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Ways to develop education to support the digital economy

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Abstract

Relevance. The processes of globalization and modernization emphasize the need to use modern technologies in all sectors of the state, including the economic sector. The digital economy is a concept that can increase labour productivity and influence the development of the state, which requires its improvement at all levels and preparation of future specialists to interact with it.

Purpose. The purpose of this paper is to reveal the directions of changes in the training of future specialists for the development of the digital economy.

Methodology. To achieve this goal, the methods of comparison, generalization, and the interview method were used.

Results. The study conducted among 120 students and 80 teachers of higher education institutions in Kosovo and North Macedonia revealed several key findings. Approximately 51% of students assessed their preparation for interacting with the digital economy as poor, and 49% were not ready for its development. Both students (96%) and teachers (95%) expressed significant concerns about the security and confidentiality of data within the digital economy.

Conclusions. The study highlights the need for enhanced security measures in the digital economy to address concerns about data privacy. It also emphasizes the importance of modernizing educational programs, fostering interactions between educational institutions and enterprises, and creating special courses to better prepare students for the digital economy. These initiatives will support the development of the digital economy and equip future specialists with the necessary skills and knowledge.

Keywords: educational process; modern technologies; innovations; Internet platforms; globalization; digitalization.

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Introduction

In today's world, digitalization is taking place in all spheres of human life and in all public sectors. Digitalization processes are relevant to the fields of law, government, education, medicine, ecology, and the economy. The digital economy has become the link in the economic sector that has made it possible to improve human productivity, optimize and automate important processes, monitor changes in the economic sphere and respond quickly to them. Moreover, store, and process large amounts of data, conduct international transactions, and interact more effectively with international partners.

In addition to being applied at the state level, the digital economy has provided opportunities for small and medium-sized businesses. It includes the possibility of increasing turnover, using innovations in their activities, improving customer interaction and increasing their number.

In particular, L. Efremov and F. Pruthi [1], who studied the development of digital marketing in the automotive industry in Kosovo, noted that in the modern world, the digital economy is a more relevant form of economy that develops in parallel with changes in other sectors of the state. Thus, the development of the education sector can directly influence the development of the digital economy. According to K. Dërmaku and A. Emini [2], who studied the digitalization of governance and the legal system of the state, digitalization in public sectors is an important stage in the development of information and communication technologies, as well as a method of increasing efficiency and speeding up the work of employees.

Experts have identified high-quality training of personnel to perform their duties using modern technologies as an effective method of accelerating digitalization and increasing its efficiency. However, scholars noted the need to consider the fact that the digitalization of society also carries certain risks, such as the leakage of confidential information about citizens or online fraud. Studying the impact of digitalization on business, E. Shehu et al. [3] noted that technological progress is the basis for the development of the state, its industries, and resources. Digitalization has improved the productivity of enterprises, allowed them to create new unique products and services and be competitive with their opponents. The researchers also concluded that businesses need to quickly acquire new skills to effectively develop innovations, and that it is specialists from different industries, their initiative, and creativity that can help develop digital technologies.

In their study of the peculiarities of building a sustainable digital society, A. Elshani and B.T. Rrecaj [4] noted that economic innovations can improve the performance of enterprises, scale up businesses, and improve international relations, including international trade. However, according to scientists, the use of digitalization in all spheres of human activity and in all sectors of the state must be carried out in compliance with safety rules, for which both professionals with long experience and those without long experience or who are just preparing for their professional activities must be prepared. The preparation of society for digitalization should take place at the level of education, for its active development, support, and increased security.

H. Dermaku and X. Shala [5], revealing the problems of digitalization in the management system, also noted the need to comply with safety rules when working with digital technologies, as well as the need for modern specialists trained and capable of supporting them. In turn, Q. Gazmend and K. Fjolla [6], studying the digital transformation of education, concluded that approaches to the educational process should be rethought, which will ensure changes in the digital sector. Currently, according to the researchers, the educational system is not ready to use innovative technologies in the learning process, and students do not develop the necessary skills, which slows down digitalization and makes this process less effective.

