

Pavlova Alexandra Fedorovna

Student

Financial University under the Government of the Russian Federation

Russia, St. Petersburg

Research advisor: Zorina Elena Evgenievna

THE GOVERNMENT INFORMATION AND EDUCATIONAL POLICY AS A FACTOR OF ECONOMIC GROWTH IN GLOBAL DIGITALIZATION

***Abstract:** The article reveals transition to the digital economy in Russia. In this regard digitalization processes are described. The article discusses features of the government policy in education, which are aimed at global digitalization and related to economic growth. Economic theories that substantiate such a policy are briefly analyzed.*

***Keywords:** global digitalization, government information and educational policy, economic growth factor, distance education, online education.*

Павлова Александра Федоровна

студент

Финансовый университет при Правительстве РФ

Россия, г. Санкт-Петербург

Научный руководитель: Зорина Елена Евгеньевна

ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА ГОСУДАРСТВА КАК ФАКТОР ЭКОНОМИЧЕСКОГО РОСТА В УСЛОВИЯХ ГЛОБАЛЬНОЙ ЦИФРОВИЗАЦИИ

***Аннотация:** Статья посвящена переходу к цифровой экономике в России. Дано описание процессов цифровизации. В статье рассматриваются особенности государственной политики в области образования, направленные на глобальную цифровизацию и связанные с экономическим ростом.*

Представлен краткий анализ экономических теорий, обуславливающих необходимость такой политики.

Ключевые слова: *глобальная цифровизация, информационно-образовательная политика государства, фактор экономического роста, дистанционное образование, онлайн-образование.*

In the XXI century humanity has entered a difficult era, which may be the fourth industrial revolution. This revolution is manifested as replacement of some workplaces with automated devices, introduction of new production technologies and control systems over them, an increase in the efficiency of analysing production processes using cloud computing and virtual tools [10]. That all has become possible due to global digitalization in general and production digitalization in particular.

Today, digitalization has replaced informatization and computerization. Recently it was mainly about the use of computer technology, computers and information technologies to solve certain economic problems. Today, there is a stratification of the world's population into who owns new technologies, and who does not own them. Also, state structures are increasingly losing some of their power because of the information and communication boom and transparency of national borders. Availability of information is also becoming transparent [7, с. 78]. At the same time, the conditions of economic growth are also changing.

Digitalization covers the entire economy and generates a phenomenon of digital economy, which is linked to innovation. It should be noted that digitalization is a trend of the world development, which determines development of economy and society, forms digital economy.

Digitalization is based on the transition to a digital presentation of information. The latter allows creating presentations of information in binary logic conclusions: 0 or 1, which mean «Lie» or «Truth» respectively. Binary logics expresses the human's logics of analytical thinking revealed in different number forms which allow a better presentation of information. The numeric form of information permits making its mathematical processing according to specialised computer programmes and technologies [9]. This way of presentation is aimed at improving efficiency of the

economy and enhancing the quality of life. In particular, digitalization contributes to the consistent improvement of all business processes of the economy and other social industries. This improvement is based on a rise in the speed of information exchange, availability, and security, as well as the increasing role of automation.

Digitalization constantly requires upgrading educational programmes and infrastructure. Education is a social elevator, a manifestation of political power. That is why the renewal of educational programmes and educational tools at all levels the government information and educational policy requires global digitalization. It is the solution to the problems of this endless circle that worries modern people who mean to contribute to the country's economic development in the future.

The article aims to demonstrate the relationship between the government information and educational policy and economic growth in global digitalization.

The following objectives must be set:

- to study the existing program of digitalization and issues of the government information and educational policy in Russia;
- to identify and theoretically describe the relationship between digitalization, education at the state level, and economic development.

We will describe some theoretical positions that will help to reflect the role of innovation in economic growth. Scientific and technological progress is a key driver of economic growth in the neoclassical model of Robert Solow and Trevor Swann. Growth primarily depends on innovation, under Paul Romer's new theory of endogenous economic growth. This suggests that governments should invest in innovation programmes. For example, public investment in education and research in the long term contribute to the spread of new ideas in the economy, as Adam Fishwick states [8].

Bureaucracy is conservative by nature, that is why it stands in the way of innovation. Today, progress has gathered incredible speed, and even though the state machine is accelerating, it still cannot keep up with innovations.

