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STATE EDUCATIONAL POLICY OF THE RUSSIAN FEDERATION: FACTORS AND CONDITIONS OF USE OF ONLINE TECHNOLOGIES IN SCHOOL EDUCATION

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Relevance of the research topic is that the modern state educational policy of Russia is being built in the conditions of a sharply complicated external background: ideological pressure, technological competition, sanctions restrictions. Against this background, new forms of socialization are needed for internal consolidation, in which the school is one of the predetermining mechanisms. In parallel, digital transformation is developing - not as an additional layer, but as an independent channel for building an institutional order.

It is no longer about replacing the board with a tablet. It is about how controlled models of behavior, normative guidelines, and therefore the political subjectivity of young people are formed through the online environment. Therefore, the analysis of digital solutions within educational policy is not about methodology, but about the relationship between the individual, the government, and the state. And much depends on how this digital circuit is built: from the effectiveness of state socialization to the sustainability of the political structure in the future.

The concept of state educational policy has become firmly established in our lives. Being a complex, multifaceted process, it affects all aspects of social life and is the object of research by representatives of various branches of knowledge.

Education issues seem to be extremely important for the Russian authorities and are reflected in the message of the President of the Russian Federation to the Federal Assembly of the Russian Federation and in the framework of state strategic planning documents.

Within the framework of the specified documents, the sphere of education is defined as the sphere of development of national priorities, and one of the strategic goals of the implementation of state educational policy is to increase the availability of quality education at all its levels in order to meet the needs of society and the individual citizen. At the same time, the toolkit for achieving this goal is not only the human factor, which consists in the formation of a special status of a teacher, a lecturer with modern knowledge, but also ensuring the development of educational infrastructure, including on the basis of modern information and communication technologies.

The development of global communications and technologies is also currently one of the most significant topics of scientific research in a wide variety of fields of science, and their role in state educational policy has recently also tended to increase potential. At present, humanity is experiencing the process of transition to a digital society, and given the pace of development of scientific and technological progress, the use of online technologies in one form or another in the education system is becoming quite obvious.

The Internet is a global system that is spread almost all over the world. Most modern organizations have acquired information portals, residents of any country have the opportunity to receive various information using the Internet, and the technological development of relevant gadgets, primarily smartphones, tablets, laptops, give people the opportunity to go online in a variety of places and conditions.

Modern society faces various problems that affect the existing channels of educational communication and require the development of new approaches, but also the regulation of their application. Thus, in 2020, the epidemiological situation in the world deteriorated sharply due to the COVID-19 pandemic. Various restrictions and quarantines affected the lifestyle of society around the world, as well as the ways of obtaining knowledge. The spread of infection has noticeably affected the transformation of the usual way of life of the entire population of the planet, served as a catalyst for the development of online communication, which also affected the field of education.

Global processes affect all spheres of human life, and the education system is also undergoing significant changes. A large number of online services and platforms, high information culture of the population, widespread use of gadgets - all these factors suggest the introduction of the latest developments into the educational process.

It should be noted that in Russia, the understanding of distance learning as a type of organization of the educational process was seen, before the coronavirus pandemic, only in relation to additional professional education, advanced training,

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or professional retraining, when the student himself is more than motivated to obtain new competencies, knowledge, skills and abilities that he personally needs in his practical and professional activities. Another option for the practical application of this form of education, as is customary and understandable, was seen as correspondence education, or education abroad (students geographically significantly remote from the place of study), or education of persons with disabilities. Thus, the distance learning format has not become something unknown to participants in the educational process in the Russian Federation, but the tools, methodology, methods and means of its implementation, previously rarely used anywhere, or not used at all, have become a real and quite serious problem.

Declaring the provision of equal access to education, the state, implementing the corresponding approaches within the framework of educational policy, often faces a number of problems in ensuring such equality. One of such problems is the shortage of qualified teaching staff, primarily in the regions, village and rural schools, ensuring the educational process and obtaining quality knowledge for schoolchildren with limited mobility, schoolchildren who are home schooled, etc.

