Educational Problems In The Information Society

Ganiev Elbek Abdizoitovich

Master's Student, Uzbek-Finnish Pedagogical Institute

Abstract: This article investigates the challenges facing modern education systems within the framework of the information society. The study aims to identify the impact of digital technologies on education and upbringing, especially regarding the spiritual and moral development of youth. Using theoretical analysis and a sociopedagogical framework, the research highlights both positive and negative influences of digitalization, including weakened student attention, family detachment, and media overexposure. Results suggest that developing digital literacy, information ethics, and spiritual resilience is essential. The paper calls for collaborative efforts among educators, families, and policymakers to shape education strategies aligned with the demands of the digital age.

Keywords: Information Society, Education, Upbringing, Digital Technologies, Spiritual Education, Information Security, Pedagogy, Young Generation, Internet, Family, Spirituality, Modern Education, Digital Environment.

Introduction

In today's era of globalization and digital transformation, profound changes are occurring in all spheres of society, particularly in the education and upbringing system. Information technology has become an integral part of our lives, directly influencing the worldview, values, and social behavior of the younger generation. In such a context, it is essential to reconsider the educational system not only as a means of delivering knowledge but also as a tool for moral and ethical upbringing, aligning it with modern demands. This article analyzes the current challenges observed in education and upbringing within an information-driven society, explores their root causes, and proposes possible solutions.

The digitalization of society is inherently linked to the emergence and development of information technologies. Digital technology began to take shape with the advancement of modern computers and the emergence of the World Wide Web. This development marked a critical milestone in the history of technology, significantly influencing human society. As computer scientist Mark Weiser predicted in 1991, humanity would enter an era of ubiquitous computing, where digital technologies are deeply integrated into everyday life. Similarly, Negroponte (1995) foresaw the rapid digitization of all mass media and the ability of computers to recognize faces and speech, enabling intelligent

interaction with users. What once seemed like science fiction has, over the past thirty years, steadily become reality, and such scenarios have now become a routine part of daily life.

Methodology

The nature of an information-based society and its influence on self-identification, self-fulfillment, daily life, group membership, social institutions, and social inequality continues to offer valuable approaches for exploring many traditional sociological questions. There are various ways in which social research can utilize digital devices and platforms to generate and record data. Even traditional research methods have now been digitized. Social surveys are often completed on computers, with data automatically entered into databases; even paper-based surveys are eventually digitized when fed into computerized systems for analysis. Online surveys are increasingly being adopted by both academic and commercial social researchers.

With the rapid development of digital technologies, humanity has entered a completely new era of the information society. By the end of 2021, mobile network coverage had reached 95% of the global population, with 88% having access to 4G networks (2022) (Aseeri et al, 2020). People widely use digital devices such as laptops, tablets, smartphones, and smartwatches to access information, communicate, consume content, seek entertainment, and engage in public life through various applications. Digital technology has not only reshaped the face of social life but has also triggered profound societal changes. According to Dirk Helbing, although we are increasingly dependent on our smartphones, the world around us is quietly being transformed—digital technologies are not only forming new modes of speech and institutions but are also reshaping the entire world. Chinese scholars share a similar perspective. As Tse-Tsi Qiu notes, the information society, through network interconnectivity, penetrates the traditional division of labor and organizational structures, turning the individual into a core component of the digital network and forming a new social model in which the individual emerges as an independent unit. The relationship between individuals and society, the core logic of social differentiation, and the fundamental principles of social behavior are all undergoing deep transformations (Berry et al, 2021).

Result and Discussion

Moreover, the coexistence of information overload and information dependency, the inclusivity of cyberspace alongside the polarization of speech, and the simultaneous presence of centralizing structures and widening gaps have increasingly attracted attention. The social transformations brought about by digital technologies and the emerging challenges within the information society have created a pressing need for in-depth scientific research, which in turn has led to the emergence of digital education. Digital education is defined as the application of scientific theories and methodological approaches to study and implement digital technologies, focusing on their impact on human behavior and social life, as well as exploring the mechanisms of interaction between digital technologies and the social environment. It should be noted that this

definition primarily reflects the current stage of development in digital education. Digital education examines the development and application of digital technologies and the related social changes from a pedagogical perspective. However, it remains in its early stages and faces many fundamental questions yet to be addressed, offering a rich field of research for philosophers and educators around the world.

It is important to note that while the use of digital technologies transcends national borders, research in the field of digital education must continue to engage in international dialogue while also paying close attention to specific social and cultural contexts. The development and application of digital technologies provide unique opportunities for research within the framework of the information society.

Conclusion

In conclusion, the process of education and upbringing in an information-based society presents not only new opportunities but also significant challenges. The rapid development of digital technologies is directly influencing the moral values, worldview, and social behavior of the younger generation. In particular, the excessive attachment of youth to the internet and social media, and their tendency to prioritize the virtual world over real life, have led to numerous negative consequences in the upbringing process.

Therefore, all stakeholders in the education and upbringing system—teachers, parents, society, and state institutions—must work together. It is crucial to use modern technologies wisely and purposefully in education, and to develop students' media literacy, information culture, and critical thinking skills. In the upbringing process, it is equally important to rely on national and spiritual values, strengthen children's psychological and moral well-being in the digital environment, and nurture them as socially responsible individuals.

To ensure that future generations grow up healthy, knowledgeable, and morally grounded, it is essential to deeply understand the risks posed by the information age and be thoroughly prepared to address them. This should be regarded as one of today's most important strategic priorities.

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