But let's say that the state has overcome this time gap and contributes to the development and implementation of innovations. But it is not enough to recommend

the introduction of innovations, it is necessary to consider the legal regulation of relations in the types of economic activities that are monopolized by the state. It is necessary to create an infrastructure which will make the implementation possible.

The next barrier is human capital. Healthy, educated and people with practical skills are more effective workers. They accept innovation. Unfortunately, there are not many people who fall under this definition. This is caused by many socioeconomic factors. For example, part of the population is below the poverty line. The other receives the minimum wage. This has a negative impact on innovation.

The government information and educational policy in global digitalization is very difficult to implement because of the complete or partial lack of qualified personnel and the relevant infrastructure. This fact is reflected in the national project «Digital Economy of the Russian Federation». At the moment, not every resident of the Russian Federation can afford a device with access to the Internet. Not all places are equipped with Internet access points and with high-quality mobile communication [1]. This problem is expected to be solved by the end of 2024 [2].

The Federal programme «Personnel for the digital economy» is being implemented within the project, in accordance with which 450 thousand people should be accepted for higher education programmes in information technology and 270 thousand working professionals should be trained in digital economy from 2019 to 2024. And this is only a small part of the planned educational breakthrough in IT technologies [3].

State funding for the project is estimated 1643.9 billion rubles [1]. This is approximately 20.5% of oil and gas revenues of the Russian Federation for 2019–2021 [4]. About 105 billion will be allocated only for development of wireless technologies in Russia, and 143 billion – for digitalization of education [1].

Besides, the inner state of people is an obstacle to digitalization in the Russian Federation via the government information and educational policy. Some people just do not want to do anything beyond their regular duties. At the household level, the majority of the older population may feel reluctant to understand how modern devices, gadgets and digital systems work. Often pensioners and pre-retired people ignore even

bank cards and applications, as well as the portal of public services and electronic appeals to multi-profile centres created specifically to optimize the process of obtaining, updating, registration and destruction of documents. The layman is simply not interested in this process since they do not see any benefit in it shortly. Here it is appropriate to divide the population into three groups, under the concept of Lev Nikolayevich Gumilev: passionaries, harmonious individuals and subpassionaries [6]. Harmonious individuals are called philistines. Sub-passionaries have always resisted digitalization of the economy in the Russian Federation. These are people to whom it is not just unprofitable, but even dangerous. Today, most of them live at someone else's expense, profit from bureaucracy and feel good in society. Such digital economy is not profitable for them, since their dwelling and sources of living will become transparent. Passionaries also actively help implement the national project «Digital Economy of the Russian Federation». As a rule, they put forward the idea of transformation. This is probably true of digitalization as well.

Today, the world community is actively moving to the digital economy, so it is necessary to launch and support the process of digitalization for the sake of development and further growth. It is the information and education policy that the state can most effectively stimulate this process.

Online education is experiencing rapid growth: last year, about a million of Russians took courses on Russian and foreign learning platforms [11].

The research shows that online education is comparable to traditional education. 77% of professors from the world's top American universities consider online education to be an equivalent and in some cases preferable alternative to traditional education [5].

Studies of the Russian market of online education and educational technologies indicate that the percentage of online education in pre-school, primary, secondary, vocational, higher and further education will increase by 2021 compared to 2016. The share of the private business will also grow, except for the additional school education market, which initially belongs to private business entirely (the forecast only reflects an increase in revenues in this sector from 130 billion rubles to 149 billion) [12].

The state policy in distance learning services is based on a large number of regulations. The Federal law «On education in the Russian Federation» contains article #16, which regulates implementation of educational programs using e-learning and distance learning technologies.

The degree of using achievements of technological revolution, implementation of scientific discoveries and developments, comprehensive research and development and timely implementation of their results in production began to determine the quality of economic growth, production efficiency and, ultimately, the level of socio-economic development of countries.

Thus, the state and society used to adopt innovations. Such adoption can also be applied to digitalization. The existing program of digitalization of the economy in Russia involves development of education, primarily higher and further. In addition to traditional forms, distance education is being developed. The state policy in distance learning services is based on a large number of regulations, but their norms cannot yet determine all aspects of the new and developing industry. The government information and educational policy in global digitalization is incomplete, but at the same time it acquires incredible opportunities for its development. However, the harmonious individuals are not interested in what awaits us in the medium-term economic period. So the state is forced to intervene and regulate the area of distance education, which is entirely or completely given to private entrepreneurship. Therefore, improvement of Russia's information and education policy as a factor of economic growth in global digitalization is unusually large today.

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