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EDUCATIONAL PRINCIPLES OF DIGITAL SUPPORT FOR APPLICANTS IN THE PROCESS OF FORMING A PERSONALIZED TRAJECTORY FOR UNIVERSITY ADMISSION

The article examines the transformation of the admission campaign of a modern university in the context of digitalization and the growing role of personalized educational trajectories. The relevance of the chosen topic is due to the transition of higher education institutions from formal administrative admission models to digitally mediated formats of interaction with applicants, combining information support, analytical tools, and individualization of educational decisions. The paper analyzes the conceptual foundations of digital support for applicants using the example of the implementation of an applicant’s personal account at the Private Higher Educational Institution “European University.” The role of readiness indicators, step-by-step navigation, educational program selection modules, document submission and verification in ensuring the transparency of procedures and reducing information uncertainty for applicants is revealed. Special attention is paid to the use of intelligent digital components, in particular recommendation mechanisms and data analytics, which support an informed choice of educational trajectory and the adaptation of the digital environment to the individual user’s profile. It is argued that digital support for admission should be considered not only as a tool for optimizing organizational procedures, but also as a component of the educational environment that performs orientation and support functions at the initial stage of the learning pathway. It has been shown that the introduction of an applicant’s personal account at the European University contributes to the formation of a consistent, managed, and personalized trajectory of interaction between the applicant and the university, as well as creates methodological prerequisites for improving the quality of educational decisions and adapting digital services to the dynamics of the educational environment.

Key words: *digital support for applicants, applicant’s personal account, personalized educational trajectory, admission campaign, digitalization, European University, higher education.*

(статтю подано мовою оригіналу)

Significant transformations in the functioning of the admission campaign of a modern university are caused by the transition to digitally mediated models of interaction with applicants. Under these conditions, admission is no longer viewed exclusively as an administrative selection procedure and is becoming a structured process of initial integration of individuals into the educational environment of a higher education institution, within which basic ideas about the logic of learning, the organization of educational activities, and the further trajectory of interaction with the university are formed.

In turn, the rapid development of digital technologies has led to a rethinking of how this process is organized. The transition from fragmented information resources to integrated digital environments creates conditions for streamlining the applicant’s actions, synchronizing the stages of admission, and forming a transparent structure for completing procedures. In this logic, digital support for applicants becomes systematic and is seen as a means of organizing the initial stage of the educational trajectory, combining information, navigation, and the gradual involvement of applicants in the educational space of the university. This creates the methodological prerequisites for further analysis of the applicant’s digital account as a tool for structuring and managing the admission process within a modern higher education institution.

Despite a significant number of scientific developments, the issues of digital support for applicants as the initial stage of forming a personalized educational trajectory and the architecture of digital applicant accounts remain insufficiently systematized, which determines the relevance of further research in this direction.

The **aim** of the research is to justify the digital support of applicants as a component of the initial stage of educational interaction between the university and future students, and to analyze the capabilities of the applicant’s personal account as a tool for structured support in making educational decisions in the digital environment of a higher education institution. To achieve this aim, the research focuses on analyzing the transformation of the admission campaign in the context of digitalization, defining the conceptual foundations of the individualization of the admission process, characterizing the functional structure of the applicant’s personal account, and assessing the potential for using intelligent digital components to develop an informed and coherent educational trajectory.

The admission campaign at a modern university is no longer a purely administrative mechanism but is becoming a complex management process integrated into the overall development strategy of the higher education institution. In the context of digital transformation, universities increasingly view admission as the initial stage of forming long-term educational interaction, which affects institutional reputation, the attractiveness of educational programs, and stability in the educational services market [1, с. 131]. The changing role of the admission campaign is leading to a shift from formal compliance with procedures to the creation of an environment of trust, information support, and conditions for an informed choice of a personalized admission trajectory.

It should be noted that the digitalization of the processes of submitting applications, processing documents, and communicating with applicants has significantly transformed the practice of interaction between the university and potential students. The introduction of digital accounts and integration with government digital services has

increased the accessibility and convenience of admission, but at the same time has highlighted the problem of information fragmentation. An excessive amount of unsystematized data complicates the applicant's navigation in the educational space and increases the risks of uninformed or situational choices [2; 3]. In these conditions, universities are forced to create structured digital environments capable of ensuring a logical sequence of actions, transparency of stages, and clear visualization of admission progress.

