Volume 4, Issue 4, April 2026 ISSN (E): 2938-3803

THE SOCIO-PHILOSOPHICAL TRANSFORMATION OF EDUCATION IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE AND DIGITAL TECHNOLOGIES

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Abstract
This article provides a socio-philosophical analysis of the processes involved in the formation and development of an innovative education system in New Uzbekistan. The study examines the systematic transformation of the educational paradigm, the enhancement of human capital, and the dialectical necessity of establishing the foundations of the Third Renaissance in the country as an objective закономерность (objective закономерность). It explores the epistemological, ontological, and axiological functions of innovative education and offers a philosophical substantiation of the essence and significance of digital pedagogy and educational clusters. Furthermore, the article identifies existing conceptual contradictions in the development of the education system and outlines ways to overcome them, as well as approaches to enhancing the intellectual potential of young people.

Keywords: New Uzbekistan, innovative education, human capital, Third Renaissance, socio-philosophical analysis, digital pedagogy, educational cluster, intellectual potential.

Introduction

In today's rapidly developing world, artificial intelligence (AI) is creating new opportunities for personalized learning, the automation of educational processes, and the improvement of educational quality. In this context, studying international experience, existing challenges, and possible solutions is of great importance for developing well-founded strategies for the effective implementation of artificial intelligence in Uzbekistan.

In the modern world, artificial intelligence technologies are fundamentally transforming the education sector and playing an important role in improving the effectiveness of teaching and learning processes. Under the conditions of globalization, the integration of artificial intelligence into educational systems requires not only digital transformation but also the modernization of pedagogical approaches.

Several advanced countries have taken leading positions in the implementation of artificial intelligence in education. In China, AI-based facial recognition systems and systems for monitoring students' psychological conditions have been introduced. Artificial intelligence is actively used to optimize the educational process.

In the United States, artificial intelligence technologies are widely applied in education. For example, an AI-based program developed by Carnegie Learning provides personalized approaches to mathematics education.

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Web of Humanities: Journal of Social Science and Humanitarian Research

Volume 4, Issue 4, April 2026 ISSN (E): 2938-3803

In South Korea, considerable attention is paid to improving educational effectiveness through artificial intelligence. For instance, the company Riiid has used artificial intelligence to personalize TOEIC preparation courses, thereby improving the effectiveness of learning.

In Finland, artificial intelligence is introduced not merely as a technological tool but also as an integral component of educational methodology. AI-based platforms help teachers reduce excessive administrative paperwork, allowing them to devote more time to teaching and educational activities.

LITERATURE REVIEW

Artificial intelligence technologies that are widely used today include intelligent web search systems (such as YouTube Search), recommendation systems (YouTube, Amazon, and Netflix), natural language understanding technologies (Google Assistant, Siri, and Alexa), and self-driving vehicles (such as Waymo), among others [1].

Alan Turing was one of the pioneers of early research in the field of artificial intelligence [2]. Artificial intelligence was established as an independent field of scientific research in 1956 [3]. Although research on artificial intelligence has been conducted since the middle of the twentieth century, public interest in this field increased significantly in 2012, when deep learning demonstrated its superiority over several other artificial intelligence methods. Interest grew further following advances in transformer architecture in 2017 [4].

In the early 2020s, the field experienced rapid development, with numerous companies, universities, and research laboratories achieving significant advances in artificial intelligence technologies [5].

Today, the large-scale reforms being implemented in New Uzbekistan, particularly the innovative development of the education system, necessitate a socio-philosophical analysis of these processes.

From this perspective, innovative education is examined as a social institution, as an integration of cultural and historical heritage with technological modernization, and as a system that develops in harmony with moral and spiritual values.

According to Uzbek scholars, “Innovation refers to advanced ideas developed to improve various spheres of social life and the scientific and practical developments created on their basis, which are applied as the latest achievements of science and new inventions in engineering and technology in the socioeconomic, political, legal, spiritual, and cultural life of a country” [7, p. 549].

RESEARCH METHODOLOGY

In contemporary New Uzbekistan, promoting promising achievements in scientific research and innovation, developing effective mechanisms in this field, and strengthening specialized scientific and experimental laboratories, high-technology centers, technology parks, and other innovative structures constitute important areas of activity for the relevant ministry.

Educational institutions are establishing scientific advisory services, services for identifying the innovative needs of economic sectors, support mechanisms for young people's innovative ideas, and distance learning courses.

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Volume 4, Issue 4, April 2026 ISSN (E): 2938-3803

Talented young people have opportunities not only to become familiar with new developments and technologies but also to participate in startup projects.

In New Uzbekistan, teachers need to apply creative and innovative approaches when integrating technologies into education. They should consider students' interests and use technological tools in interactive and engaging ways.

Ensuring equal opportunities for all students is an essential requirement of technological integration into education. All learners should have equal opportunities to access educational technologies.

The integration of technology into education is of great importance for improving educational quality, making learning processes more effective, and equipping teachers with modern pedagogical methods.

ANALYSIS AND RESULTS

The theoretical analyses and socio-philosophical observations conducted within the framework of this study suggest that significant changes are taking place in the system of individuals' spiritual and moral values under the conditions of artificial intelligence development and digital transformation.

First, the widespread adoption of artificial intelligence and algorithmic thinking may reduce direct interpersonal communication and emotional empathy, potentially weakening the sense of moral responsibility in relationships between individuals.

From a philosophical perspective, it is necessary to ensure the priority of spiritual and moral values so that technological rationalism does not displace the principles of humanity.

Second, the digital environment influences young people through various information flows, potentially transforming their moral standards and increasing their vulnerability to ideas that conflict with established social and cultural values.

To prevent content distributed through artificial intelligence tools from becoming an instrument of manipulating individual consciousness, it is necessary to develop critical thinking skills and strong moral resilience among young people.

Third, the capabilities of artificial intelligence should not be considered exclusively as a negative factor. They can also be used as innovative tools for improving spiritual and moral education.

The introduction of intelligent platforms and educational programs into the learning process can create favorable conditions for developing students' national identity, sense of justice, patriotism, and high moral culture.

Educational technologies can also increase students' motivation to learn, develop their creative thinking abilities, and provide opportunities to consolidate acquired knowledge.

Students' individual characteristics include their personal abilities, needs, talents, thinking styles, and levels of intellectual and personal development.

Taking these characteristics into account is essential for organizing effective and personalized educational processes.

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Volume 4, Issue 4, April 2026 ISSN (E): 2938-3803

CONCLUSION AND RECOMMENDATIONS

1. The formation of an innovative education system is one of the important factors contributing to the social, economic, and spiritual development of New Uzbekistan. The innovative development of education promotes the formation of new knowledge, modern thinking, and intellectual potential within society.
2. The socio-philosophical essence of innovative education is reflected in the emergence of new forms of relationships between individuals, society, and technology. In this context, human beings are regarded as the principal subjects of the educational process and active participants in social development.
3. The introduction of digital technologies, artificial intelligence, and modern information and communication technologies into education expands opportunities for acquiring knowledge while simultaneously creating a need to improve educational content and methodology.
4. The effectiveness of an innovative education system is determined not only by technological modernization but also by the development of pedagogical skills, independent thinking, creativity, and critical reasoning.
5. The harmonious integration of national values and universal human principles plays an important role in strengthening the spiritual and moral foundations of innovative education.
6. The development of innovative approaches in the education system creates favorable conditions for improving the quality of human capital and enhancing young people's intellectual potential and professional competencies.
7. The development of an innovative education system requires strengthening the integration of lifelong education, science, and industry, as well as ensuring the adaptability of education to the changing needs of society.

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