The digital economy is a relevant way of developing the state, increasing the competitiveness of its employees, and improving the efficiency of human activity, but there are certain problems in its application, including security issues. There is a risk of confidential information leakage and financial and economic fraud on the Internet.

To develop and support the digital economy and ensure the security of its use, approaches to training future professionals who will interact with it must be rethought. According to scholars, the current educational system is not ready to develop the necessary competencies in future professionals and needs to be improved. However, the ways to develop education to support the digital economy and its impact on the educational process and training of specialists have not been sufficiently studied. Therefore, the purpose of this study is to identify priority areas of change in the education sector for the further development of the digital economy.

Materials and Methods

The method of analysis was used to reveal the meaning of the term "digital economy", to determine its role in the modern environment and the development of the state. This method was also used to reveal the relationship between the digital economy and education and to justify the impact of education on the development and support of the digital economy.

In order to identify the advantages and disadvantages of the digital economy and the priority ways of changing the educational process, a survey was conducted among 120 students and 80 teachers from higher education institutions in Kosovo and North Macedonia. All the students studied were economics majors and had experience in studying and interacting with the digital economy. The age of the surveyed students was 20 to 25 years old, and they were in the 2nd to 5th year of study. Among the students surveyed, 67 were male and 53 were female.

Among the surveyed teachers, 36 teachers taught economic disciplines, 30 teachers taught legal disciplines, and 14 teachers taught disciplines in the field of public administration and management. This made it possible to study the opinion of teachers of different disciplines on the effectiveness of the digital economy in various sectors of the economy, law, and public administration. The age of the surveyed teachers is from 30 to 48 years, and the vast majority of the respondents are women (54 teachers).

The study used interviews to assess the readiness of future professionals and teachers to use and develop modern technologies, including the digital economy, to

identify the advantages and disadvantages of the digital economy in their opinion, and to identify priority ways of its development. The interview consisted of two blocks

(Block A and Block B), where Block A was designed to interview teachers and Block B was designed to interview students (Table 1).

Table 1. Interview questions

Block A (aimed at surveying teachers)		Block B (aimed at surveying students)	
No.	Question	No.	Question
1	Do you interact with the digital economy in your professional activities (in the teaching process)? How?	1	Do you interact with the digital economy in the educational process (in the learning process)? How?
2	Do you interact with the digital economy in your everyday life?	2	Do you interact with the digital economy in your everyday life?
3	In your opinion, are students ready to interact with the digital economy in their future professional activities?	3	In your opinion, are you well-prepared for interaction with the digital economy in your future professional activity?
4	In your opinion, are students ready to develop and support the digital economy in the future?	4	In your opinion, are you ready for the development and support of the digital economy in the future?
5	In your opinion, what are the advantages of the digital economy?	5	What needs to change in your training so that you can effectively develop the digital economy in the future?
6	In your opinion, what are the disadvantages of the digital economy?	6	In your opinion, what are the advantages of the digital economy?
7	How do you see the ways of further development of the digital economy?	7	In your opinion, what are the disadvantages of the digital economy?
8	How, in your opinion, can education affect the digital economy?	8	How do you see the ways of further development of the digital economy?
9	What changes in the educational process need to be made for the further development and support of the digital economy?	9	How, in your opinion, can education affect the digital economy?
10	In which spheres of human life and spheres of state activity can the digital economy be most effectively used, and how?	10	In which spheres of human life and spheres of state activity can the digital economy be most effectively used, and how?

Source: compiled by the authors.

The method of generalization was used to summarize the results of the study, to determine the percentage of teachers' and students' readiness to interact with the digital economy, and to develop and support it. The comparison method was used to compare the results of interviews with teachers and the results of interviews with students.

This method helped to identify the views and opinions of teachers and students that are similar and different. It helped to see the real situation of interaction with modern technologies in the educational sector and the readiness of teachers and students to support the digital economy. It also allowed providing the most effective ways to improve the educational process to develop and support the digital economy.