Today, digital support for applicants is increasingly focused on supporting individual decision-making. Modern applicants make their choices in an environment of high information saturation and competition between universities, international educational platforms, online programs, and alternative formats of professional training. In such circumstances, applicants' expectations shift from obtaining formal program descriptions to the need to interpret information and correlate their own educational goals with academic content and learning prospects [4]. This increases the significance of digital services that can adapt information to the user's profile and reduce the level of uncertainty in the selection process.

Intelligent components, in particular recommendation mechanisms and AI assistants, are of particular importance in the digital support system. Their use allows for the analysis of data on educational interests, previous results, and behavioral patterns of applicants, forming personalized prompts and navigation scenarios within the admission process. Such approaches are consistent with general trends in the use of artificial intelligence in organizational management, where digital agents are gradually performing the functions of supporting decision-making and reducing the cognitive load on users [5; 6].

Global practice in the digital transformation of education shows that universities are increasingly integrating analytical and predictive tools into their work with applicants as part of strategic management of the educational environment [1; 7]. Such approaches are based on the understanding of data as a key resource for organizational development and correspond to modern theoretical models of innovation and digital evolution of organizations [8; 9]. In this context, the analysis of applicants' academic and behavioral data is used to assess the likelihood of successful learning, the level of academic engagement, and the relevance of the educational program to the individual needs of the user, which reduces the risks of uninformed or situational choices at the initial stage of the educational trajectory [2; 10].

As a result, the digital infrastructure of the admission campaign is gradually transforming into an integrated system of educational support, within which a personalized admission trajectory is formed as a combination of information support, analytical tools, and recommendation mechanisms [9, c. 721]. This approach is consistent with trends in the development of digital organizations, in which intelligent systems are increasingly performing the functions of supporting decision-making and optimizing interaction with users [5]. At the same time, the use of intelligent components in the admission process highlights the requirements for result interpretability, transparency of algorithmic decisions, and recommendation stability in the context of dynamic changes in the education market [1; 8].

The creation of recommendation modules integrated into the applicant's digital account involves the use of artificial intelligence methods for comprehensive analysis of personal profile data, entrance exam results, admission stage completion statuses, and user interaction models with the system. Such approaches are consistent with broader trends in the use of intelligent systems in complex digital environments, where automated data analysis is aimed at improving the reliability of information processing and the quality of management decisions [7, c. 50]. In this context, intelligent digital admission services should be viewed as elements of a holistic educational environment architecture focused on supporting informed choices and the gradual formation of individual educational trajectories.

Taking into account current trends and market demands, the 2025/2026 admission campaign of the Private Higher Education Institution "European University" implemented a web version and mobile application of the Applicant's Personal Account as a comprehensive digital environment to support the admission process. The solution aims to centralize the interaction between applicants and the university, ensure the transparency of procedures, and improve the manageability of the multi-stage admission process in the context of growing information saturation and diversity of educational offerings.

The Applicant's Personal Account is designed as a single point of access to all key stages of the admission campaign in web and mobile formats, ensuring continuity of the user experience regardless of the device (see Figure 1).

The applicant's profile accumulates personal data, the results of mandatory procedures, and the status of key stages of admission, forming an integrated picture of the current state of readiness for enrollment. The central element of the interface is the admission readiness indicator, which displays the level of completion of the process as a percentage. The indicator value is automatically updated after each action taken by the applicant or check by the admissions committee, allowing it to be used as a dynamic progress indicator and self-monitoring tool.

The profile displays a structured block of personal information containing the applicant's full name, date of registration in the system, contact details, and current profile status. This information is synchronized with the profile editing module and is used in all subsequent procedures, including the formation of applications, contracts, and the transfer of data to external information systems. The profile status serves a signaling function, informing the applicant about the acceptance of data, its verification, or the need to clarify information.

