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DIGITAL SCHOOL AS AN INNOVATIVE RESOURCE FOR IMPROVING THE QUALITY OF EDUCATION

Abstract: *the article examines the digital school as an innovative resource for improving the quality of education. The authors analyze digital platforms, electronic resources and blended learning as tools for personalization, feedback, access to educational materials and development of digital literacy. The paper emphasizes that technologies improve learning only when they are connected with clear pedagogical goals, teacher support and meaningful assessment. The risks of digital inequality, formal use of platforms and dependence on ready-made answers are also considered.*

Keywords: *digital school, quality of education, innovative technologies, digital transformation, blended learning, teacher competence.*

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ЦИФРОВАЯ ШКОЛА КАК ИННОВАЦИОННЫЙ РЕСУРС ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

Аннотация: *в статье рассматривается цифровая школа как инновационный ресурс для повышения качества образования. Авторы анализируют цифровые платформы, электронные ресурсы и смешанное обучение как инструменты персонализации, обратной связи, доступа к учебным материалам и развития*

цифровой грамотности. В статье подчеркивается, что технологии улучшают обучение только тогда, когда они связаны с четкими педагогическими целями, поддержкой преподавателей и значимой оценкой. Рассматриваются риски цифрового неравенства, формального использования платформ и зависимости от готовых ответов.

Ключевые слова: *цифровая школа, качество образования, инновационные технологии, цифровая трансформация, смешанное обучение, компетентность учителя.*

Introduction.

The development of a digital school is one of the main directions in the modernization of contemporary education. Students now work not only with printed textbooks and classroom explanations, but also with electronic journals, online platforms, educational videos, digital libraries and communication services. In Russia this process is connected with federal resources, including the Digital Educational Environment, FGIS My School and the Russian Electronic School [2; 4; 5]. These resources show that digital transformation is not an abstract trend, but a practical part of educational policy and school management.

The topic corresponds to the conference direction «Innovative technologies as a resource for improving the quality of education». The important issue is not the number of digital services used by a school, but their influence on educational results. A digital tool has value only when it helps the teacher explain complex material, organize independent work, provide feedback or support students with different levels of preparation.

The purpose of this article is to analyze the digital school as an innovative resource for improving the quality of education. The article considers the pedagogical meaning of digital transformation, its opportunities, risks and conditions for effective implementation.

Digital school and education quality.

In a narrow sense, the digital school means the use of electronic resources, online services and devices in the educational process. In a broader sense, it is a model of education in which technology becomes part of teaching methods, assessment, communication and school management. Such an understanding is important because digital transformation changes not only the form of lessons, but also the interaction between the teacher, the student and educational content.

The quality of education cannot be measured only by the presence of computers or Internet access. A school may have equipment and several platforms, but learning results may remain unchanged if these resources are used mechanically. Conversely, even a limited set of digital tools can improve education when it is connected with clear aims, well-designed tasks and systematic feedback. Therefore, digitalization should be evaluated by its contribution to the learning process and to the development of students.

Federal State Educational Standards require attention to learning outcomes, personal development and universal learning skills [1]. Digital resources can support these aims, but they do not achieve them automatically. The Russian Electronic School provides lessons and educational materials [5], while FGIS My School creates a unified digital infrastructure [2]. Their effectiveness depends on meaningful use in a particular classroom.

The teacher in a digital school does not lose importance. On the contrary, his or her role becomes more complex. The teacher has to select reliable resources, combine online and offline formats, interpret digital data and prevent mechanical copying. Technology can store materials and check some answers, but it cannot replace motivation, live communication and pedagogical tact.

Innovative technologies as educational resources.

One of the main advantages of the digital school is personalization. In one classroom students often have different levels of preparation, motivation and learning speed. Digital tools can help the teacher offer additional tasks for strong students and basic exercises for those who need more time. Personalization does not mean isolation. It means more flexible support for different educational needs and a more accurate choice of tasks for each student.

Another important opportunity is faster feedback. Traditional checking of written work may take time, and the student may receive the result when the topic has already moved forward. Digital tests and interactive exercises can show mistakes immediately. If feedback is used correctly, students understand what should be corrected, and the teacher sees which topics need additional explanation. In this case, assessment becomes not only a form of control, but also a tool for improving learning.

Digital transformation also widens access to educational resources. Electronic libraries, video lessons, virtual laboratories and online courses make it possible to study materials that may be unavailable in a particular school. This is especially important for students from small towns or rural areas. At the same time, students need guidance in choosing reliable sources, comparing information and understanding the quality of educational materials.

Blended learning is another promising form of digital transformation. Online resources can be used for preparation and practice, while classroom time is used for discussion, problem solving and communication. Such organization helps students become more responsible for learning and allows the teacher to use lesson time more effectively.

Risks and conditions for effective implementation.

The digital school has serious risks. The first of them is digital inequality. Students may have different access to devices, stable Internet connection and a quiet place for independent work. If these differences are ignored, digitalization can increase educational inequality instead of reducing it. Therefore, the development of digital education should include technical accessibility, organizational support and attention to students who are in a weaker position.

Another problem is formal digitalization. Sometimes a digital tool is introduced because it is fashionable or required in reports, not because it solves an educational task. In this case, the teacher spends time filling in platforms, but the quality of learning does not improve. The use of technologies should begin with a pedagogical question: what exactly will become clearer, more accessible or more effective for students?

A further risk is dependence on ready-made digital solutions. Automatic hints, templates and artificial intelligence services can support learning, but they can also reduce independent thinking if students use them only to get quick answers. For this reason, digital literacy should include responsibility, academic honesty, critical thinking and the ability to check information [6]. Students should understand that a digital answer is not the same as understanding a problem.

The first condition for effective implementation is a clear pedagogical goal. Before using any digital tool, the teacher should understand why it is needed. A platform may be useful for training skills, checking knowledge or organizing independent work. However, technology should not be used only for appearance. If a traditional discussion, experiment or explanation is more effective, it should remain part of the lesson.

The second condition is gradual implementation. It is not necessary to use all available technologies at once. It is better to introduce digital tools step by step, evaluate their effect and keep only those practices that really help students. Such an approach reduces overload for teachers and students. It also allows schools to adapt federal platforms and digital resources to their own educational situation.

The third condition is practical support for teachers. Professional development should be connected with real classroom tasks: how to prepare a blended lesson, use digital assessment and prevent mechanical copying. Without such support, digital transformation may remain a formal requirement rather than a real improvement of education [3].

Conclusion.

The digital school is an important innovative resource for improving the quality of modern education. It can support personalization, timely feedback, wider access to educational materials, flexible organization of learning and the development of students' digital literacy. Russian educational practice already has resources and platforms that can become part of this process.

At the same time, digital transformation should not be reduced to equipment or reports on platform use. Its main risks are connected with inequality of access, formal digitalization, dependence on ready-made answers and insufficient teacher readiness.

These problems require pedagogical planning, teacher support and careful work with educational goals. The school of the future should be technologically developed, but it should remain human-centered.

Thus, innovative technologies can improve education only when they strengthen the educational process instead of replacing it. Digital resources should help teachers organize meaningful learning, support students with different needs and form responsible work with information. Only in this case digital transformation can improve the quality of education and prepare students for life in an information society.

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