The impact of higher education and training of future specialists on the development of the digital economy was determined by analysing the results of the interviews. After identifying the shortcomings in the current educational process, the analysis method was used to find effective methods of improving the educational process that will help develop the digital economy and support its functioning. Recommendations for improving the educational process as an important stage in the support and development of the digital economy were also provided through synthesis.

The synthesis method was used to formulate the general results of the study. This method also helped to identify the

problems that were not sufficiently addressed in this paper and to identify prospects for further research.

Results

The COVID-19 pandemic has demonstrated the need for innovative technologies in the modern world and has become an incentive for the digitalization of all possible spheres of human life and all sectors of the state, including the economic and educational sectors. Five years later, it is possible to see the results of the digitalization process and the need for further development of modern technologies in parallel with other changes in society [7, 8]. Improving innovative technologies and finding new approaches to their use that will contribute to the development of the state and improve the efficiency of human activity is a priority for modern society.

Achieving these goals is possible if future specialists are well-prepared for professional activities in which they can interact with and modify digital technologies. The younger generation interacts with modern technologies much more effectively, as most innovations are aimed at them as the target audience that can use them most effectively [9, 10]. The energy and potential of future professionals can have a significant impact on the development of the digital economy, which determines the need for their high-quality professional training.

Researchers have defined the digital economy as: economic and social activities carried out using the Internet and related technologies [11], an economic concept that combines digital technologies with traditional ones [12, 13]. Also, as economic activity that consists in the digitization of services, products, processes, information, knowledge [14, 15]. Moreover, as a link in the digital economy that is based on digital technologies and consists of computing operations via the Internet [16, 17]. Finally, as a form of organization of economic activity based on information and communication technologies [18, 19].

At this stage, the digital economy is closely linked to the traditional economy and increases its productivity, which requires enterprises to adapt to new realities and use innovations in their activities in parallel with established approaches [16, 20]. Most businesses are already using the digital economy in their operations, which includes: online payments, sales on online platforms, storing and processing information about customers and goods, improving capital allocation, risk assessment, and development strategies [21, 22].

The digital economy expands the development opportunities for enterprises, as well as increases human productivity, saves money, and improves interaction with international partners [15, 23]. However, despite the effectiveness of the digital economy, not all businesses are ready to use it. One of the problems is the inability to effectively use the digital economy in their activities, and a lack of understanding of the directions of its development and support.

To improve the efficiency of the digital economy, its further development and support, there is a need to train qualified personnel capable of interacting with modern technologies, suggesting methods to improve them, and implementing innovative ideas [15, 24]. Based on this, it can be concluded that the educational sector can be a factor influencing the further development of the digital economy, as it is in higher education institutions that specialists are trained who will influence the use of innovations in the future, generate new ideas and approaches to interacting with them and develop them.

However, there is currently a so-called “skills gap” caused by the mismatch between the knowledge and practical skills of future professionals and the requirements of modern society [25]. Without the necessary competencies, students will not be able to effectively carry out their professional activities and develop the digital economy, which requires modernization of curricula, innovative approaches to teaching and motivation of future professionals.

To identify current challenges in preparing future professionals to interact with and develop the digital economy, as well as to provide recommendations for improving the educational process to support the digital economy, a survey was conducted among 120 students and 80 teachers from higher education institutions in Kosovo and North Macedonia. The study showed the following results: 54% of the teachers (43 people) indicated that they had interacted with the digital economy in their professional activities, and 69% of the teachers (55 people) had encountered the digital economy in their daily lives.

Among students, 43% (52 people) interacted with the digital economy in the educational process and 79% (95 people) used it in their daily lives (Figure 1). These results could indicate that the digital economy and interaction with it are not given enough attention in the educational sector, while a higher percentage of respondents interact with it in their daily lives.