A separate functional block of the profile is dedicated to managing the choice of education, which involves recording the educational level and specialty as a basic condition for activating the next stages of admission. The

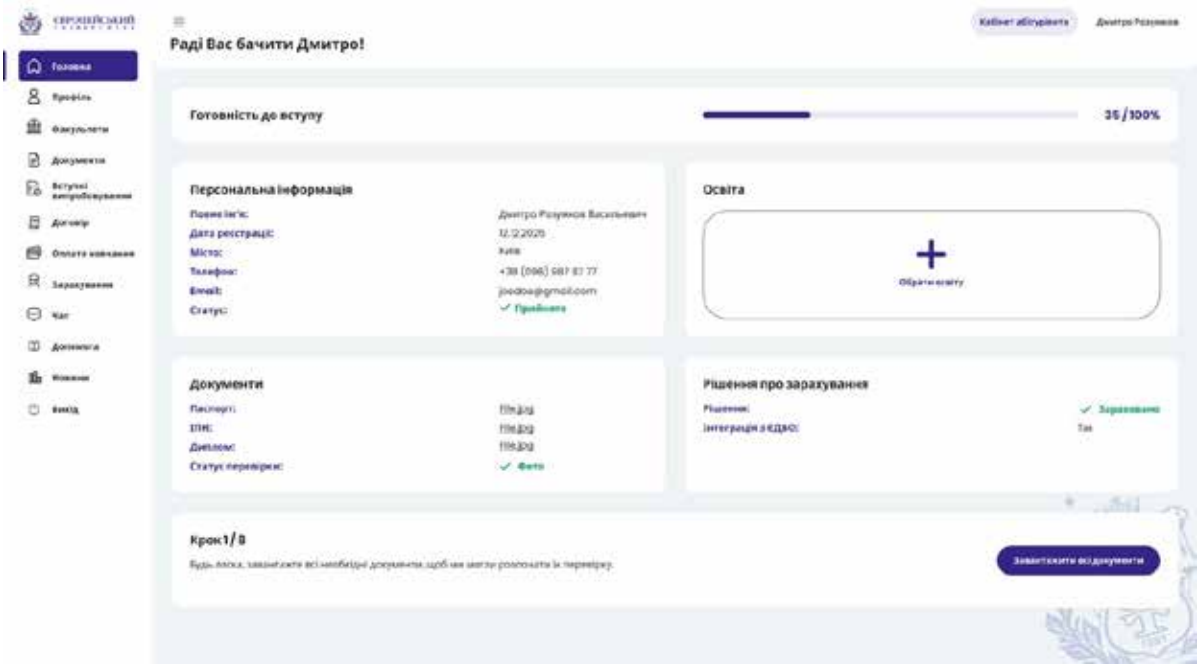

Fig. 1. Main dashboard of the European University applicant’s personal account with readiness indicator and admission stage statuses

absence of a chosen educational trajectory limits access to part of the functionality that implements the logic of step-by-step passage through the admission campaign and prevents premature completion of procedures.

The status of documents in the profile is monitored through a separate submission and verification module, which provides centralized uploading, storage, and verification of the applicant’s mandatory documents within a unified digital environment. The module interface displays a structured list of documents with designated slots for each type, allowing for clear differentiation between file purposes and reducing the risk of incorrect uploads. For each document, the fact of submission, file type, and current verification status are recorded in real time, creating a transparent model of interaction between the applicant and the admissions committee.

The module supports the upload of documents from various types of devices, including personal computers, laptops, and smartphones, and also provides the ability to resubmit files until they are accepted. During the upload stage, the system automatically checks the format and size of the files, as well as the compliance of the selected document with the specified type, which helps prevent technical errors and reduce the workload on the university’s administrative departments.

Integration with government digital identification services (DIIA) plays a special role in the module, enabling both the transfer of individual documents and the multi-sharing of several items at once. When this mechanism is used, the system automatically distributes the received data to the appropriate slots and marks the documents as received from a government source, which increases the level of trust in the information and simplifies verification procedures.

The status of document processing is displayed in a user-friendly format and includes the stages of uploading, verification, acceptance, or the need for resubmission (see Figure 2).

The overall status of the document package directly affects the admission readiness indicator in the profile and determines the availability of the next stages of the admission campaign. In addition, the system generates notifications about detected errors or comments, providing prompt feedback without the use of external communication channels.

The final element of the profile is the block displaying the admission decision, which informs the applicant about the result of the competitive selection and, if integrated, about the fact of data transfer to the EDBO. It is this block that serves as the final indicator of the admission campaign and is logically linked to the transition to student status.

Step-by-step guidance through the admission process is provided by a navigation system that displays the current stage number and the total number of stages. The interface generates contextual prompts for the necessary actions and provides direct links to the relevant modules, automatically changing the active stage after certain conditions are met (see Figure 3). This logic corresponds to the business process of admission and contributes to the formation of a structured, predictable trajectory of user interaction with the digital environment.

