers to communication between students, teachers, and administration.

Within the concept of a modern digital university, it is advisable to distinguish measures that cover the following five levels (Figure 1).

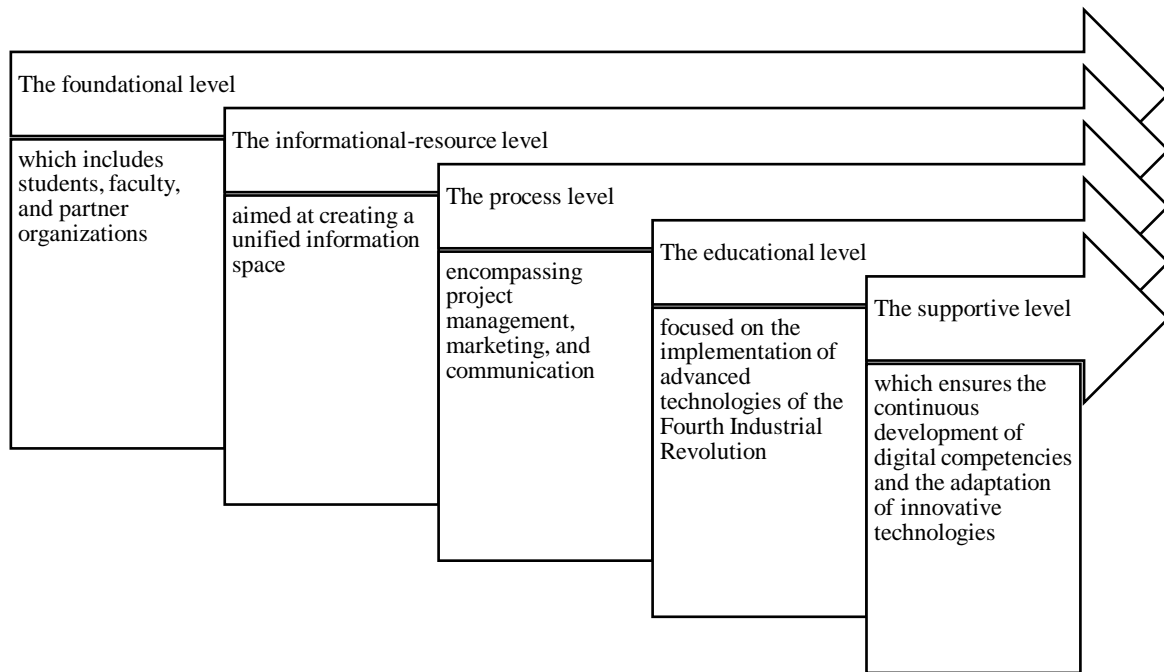


Figure 1. Levels of the digital university concept implementation

Source: the author's own elaboration

As we can see from Figure 1, the first level (foundational) unites students, academic staff, research and engineering staff, as well as industry, academic, research and development partner organizations. These entities are internal and external stakeholders of the university, forming its core.

The second level (informational-resource) includes information and technology services that are an integral component of the university. Its components are basic information services that create a unified information space for interaction at the university using flexible smart tools. They include multimedia screens for lectures and seminars, wireless communication on the territory of the institution, secure cloud storage for data storage and exchange, and other technologies that meet modern trends. The digital library provides students and teachers with access to educational and methodological, and scientific materials from any device at any time. The digitalization of scientometrics involves monitoring, accumulation, and analysis of scientific data using technologies for processing large amounts of information. Modern universities often integrate traditional and digital libraries, which increases user comfort and positively affects the reputation of the university [16].

The third level (process) is the most resource intensive, as it includes digital marketing, research project management, procurement, and student engagement. This provides maximum added value for the university's information and education platform.

Digital marketing is becoming a new area of activity for classical, innovative and technical universities aimed at solving the following tasks:

- organization of interaction with students through modern digital communication channels;
- monitoring changes in the perception of the university brand in target markets through research and analysis of data from social networks and messengers;
- carrying out preventive and reactive measures to form a positive image of the university;
- stimulating the creation of digital communities and the introduction of innovations at all stages of the educational cycle, including the dissemination of information about educational programs and their features;
- development of personalized marketing materials for target audiences based on data analysis from various sources.