There was also a higher number of students who interacted with the digital economy in their daily lives compared to the number of teachers. This could indicate that young people are more aware of digital technologies, actively use them in their daily lives, and have a greater potential to learn about the digital economy and its development, which proves the need for changes in the educational system to prepare the younger generation.

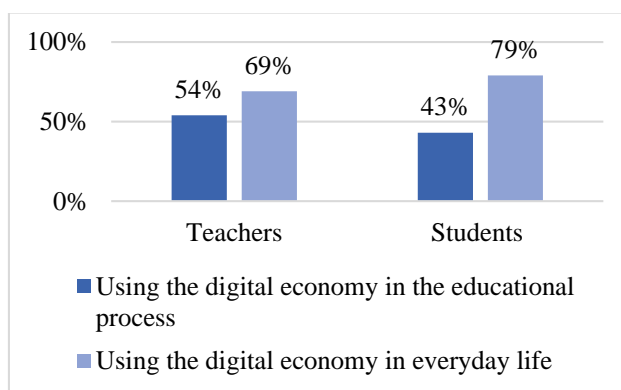


Figure 1. A comparison of the interaction of teachers and students with digital technologies in the educational process and outside it

According to 68% of lecturers (54 people), students are ready to interact with the digital economy in their future professional activities. However, only 51% of students (61 people) believed that their preparation for interaction with the digital economy was of high quality. According to 65% of lecturers (52 people), students are ready for the development of the digital economy in their future professional activities, but only 43% of students (52 people) noted their readiness for this process (Figure 2). This could indicate that teachers, using traditional approaches to teaching future professionals, consider them effective and efficient for students, while training modern students requires the use of innovations and modern approaches in parallel with traditional methods.

The lack of innovations in the educational process can affect students' readiness to interact with them in their professional activities and the ability to develop them. Among the benefits of the digital economy, teachers most often highlighted the following: the ability to optimize and accelerate economic processes (62 respondents or 77%); the ability to store and manage large amounts of information (60 respondents or 75%); increased productivity (55 respondents or 69%); the possibility of international interaction (40 respondents or 50%); and improved interaction with potential and regular customers (34 respondents or 42%).

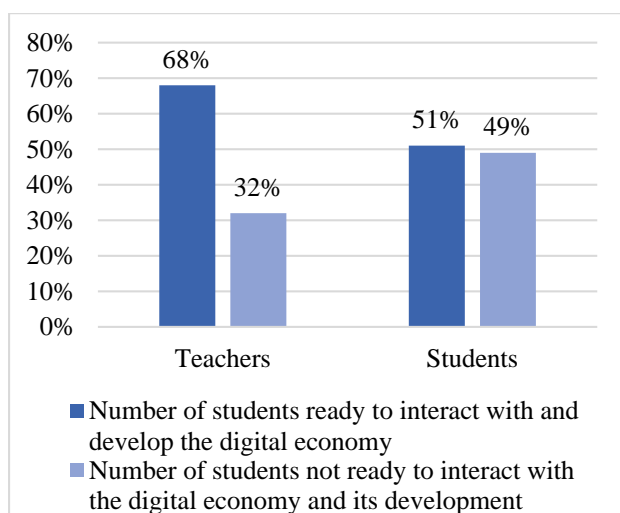


Figure 2. Percentage of future specialists' readiness to interact with the digital economy and its development, according to teachers and students

Students most often highlighted the following advantages of the digital economy. The ability to store and manage large amounts of information (102 respondents or 85%). Simplification of the payment system/ the ability to pay via the Internet (100 respondents or 83%). Increased labour productivity (96 respondents or 80%). Promotion of other innovations and creation of new services that will simplify economic and other processes (89 respondents or 74%). Easy access to goods and services via the Internet (80 respondents or 67%). Improving the quality of human life (65 respondents or 54%). The possibility of international cooperation (60 respondents or 50%). The possibility of optimizing and accelerating economic processes (55 respondents or 46%). Improving interaction with potential and regular customers (33 respondents or 28%).