The use of online technology in school education allows, to a certain extent, not only to solve the problems voiced, but also to increase the involvement of schoolchildren in the educational process. That is, we are not talking about the fact of the existence of education as an institutional unit, but rather about its implementation - ensuring accessibility and adaptability to existing conditions. At the same time, the state will receive an effective mechanism for additional support of one of its fundamental social policy strategies - the right to generally accessible general education, enshrined in the Constitution of the Russian Federation.

Purpose of the study— to reveal how digital technologies in school education are used by the state as a tool for the formation of controlled political socialization.

Based on the stated goal, the following research objectives were defined:

-To consider approaches to the study of state educational policy;

- To identify the features of the processes of formation and implementation of state policy in the field of school education;

- To analyze modern trends in the informatization of school education;

- Systematize existing mechanisms for regulating and using online technologies in the educational process;

- To determine federal and regional factors for the implementation of online technologies in school education;

- Formulate recommendations for improving mechanisms of state management of school education using online technologies.

The object of the study The state educational policy of the Russian Federation acts as a sphere of political governance.

Subject— mechanisms for using online technologies in school education to solve problems of political socialization and sustainable development.

The hypothesis of the study is the assumption that the use of online technologies in school education allows to increase the efficiency of the implementation of the state's social policy, in terms of ensuring its accessibility, adaptability to certain conditions and features of regional development characteristic of modern Russia.

Theoretical and methodological basis of the research formulated within the framework of a combination of the application of political science and formal-legal approaches to the study of educational policy.

The methodological basis of this study is the structuralist paradigm, which considers education, state educational policy, as an ideological tool that allows forming loyal members of society and reproducing the social structure. This methodological approach defines the leading role of state power institutions as actors in the formation of state educational policy.

In this regard, the following were applied in the work General scientific methods:

1. The systemic method made it possible to study educational policy as a holistic structure, as an organized articulation of the interests of the authorities and society;

2. An interdisciplinary approach made it possible to explore the concept of educational policy and online technologies from the perspective of political science, economics, jurisprudence, regional studies, sociology, and social anthropology;

3. Using the institutional method, the interaction of various government institutions and society in the implementation of state educational policy was studied;

4. The comparative method made it possible to compare the practices of using online technologies in school education in different countries.

The work also uses elements of political-institutional analysis, structuralist approach and critical methodology. The principles of formal-legal and content analysis are used. We operate with the concept of "social engineering" in relation to the educational digital environment. Special attention is paid to discursive practices: how the state describes and promotes its actions in the public space through educational interfaces.

Empirical basis The research included national, regional and international regulatory legal acts in the field of education, Russian and foreign sociological and analytical studies, reports of international organizations, monographs, scientific articles, conference materials, mass media, including:

1. Report of the Government of the Russian Federation to the Federal Assembly of the Russian Federation on the implementation of state policy in the field of education;

2. Russian school at the beginning of the 21st century;

3. New pedagogical research;

4. Education Bulletin Reform of the school education system (domestic and foreign experience);

5. School education: assessment of Russians.

Scientific novelty of the research is as follows:

1. The content has been clarified and a classification of approaches to the study of state educational policy has been proposed, including institutional, activity-based, situational, behavioral and comparative approaches, as applied to the modern Russian situation.

2. The features of digitalization of school education in the context of the pandemic and post-pandemic period are identified, including problems of infrastructural inequality, digital access and pedagogical adaptation.

3. The mechanism of interaction between the federal, regional and municipal levels of online education management is described based on the analysis of legal documents and empirical data.

4. The impact of global challenges (COVID-19, sanctions, digital inequality) on the transformation of mechanisms for implementing state educational policy is substantiated.