It is important that the applicant’s personal account is designed to meet the requirements for stability, manageability, and reliability of data processing within the admission campaign. The system architecture provides for the recording of key user actions and changes in the status of admission stages, which ensures the consistency of procedures, transparency of decision-making, and control over the correctness of each operation. This approach

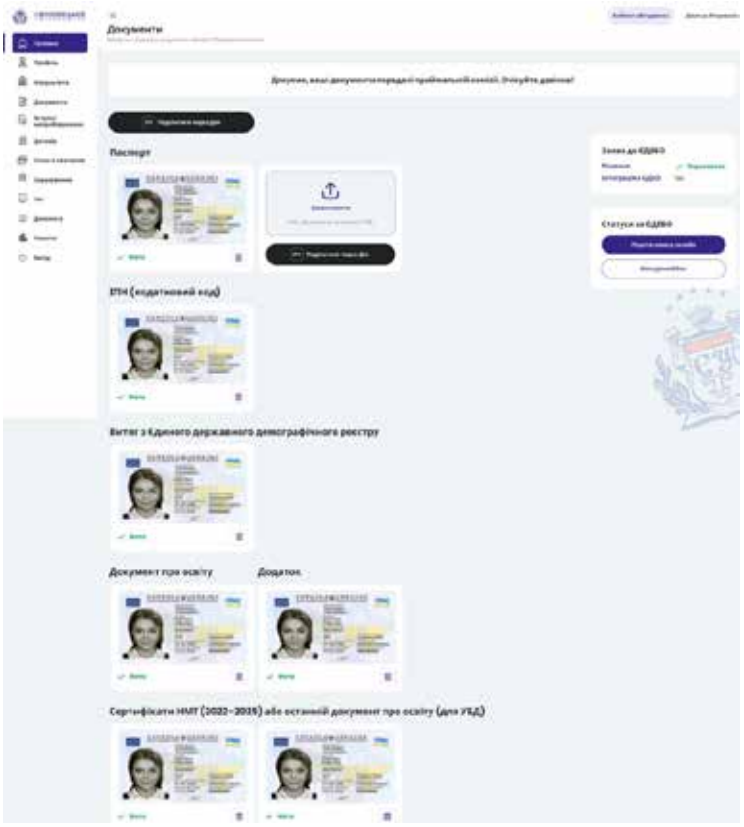

Fig. 2. Module for submitting and verifying documents in the European University applicant's personal account

minimizes the risk of errors when working with personal information and ensures consistency between the actions of the applicant and the admissions committee in the digital environment.

The structure of the applicant's personal account at the Private Higher Education Institution "European University" is designed to work under conditions of variable intensity of requests, which is typical for admission periods. The modular organization of the system and the differentiation of functional loads between its components ensure the stability of the digital service under conditions of high simultaneous user activity, and also create the methodological

