



TRANSFORMATION OF NATIONAL EDUCATION IN THE AGE OF DIGITAL CIVILIZATION: TOWARD A HUMANISTIC-PHILOSOPHICAL FRAMEWORK

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ABOUT ARTICLE

Key words: digital education, human capital, critical thinking, philosophy of education, globalization, humanism.

Abstract: This article develops a socio-philosophical framework for analyzing the transformation of national education systems in the context of digital civilization. While digitalization expands access to knowledge and enhances efficiency, it simultaneously risks reducing education to technocratic utilitarianism. The study integrates theoretical analysis with sociological observations to examine the tension between human capital development, cultural identity, and global integration. It argues for a humanistic paradigm that prioritizes critical thinking, ethical responsibility, and the ontological centrality of the individual. The findings contribute to contemporary debates on the philosophy of education and propose a balanced model for sustainable educational transformation.

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RAQAMLI SIVILIZATSIYA DAVRIDA MILLIY TA'LIM TRANSFORMATSIYASI: GUMANISTIK-FALSAFIY KONSEPSIYA SARI

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MAQOLA HAQIDA

Kalit soʻzlar: raqamli taʼlim, inson kapitali, tanqidiy fikrlash, taʼlim falsafasi, globallashtirish, gumanizm.

Annotatsiya: Mazkur maqolada raqamli sivilizatsiya sharoitida milliy taʼlim tizimlarining transformatsiyasini tahlil qilishga qaratilgan ijtimoiy-falsafiy konsepsiya ishlab chiqiladi. Raqamlashtirish bilim olish imkoniyatlarini kengaytirib, samaradorlikni oshirayotgan boʻlsa-da, ayni paytda taʼlimni texnokratik utilitarizm darajasiga tushirib yuborish xavfini ham yuzaga keltiradi. Tadqiqot nazariy tahlil hamda sotsiologik kuzatuvlarni birlashtirgan holda inson kapitalini rivojlantirish, madaniy identiklik va global integratsiya oʻrtasidagi ziddiyatlarni oʻrganadi. Maqolada tanqidiy fikrlash, axloqiy masʼuliyat va shaxsning ontologik markaziy oʻrnini ustuvor deb biluvchi gumanistik paradigma asoslab beriladi. Tadqiqot natijalari Philosophy of Education boʻyicha zamonaviy ilmiy munozaralarga hissa qoʻshadi hamda taʼlim transformatsiyasining barqaror modeli taklif etiladi.

ТРАНСФОРМАЦИЯ НАЦИОНАЛЬНОГО ОБРАЗОВАНИЯ В ЭПОХУ ЦИФРОВОЙ ЦИВИЛИЗАЦИИ: К ГУМАНИСТИКО-ФИЛОСОФСКОЙ КОНЦЕПЦИИ

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О СТАТЬЕ

Ключевые слова: цифровое образование, человеческий капитал, критическое мышление, философия образования, глобализация, гуманизм.

Аннотация: В данной статье разрабатывается социально-философская концепция анализа трансформации национальных систем образования в условиях цифровой цивилизации. Несмотря на то, что цифровизация расширяет доступ к знаниям и повышает эффективность, она одновременно несёт риск сведения образования к технократическому утилитаризму. Исследование объединяет теоретический анализ и социологические наблюдения для изучения противоречий между развитием человеческого капитала, культурной идентичностью и глобальной интеграцией.

Обосновывается необходимость гуманистической парадигмы, ориентированной на критическое мышление, этическую ответственность и онтологическую значимость личности. Полученные результаты вносят вклад в современные дискуссии по Philosophy of Education и предлагают сбалансированную модель устойчивой трансформации образования.

Introduction. The transformation of education in the digital age represents not merely a technological shift but a profound civilizational change. Education is increasingly positioned at the intersection of economic productivity, cultural identity, and technological innovation. In emerging reform contexts such as Uzbekistan, the prioritization of human capital reflects a strategic reorientation toward knowledge-based development. However, this reorientation raises critical philosophical concerns:

Does digitalization transform education into a tool of economic optimization?

Can national education systems preserve cultural identity in a globalized knowledge economy?

