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# Digital Educational Platforms in Modern Russia:Technologies, Solutions, Risks and Services in The Context of Smartization

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*Abstract*— **The problems of digitalization of education, e-learning and artificial intelligence tools implementation are extremely relevant and require a comprehensive academic solution. The purpose of the presented article is to examine the main digital platforms and services in education and the grounds for the choice of modern educational strategies by Russian youth based on the introduction of the "platform approach". To analyze the efficiency of the development of digital educational services and identify the specifics ofpolitical values that deter-mine the criteria for their choice, theauthors conducted focus groups with students of St. PetersburgState University and a program regional survey of representatives of the younger generation in the online questionnaire format (1111 respondents aged 16 to 35 years). In the course of the study, various assessments of digital platforms available in the field of education were obtained, in particular: aggregator platforms; platforms aimed at providing services; platforms that contribute to the implementation of state educational and cultural trajectories.**

*Keywords— digital education, platforms, internet, youth, educational services, youth information policy, e-learning*

## I. INTRODUCTION

### 1.1 Relevance

Nowadays, it goes without saying that digital transformation plays a key role in successful economic and social-political development. Therefore, we can argue that modern technological challenges make the society intensify its efforts in human capital management, which requires investments not only in professional knowledge, skills and competencies to meet the needs of a fast-moving labor market but also in other intangible elements, including cultural ones. It implies that digitalization builds a new social structure, when advancement of innovations dramatically changes operations and interactions of public and government institutions and subsequently entails emergence of a brand-new communication environment formed using new digital services and technologies. Hence, we mustunderstand that digital transformation of industry and management cannot occur without synchronous changes in civic education. Thus, in the present-day life, "digital economy demands that every student (not only the top ones)should develop competencies of the 21st century (critical thinking, ability of self-learning, ability to use digital tools, sources and services to maximum extent in their daily work)

and creatively (outside the box) apply knowledge in a fast evolving digital environment" [1, p.15].

The conceptualization of the digitalization of education, the analysis of e-learning platforms in the framework of the present study closely relate to investigation of such issues as political socialization, development of moral value, mechanisms and forms of management of political involvement of the youth. Besides, researchers argue that under modern circumstances of a forced and coerced digital educational revolution provoked by the COVID-19 infection, promotion of information educational technologies as "emergency services" [2,3], expansion of superficial knowledge and aggravation of inequality in education and gaps in its results, "a split in political views of the youth caused by lack of consensus over basic ideological values among communities" [4,5], and erosion of core principles of national identity are becoming great challenges.

Turning to the key focus of this paper, first, we must assess global trends to remark that multiple studies prove an ambiguous attitude of Russian students to a coercedtransition to online learning due to COVID-19. The authors of this paper confirmed this by conducting content analysis of requests to the virtual reception desk of Saint Petersburg State University; the analysis shows that, along with such advantages of distance education as mobility, convenient selection of time, convenient access to the learning content, students suffer from such negative factors as technical difficulties during online classes, negative impact of reduced face-to-face communication between students and lecturers, lack of personal communication with peers, social isolation, growing procrastination, imbalanced workload, problems with forms of internship etc. We can assume that design of online classes requires a combination of so to say "four involvements" - cognitive, learning, social and emotional ones [6].

Therefore, we can state that research of modern learning paths based on application of "e-platform approach" in terms of promotion of individual and social competencies for successful digitalization gains special academic relevance, which characterizes the focus of this paper.

The state program "Digital Economy of the Russian Federation" determines the urge for personification of education and services for the youth, and supports creation of new digital platforms for broad network communication