Based on this, it was concluded that teachers are more focused on the development of public sectors and increasing the productivity of enterprises through the digital economy, while students perceive the digital economy mainly as a method of simplifying everyday life, easy access to goods and services and their payment. This demonstrates the need for changes in the educational process and training of future professionals to use and improve the digital economy not only in terms of everyday life, but also as a method of state development, business development, and improvement of economic processes.

Among the disadvantages of the digital economy, teachers most often highlighted: problems with information confidentiality and data security (76 respondents or 95%); dependence on modern technologies, inability to perform professional activities without their use (70 respondents or 88%); limited accessibility for some regions/segments of the population (60 respondents or 75%); reduction of real human interaction (54 respondents or 67%); reduction in the number of jobs due to the replacement of human activity with modern technologies (40 respondents or 50%).

Among the disadvantages of the digital economy, students most often highlighted: problems with information confidentiality, security of their data (115 respondents or 96%); limited accessibility for some

regions/segments of the population (102 respondents or 85%); problems with the ethics of using modern technologies, their abuse (96 respondents or 85%); dependence on modern technologies, inability to perform professional activities without their use (94 respondents or 78%); reduction of real human interaction (60 respondents or 50%); reduction in the number of jobs due to the replacement of human activities with modern technologies.

The analysis of the shortcomings of the digital economy identified by teachers and students confirmed the lack of understanding by students of the role of modern technologies in the development of the state, the economy, and their professional activities, which demonstrates the need for changes in educational programmes and approaches to training future professionals. According to 81% of the surveyed teachers (65 people), education can lead to changes in the digital economy and its further development.

Thus, teachers believed that quality education is the link that affects the ability of future generations to generate new ideas and approaches and implement them. Among the ways in which education can influence the digital economy, teachers most often highlighted the following: training competitive specialists and providing enterprises with qualified personnel capable of generating and implementing new ideas and approaches. They also emphasized motivating students to pursue a career and develop themselves as professionals throughout their lives, developing special skills aimed at further developing the economic sector, and exchanging experience between economic students and future specialists in other industries or enterprises.

Additionally, teachers noted the importance of joint research and development projects. Among the further ways of developing the digital economy, teachers highlighted: the rapid development of blockchain technologies, the use of artificial intelligence, virtual or augmented reality, and the expansion of the range of financial and economic services that can be obtained via the Internet.

Future specialists saw the following as further ways of developing the digital economy: expanding the range of financial and economic services that can be accessed via the Internet. Also, transferring all possible businesses and enterprises to the online format, development of blockchain technologies. Moreover, introduction of the digital economy into all spheres of human life. Finally, reducing the gap between urban and rural areas through the development of the digital economy.

Students identified that for the effective development of the digital economy in the future, the following changes in their training are needed. In particular, introducing more modern technologies into the educational process, as well as their active use, practising their application in practice. Expanding curricula, introducing courses on safety rules when using modern technologies, including the digital economy. Supporting students in implementing their ideas, developing creative thinking. Meeting with leading experts in the field of digital economy; facilitating the development of new technologies.

Based on the results of the study, the following conclusions were drawn about the current state of higher education and its impact on the development of the digital

economy. Future specialists are not sufficiently prepared to interact with the digital economy in the course of their future professional activities; students do not sufficiently understand the role of the digital economy in the development of the state, enterprises, and the economic sphere in general, which may affect their ability to develop and support it; teachers mostly use traditional approaches to training future specialists.

The findings were the basis for recommendations on changes in the educational process that are necessary for the further development and support of the digital economy by future professionals (Figure 3). Interaction of educational institutions with other educational institutions, businesses, and participation in exchange programmes helps to develop the necessary knowledge and skills that will be needed to support the digital economy in the future.

Such interaction may include the exchange of students between different educational institutions of Kosovo, North Macedonia, as well as between educational institutions of other countries. This will help improve international relations and increase the competitiveness of specialists in the international labour market. Additionally, it will facilitate the exchange of experience in the use of digital technologies in the educational process, everyday life, and future professional activities.