5. Recommendations have been developed to improve the use of online technologies in school education, taking into account regional conditions, the level of teaching qualifications, and the possibilities of public-private partnerships.

6. An interpretation of foreign models of distance education (USA, EU) was carried out and elements relevant for adaptation in Russia were identified.

Provisions submitted for defense:

1. It has been proven that the formal-legal approach, dominant in the state educational policy of the Russian Federation, requires supplementation with situational and activity-based approaches that take into account regional, cultural and technological contexts.

2. It is shown that the use of online technologies in school education gives a new vector for the implementation of the right to education, especially in remote and low-mobility communities.

3. It is substantiated that existing digital practices require systemic coordination at the level of state policy, with a clear link to personnel training, digital infrastructure and federal-regional integration.

4. Factors limiting the effectiveness of the implementation of online technologies are identified - primarily, unequal access to the Internet and limited training of teachers, rather than legal regulation.

5. Conditions for increasing the effectiveness of online education are proposed - methodological support, regional digital strategies, infrastructure modernization and the involvement of non-governmental digital platforms.

6. It has been revealed that digitalization of education in the Russian Federation is fragmentary, and its sustainable development requires coordinated steps between government bodies, the educational community and the IT sector.

Theoretical significance is that the research we conducted allows us to supplement the block of theoretical developments currently available in the scientific literature in the field of public policy in the field of education, in terms of developing new approaches to increasing the efficiency of using online technologies in school education.

Practical significance The study is expressed in the fact that the highlighted features of anti-corruption policy and the proposed mechanisms for increasing the efficiency of using online technologies in school education can serve as a basis for developing new and increasing the efficiency of existing systemic instruments of state educational policy, and can also be used in the context of preparing courses of academic disciplines related to state educational policy and educational technologies.

Testing the work:

1.	RUSSIAN STATE EDUCATIONAL POLICY AND ONLINE TECHNOLOGIES: CHALLENGES AND PROSPECTS Galkina G.M., Public administration and law. 2025. No. 1(05). pp.45-57.

2.	STATE EDUCATIONAL POLICY IN THE CONTEXT OF POLITICAL SOCIALIZATION OF MODERN RUSSIAN YOUTH Galkina G.M.,

Gorchakova A.R. In the collection: Problems of Development of the National Economy in the Context of Global Innovative Transformations. Proceedings of the All-Russian Scientific and Practical Conference. Collection of scientific papers. Edited by Zh.N. Kazieva. Makhachkala, 2021. Pp.23-25

3. EDUCATIONAL POLICY IN THE PROGRAMS OF POLITICAL PARTIES (ON THE EXAMPLE OF THE COMMUNIST PARTY OF THE RUSSIAN FEDERATION AND A JUST RUSSIA) Galkina G.M. Issues of Political Science. 2020. Vol. 10. No. 3 (55). P. 796-802.

4. EDUCATION AS A CONDITION FOR REGIONAL DEVELOPMENT OF HUMAN CAPITAL IN RUSSIA Nesterchuk O.A., Galkina G.M., Belyaeva V.P. Political Science Issues. 2020. Vol. 10. No. 8 (60). P. 2466-2472.

5. EDUCATIONAL POLICY IN MODERN RUSSIA AS ONE OF THE INSTRUMENTS OF POLITICAL SOCIALIZATION OF YOUTH Galkina G.M. Scientific notes of the IUO RAO. 2020. No. 3 (75). P. 73-78.

6. REGIONAL POLICY IN THE EUROPEAN UNION: GOALS OF SCHOOL EDUCATION Galkina G.M. Issues of national and federal relations. 2019. Vol. 9. No. 12 (57). P. 2529-2538.

Volume and structure of work

The dissertation consists of an introduction, two chapters (six paragraphs) and a conclusion, set out on 143 pages. The list of sources and literature includes 105 sources, including: regulatory legal acts of the Russian Federation,scientific literature in Russian and foreign languages, Internet sources.