Interaction with students includes the following aspects:

- use of digital technologies to support students in advanced training and retraining;
- development of digital models of individual educational trajectories for students;
- providing remote access to educational resources through various digital communication channels;
- data analysis using Big Data and Data Mining to identify the most promising students;
- organization and management of self-organized "online network communities of students".

The fourth level (educational) covers information, and material and technical tools aimed at mastering knowledge and skills related to the key areas of the Fourth industrial revolution. It is highly likely that

these areas will be widely used in the university environment in the second quarter of the 21st century. These technologies include smart technologies, artificial intelligence, unmanned vehicles, converged nano-, bio-, information and cognitive technologies, additive manufacturing, virtual and augmented reality, blockchain, cognitive educational technologies, quantum computing, space exploration, social engineering, cybersecurity, preventive management of natural and man-made disaster risks, organizational technologies, complex systems management technologies, and the "Internet of Things".

The fifth level (supportive) involves measures implemented at all stages of digital university development. These include:

- monitoring of the latest technologies and consulting on their use to achieve the university's goals;
- improvement of policies and procedures that encourage the use of innovative digital technologies among students, teachers and administrative staff;
- providing the most open and convenient access to information resources and systems using new technologies;
- optimization of the use of cloud solutions to stimulate innovation and rapid implementation of new functions, products and systems;
- implementation of advanced training and retraining programs along with scientific activities to maximize the use of the potential of digital technologies;
- development of individually adapted programs of continuous professional development for teachers, technical staff and university administration using the rotational principle.

Therefore, the implementation of the five-vector digital transformation model in the future can provide a comprehensive approach to improving the university ecosystem aimed at digitalization of management

processes, modernization of educational infrastructure, and introduction of innovative technologies. This will help increase the adaptability of the institution to modern challenges and ensure the integration of advanced methods in research and education activities.

Conclusion

The digital transformation of universities is a key area of the educational paradigm modernization that promotes the integration of innovative solutions into the educational process, management models, and research activities. The research confirms that the successful implementation of digital initiatives depends on the implementation of the five-vector transformation model, which includes the modernization of the management system, digitalization of educational and research processes, development of technological infrastructure, individualization of learning, and formation of competent human capital. The main barriers to digitalization are insufficient technological infrastructure, the need for funding, and the low level of digital competencies of teachers and students. At the same time, a comprehensive approach to transformation can increase the competitiveness of universities in the global education space, ensure their integration into international research networks, and promote sustainable development.

Further research could be aimed at developing integrated digital platforms for universities that combine the capabilities of artificial intelligence, big data, and cloud technologies. Particular attention should be paid to studying the socio-economic impact of digitalization on university ecosystems, assessing the effectiveness of implementing innovative solutions in different contexts, and developing indicators to monitor the level of digital transformation. Also relevant is research on adapting digital models to the specific needs of national educational systems, ensuring information security and developing new competencies for working in a digital environment.

Abstract

The article is devoted to the research of the economic potential of digital universities in the educational paradigm transformation. The introduction substantiates the relevance of the digital transformation of higher education as a key challenge of the modern educational system caused by the globalization of knowledge, the development of the technological environment, and changes in public requirements for universities. It is shown that digitalization not only expands the possibilities of the educational process, but also requires a radical restructuring of traditional models of management and education.

The aim of the article is to analyze the economic potential of digital universities, to identify the main challenges and prospects for the introduction of digital technologies in higher education, and to develop a five-vector digital transformation model that covers the key aspects of the functioning of universities in modern conditions.

The methodological basis of the research is the analysis of scientific sources, empirical study of digitalization practices, the use of modeling methods to develop a conceptual five-vector model of university transformation. The model involves the digitalization of the management system, educational and methodological support, individualization of educational trajectories, development of digital infrastructure and improvement of human capital.

The research highlights the main aspects that contribute to the successful digitalization of universities, including the use of big data technologies, cloud solutions, and artificial intelligence. The impact of digital technologies on improving the efficiency of the educational process, innovative activities and international competitiveness of universities are analyzed. Particular attention is paid to the challenges associated with insufficient material and technical support, digital competencies of teachers and students.

The conclusions indicate that the digitalization of universities is a multidimensional process that requires a strategic approach, resource provision, and active participation of stakeholders. Prospects for further research include the development of integrated digital platforms, evaluation of the effectiveness of their implementation, and adaptation of digital models to specific national conditions. The article emphasizes the importance of an integrated approach to the digital transformation of universities to ensure their sustainable development and integration into the global educational space.

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