The interaction of educational institutions with businesses can be beneficial for both parties: businesses get young professionals who are able to interact effectively with modern technologies, while future professionals can gain experience in real professional activities, the opportunity to implement their ideas and develop the necessary knowledge and skills. In addition, an agreement can be concluded with companies on internships for the best students and the possibility of further employment.

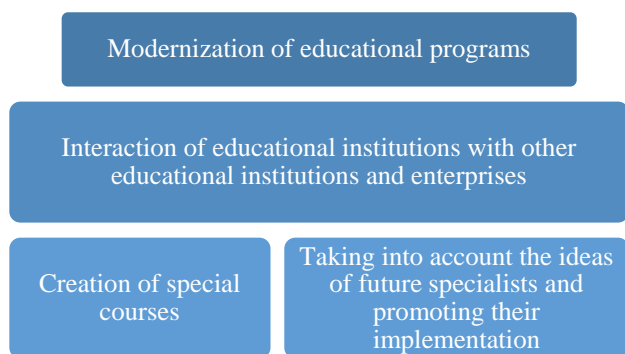


Figure 3. Directions of education development to support the digital economy

The modernization of educational programmes should be based on a combination of traditional, established approaches and innovative approaches that will expand the opportunities for future specialists to practice their skills and develop the ability to interact with modern technologies. In addition, the modernization of educational programmes can motivate students to learn, self-educate and develop themselves not only within the university, but also throughout their lives. A combination of traditional and innovative approaches is also necessary to develop the ability of future professionals to perform their work without modern technology, for example, in the event of a malfunction.

The creation of special courses should include, first and foremost, measures aimed at developing the rules of safe interaction with the digital economy among future specialists. Thus, in the process of taking special courses, students should develop skills in protecting confidential data, knowledge of the types and methods of financial fraud that can occur on the Internet and how to counteract it. In addition, an important part of such courses is to develop ethical standards for the use of modern technologies. As part of the special courses, students can visit leading experts in the digital economy who will share their experience, answer frequently asked questions, and demonstrate the specifics of their activities.

The way to develop education to support the digital economy is to consider the ideas of future professionals and provide opportunities for their implementation. This can not only improve the knowledge and skills of students. But also, if appropriate and proven effective, increase the prestige of the educational institution and its graduates and influence interaction with businesses and other educational institutions.

With such changes in the educational process, future specialists can be better prepared for their future professional activities. These activities will contribute to the development and support of the digital economy as one of the important elements of the modern economic sector and the development of the state.

Discussion

This study determined that after the COVID-19 pandemic, the need to use modern technologies has become apparent in all spheres of human life and sectors of the state, and at this stage, the priority is their development in accordance with the requirements of the modern world. This was agreed by J. Rosak-Szyrocka et al. [26], who studied the relationship between higher education and digital technologies.

In their opinion, COVID-19 has demonstrated the importance of digital technologies, both in the education sector and in other public sectors. In today's world, researchers believe that digital technologies have a major impact on the quality of education, the development of knowledge and skills of future students, and their employability.

The digital economy is defined as a concept that affects human productivity, increases the efficiency of interaction between the state, businesses, and enterprises with citizens and customers, and serves as a method of development of all spheres of human life and public sectors, including education, healthcare, and international cooperation. The same opinion is shared by Y. Chen [21] in his study of the impact of the digital economy on the development of enterprises. According to the researcher, the digital economy has become an important link in the development of the economic sector as a whole and has influenced the processes of globalization and modernization.

C. Cao [8], while analysing the digital economy in China, noted that there is currently such a term as the Digital Economy Index (DEI). It allows studying the degree of its development and impact on the economic sector. The researcher concluded that the DEI in China is quite high and indicates the rapid development of the Chinese economy, which makes the digital economy an

important link in the development of the state and the economic sector in general. J. Tian et al. [27], studying the role of the digital economy in the provision of public services, noted that the digital economy affects not only the economic sector but also all other sectors of the state, which correlates with the results of this study.