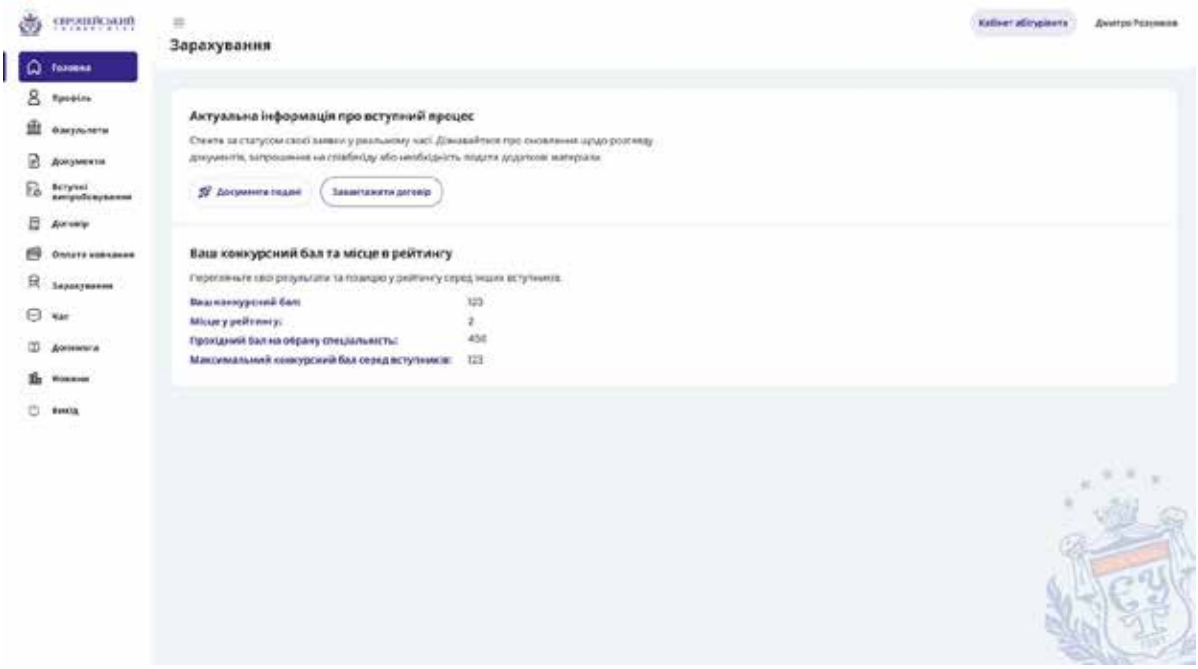

Fig. 3. Enrollment module in the European University applicant's personal account

prerequisites for its further scaling and adaptation in accordance with the evolution of the requirements of the admission campaign and the specifics of the educational environment of higher education institutions of various organizational forms.

Conclusions. The research results show that digital support for applicants in modern universities should be considered as part of the educational process at the initial stage of interaction between students and higher education institutions. The implementation of the applicant’s personal account at the Private Higher Education Institution “European University” demonstrates the possibility of organizing the admission campaign as a consistent, structured, and pedagogically managed process that contributes to the formation of an informed choice of educational program and the gradual involvement of the applicant in the educational environment of the university. The combination of digital services, step-by-step navigation, and personalized information support creates conditions for reducing information uncertainty and increasing the applicant’s readiness for further study.

Prospects for further research lie in the development of pedagogical models for the use of digital admission tools as a means of supporting educational decision-making, as well as in a comparative analysis of the effectiveness of different approaches to digital support for applicants in different types of higher education institutions. Another important area is the study of the long-term educational effects of using personalized digital services at the admission stage.

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Н. Покорни. Освітні засади цифрового супроводу абітурієнта в процесі формування персоналізованої траєкторії вступу до університету

У статті досліджено трансформацію вступної кампанії сучасного університету в умовах цифровізації та зростання ролі персоналізованих освітніх траєкторій. Актуальність обраної проблематики зумовлена переходом закладів вищої освіти від формально-адміністративних моделей вступу до цифрово опосередкованих форматів взаємодії зі вступниками, що поєднують інформаційну підтримку, аналітичні інструменти та індивідуалізацію прийняття освітніх рішень.. У роботі проаналізовано концептуальні засади цифрового супроводу вступника на прикладі реалізації кабінету вступника в Приватному вищому навчальному закладі «Європейський університет». Зосереджено увагу на структурі та функціональному призначенні кабінету вступника як інтегрованого цифрового середовища управління багатокроковим вступним процесом. Розкрито роль індикаторів готовності, покрокової навігації, модулів вибору освітньої програми, подачі та верифікації документів у забезпеченні прозорості процедур і зниженні інформаційної невизначеності для вступника. Особливу увагу приділено використанню інтелектуальних цифрових компонентів, зокрема рекомендаційних механізмів і аналітики даних, які підтримують усвідомлений вибір освітньої траєкторії та адаптацію цифрового середовища до індивідуального профілю користувача. Обґрунтовано, що цифровий супровід вступу доцільно розглядати не лише як інструмент оптимізації організаційних процедур, а як складову освітнього середовища, що виконує орієнтаційну та підтримуючу функції на початковому етапі навчального шляху. Показано, що впровадження кабінету вступника в Європейському університеті сприяє формуванню послідовної, керованої. персоналізованої та професійної траєкторії взаємодії вступника з університетом, а також створює методологічні передумови для підвищення якості освітніх рішень і адаптації цифрових сервісів до динаміки освітнього середовища.

Ключові слова: *цифровий супровід вступника, кабінет вступника, персоналізована освітня траєкторія, вступна кампанія, цифровізація, Європейський університет, вища освіта.*

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