This study aims to address these questions by developing a socio-philosophical model that integrates technological advancement with humanistic values.

Methods. This research employs a mixed theoretical-analytical methodology:

systemic analysis to examine education as a complex adaptive system

comparative philosophy to contrast technocratic and humanistic paradigms

hermeneutic analysis to interpret conceptual transformations in education

sociological interpretation based on recent trends in digital usage and education

The study synthesizes policy frameworks, statistical indicators, and academic discourse to ensure both conceptual rigor and contextual relevance.

Results. Digital civilization fundamentally alters the nature of knowledge. Traditionally, knowledge was hierarchical, institutionally controlled, and relatively stable. In contrast, digital knowledge is:

decentralized

continuously updated

algorithmically mediated

This transformation leads to what can be termed “epistemological fluidity.” Knowledge is no longer accumulated but constantly reconstructed.

However, this shift introduces a paradox: while access to information increases, the depth of understanding may decline. The abundance of information risks producing what some scholars describe as cognitive superficiality.

Thus, digital education must not only provide access but also cultivate deep cognitive engagement.

Reframing Human Capital: From Economic Utility to Existential Value. Contemporary education policy frequently frames human capital in economic terms—productivity, employability, and competitiveness.

This study argues that such an approach represents a form of reductionism, where the individual is treated as an instrument rather than an end.

A broader conceptualization of human capital should include:

cognitive capacity (knowledge and skills)

ethical consciousness (moral judgment and responsibility)

existential awareness (self-reflection and meaning-making)

This expanded model aligns with classical humanistic philosophy, where education is understood as the formation of a complete person rather than a functional worker.

Dialectics of Globalization and Cultural Identity. Globalization introduces a dual dynamic in education:

1. Integration into the global knowledge economy
2. Preservation of national and cultural identity

This creates a dialectical tension. On one hand, global competencies are necessary for participation in international systems. On the other, cultural homogenization threatens local identities.

The study proposes a synthetic model, where:

global knowledge is critically adapted

local values are reinterpreted rather than preserved statically

This dynamic approach prevents both isolationism and cultural erosion.

Critical Thinking as a Structural Core of Education. The analysis identifies critical thinking as the central competence of contemporary education.

In the digital environment, individuals are exposed to:

algorithmically curated information

ideological narratives

fragmented knowledge streams

Without critical thinking, individuals become passive consumers of information.

Thus, critical thinking functions as:

a cognitive filter

a mechanism of intellectual autonomy

a defense against manipulation

This elevates education from information transfer to consciousness formation.

The Humanistic-Technocratic Paradox

The findings reveal a fundamental paradox:

technological systems enhance efficiency

but may simultaneously dehumanize education

This paradox can be described as the humanistic-technocratic contradiction.

Technocratic education prioritizes:

- metrics
- performance indicators
- efficiency

Humanistic education prioritizes:

- meaning
- ethical development
- personal growth

A purely technocratic system risks producing highly skilled but ethically disengaged individuals.

Discussion. The results suggest that current educational reforms are characterized by an imbalance between technological advancement and philosophical reflection.

The dominance of digital metrics and performance indicators indicates a shift toward instrumental rationality, where education is evaluated primarily in terms of measurable outputs. However, such a model neglects the normative dimension of education, including:

- moral development
- civic responsibility
- existential orientation

This study proposes a balanced educational model based on three principles:

1. Technological integration – effective use of digital tools

2. Humanistic orientation – prioritizing the individual as a value
3. Critical reflexivity – continuous evaluation of knowledge and systems

This triadic model allows education to remain both innovative and ethically grounded.

Conclusion. The transformation of education in the digital age requires a redefinition of its philosophical foundations.

The study concludes that:

- digitalization must be guided by humanistic values
- human capital should be understood holistically
- critical thinking is the core competence of modern education
- cultural identity must be dynamically integrated into global systems

Ultimately, education should function not as a mechanism of adaptation to technological systems but as a space for shaping autonomous, ethical, and reflective individuals.

Scientific Contribution

- develops a socio-philosophical framework for digital education transformation
- introduces the concept of epistemological fluidity
- formulates the humanistic-technocratic paradox
- proposes a triadic model of balanced education.

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