Businesses need to adapt to modern technologies for further development, which will expand the range of their activities, improve their interaction with customers, and increase the efficiency of international cooperation. This is confirmed by the research of B. Zhou [7], who, revealing the digital economy as the basis for high-quality economic development, noted that thanks to the digital economy, enterprises can expand the range of their services in the international market, which will be an advantage among competitors.

In addition, the researcher concluded that the use of the digital economy can individualize the provision of services to citizens and simplify their lives through online shopping and online payment systems, which coincides with the results of this study. This study identified that one of the disadvantages of the digital economy is the reduction in the number of jobs due to the replacement of human activities with modern technologies, but B. Zhou, on the contrary, noted that the digital economy has created new types of activities, in particular: online marketing, e-commerce management, and has also updated IT professions.

For businesses to effectively use the digital economy, they need human resources that are ready for effective professional activities, promotion of modern technologies and their development. A similar opinion is also evident in the study by J. Freitas Junior et al. [22], who investigated the challenges of the modern digital economy. According to the researchers, the internal processes of enterprises in the modern world are changing, which requires the development of human resources as a method of supporting digital technologies and their further development. This is also defined in the work of Y. Feng [28], who studied the impact of the digital economy on the development of production and logistics. According to the researcher, the goal of modern society is to train specialists who will be adapted to the use of modern technologies and the development of the digital economy, which coincides with the results obtained in this study.

It is possible to train specialists ready to support and develop the digital economy in higher education institutions, but the study has demonstrated the following problems in the modern education sector that may negatively affect student training: outdated curricula, students' unpreparedness to develop and support the digital economy, lack of understanding of the role of the digital economy in future professional activities, and security issues in the digital economy. Effective methods of overcoming the described problems are identified as: cooperation between educational institutions and enterprises, modernization of educational programmes, creation of special courses, and support for young people in implementing their ideas.

Analysing the development and progress of Tianjin's digital economy, W. Wei [14] noted that for the development of the digital economy, the modern educational sector lacks innovative approaches and technologies in the process of education, interaction with

enterprises and the creation of special disciplines or courses, which fully correlates with the results of this study. C. Cao [8] agrees that the use of the digital economy poses certain challenges in the security of personal information that can be used for fraud. O. Al-Kasasbeh [15], revealing the peculiarities of the transformation of the traditional economy into a digital one, also noted such problems as: doubts about the confidentiality of personal data, the "skills gap", and a decrease in the number of jobs, which correlates with the results of this study.

In their study of collaborative learning for digital economy bachelors, Y. Li et al. [18] noted that the interaction of future specialists with enterprises is an effective method of developing their professional knowledge and skills, gaining practical experience and the possibility of further employment, which correlates with the results obtained in this study. Among the benefits of such interaction that were not disclosed in this study, the researchers identified the following: enterprises funding research and ideas of future specialists that they will implement at the same enterprises; the opportunity to get a mentor who will monitor students' activities, help with problems or questions; promoting trust between enterprises and educational institutions and future specialists.

Among the unidentified ways of developing higher education to support the digital economy, J. Reyes [25], studying changes in the digital economy and the lack of skills in the education of future professionals, identified: increasing the importance of information and communication technologies; increasing the requirements for future professionals, periodic testing of their knowledge and skills; development of media literacy among educators and students; focusing on the development of special skills and competencies.

Thus, the analysed studies highlight the important role of digital technologies in modern society, in particular, the digital economy, as a method of increasing human productivity, improving international cooperation and influencing all public sectors. The researchers agreed that modern enterprises should adapt to modern technologies, expand the range of their financial and economic services, and simplify their provision to all citizens. However, in order to adapt to modern technologies, their effective use and development, qualified personnel capable of such interaction are needed.

Such personnel should be trained in higher education institutions. However, this study found that the modern educational sphere lacks modernized curricula and specialized courses, which was also evident in the analysed sources.

Among the ways to develop education to train specialists who will be able to support the digital economy are the following: interaction of educational institutions with other educational institutions and enterprises, modernization of educational programmes, creation of specialized courses, and support for young people in implementing their ideas.

The researchers agreed with the proposed areas and noted that the interaction of educational institutions with enterprises can help finance the ideas of future professionals, implement them at enterprises, and provide support and assistance in the form of a mentor. Among the

unidentified ways to develop education, the researchers identified: educational work that can increase the importance of the digital economy for future professionals. It can increase requirements for future professionals, regular testing of their current knowledge and skills, development of digital literacy, and the formation of special competencies.

Conclusions

This paper has outlined ways to improve the educational sector to develop and support the digital economy. The digital economy can be effectively applied in all spheres of human life, as well as in the functioning of the state, including in the fields of law, governance, education, medicine, ecology, and economics. For students, the digital economy is a concept that they will interact with throughout their professional career, as the processes of globalization and modernization require the digitalization of all public sectors and their continuous development.

To analyse the state of preparation of future specialists for interaction with the digital economy and to identify ways to improve the educational process in order to develop and support the digital economy, a survey was conducted among 120 students of economic specialities and 80 teachers of economic and related disciplines of higher education institutions. The results of the study showed that, according to the teachers, most students are ready to interact with the digital economy, develop and support it. However, the students themselves (51%) said that their preparation for interaction with the digital economy was not of high quality, and 49% were not ready to develop and support the digital economy in the future.

The survey respondents considered outdated curricula, lack of material and technical support, unpreparedness to work with innovative technologies, and security issues such as loss of personal data, disclosure of confidential information. And online fraud to be problems in the educational process that could reduce the intensity and quality of digital economy development.

Both teachers and students identified the modernization of educational programmes, cooperation with other faculties/universities and enterprises, introduction of measures to improve the security of interaction with digital technologies, introduction of special courses. And also, support for young people in implementing their ideas as effective methods of improving the educational process in order to develop and support the digital economy.

Additional ways of changing the educational process may include: educational work, regular testing of the current knowledge and skills of future specialists, development of digital literacy and formation of special competences aimed at working with modern technologies. A future area of research is to analyse the security of digital technologies, develop methods to improve it and test their effectiveness.

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Conflict of Interest

None.

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Способи розвитку освіти для підтримки цифрової економіки

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Анотація

Актуальність. Процеси глобалізації та модернізації підкреслюють необхідність використання сучасних технологій у всіх секторах держави, включаючи економічний сектор. Цифрова економіка є концепцією, яка може підвищити продуктивність праці та вплинути на розвиток держави, що вимагає її покращення на всіх рівнях та підготовки майбутніх спеціалістів до взаємодії з нею.

Мета. Метою цього дослідження є виявлення напрямків змін у підготовці майбутніх спеціалістів для розвитку цифрової економіки.

Методологія. Для досягнення цієї мети використовувалися методи порівняння, узагальнення та метод інтерв'ю.

Результати. Дослідження, проведене серед 120 студентів та 80 викладачів вищих навчальних закладів Косово та Північної Македонії, виявило кілька ключових висновків. Приблизно 51% студентів оцінили свою підготовку до взаємодії з цифровою економікою як незадовільну, а 49% не були готові до її розвитку. Як студенти (96%), так і викладачі (95%) висловили значні занепокоєння щодо безпеки та конфіденційності даних у межах цифрової економіки.

Висновки. Дослідження підкреслює необхідність посилення заходів безпеки в цифровій економіці для вирішення питань конфіденційності даних. Також наголошується на важливості модернізації освітніх програм, сприяння взаємодії між навчальними закладами та підприємствами, а також створення спеціальних курсів для кращої підготовки студентів до цифрової економіки. Ці ініціативи підтримають розвиток цифрової економіки та забезпечать майбутніх спеціалістів необхідними навичками та знаннями.

Ключові слова: освітній процес; сучасні технології; інновації; Інтернет-платформи; глобалізація; цифровізація.