



TRANSFORMATION OF THE VALUE SYSTEM OF STUDENTS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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ABSTRACT

This thesis analyzes the impact of the digital educational environment on the value system of student youth and the transformational changes in this process. The rapid introduction of modern information technologies into the educational process changes not only the forms of learning but also the spiritual and moral outlook of students, including fundamental values such as responsibility, academic integrity, and communication culture. The thesis highlights the dialectical link between the preservation of traditional values and the formation of digital culture and proposes scientific and practical recommendations for developing a positive value system in the digital environment.

Modern technologies play a decisive role in solving everyday problems. The concept of the Internet of Things (IoT) aims to guarantee interaction and compatibility among various devices while also ensuring user mobility and convenience. Nevertheless, standard approaches to problem-solving are often insufficient for generating innovative solutions. New and progressive ideas usually emerge during the process of learning and interdisciplinary interaction, where knowledge from different fields is combined.

Therefore, under contemporary conditions, individuals who possess the ability to adapt quickly, work effectively with data, and communicate productively gain significant advantages. Such people are distinguished by flexible thinking, strong concentration, analytical abilities, and the capacity to draw conclusions independently. Moreover, they are capable of developing their own products and implementing creative solutions, which allows them to stay ahead in a rapidly changing digital environment.

The rapid transition to digital technologies can be observed in nearly every sphere of human activity. The following examples demonstrate the increasing speed of digital transformation across modern society:

The number of people on the planet using the Internet is rapidly increasing. So, according to [1] over the past 5 years, this growth is 6–9% per year.

As part of the ongoing reforms in higher education, one of the primary objectives is to help young people develop a deep understanding of the essence and significance of our

national culture and values. At the same time, it is important to demonstrate the relevance of these values in the modern globalized world. This approach forms an essential component of the educational process and student guidance, contributing to the establishment of a strong moral foundation necessary for the sustainable development of society.

The worldview of young people, especially university students, is largely influenced by the system of values they acquire during their education. These values shape their future participation in society and their position as responsible citizens. Students who are brought up with respect for national culture, ethical principles, and a strong sense of identity are more likely to demonstrate patriotism, honesty, social responsibility, and commitment to their communities. Therefore, within the transformation of higher education, it is especially important to ensure the harmonious integration of national and universal human values in the process of value formation.

The responsibilities of higher education institutions include the following:

- meeting the needs of future specialists for high-quality higher professional education;
- conducting scientific research;
- developing the professional skills and personal qualities of future specialists, including patriotism and humanism;
- utilizing available information resources and others [2].

Research and analytical observations indicate that the system of values within higher education is undergoing significant transformation. Moral and cultural principles that traditionally held a stable and dominant position in academic and social environments are gradually losing their absolute and universal nature under modern conditions. Instead, these values are increasingly interpreted through individual perspectives and adaptive approaches shaped by specific situations.

This process can be explained by the growing relativization of values, which influences the educational environment in several ways. In particular, it contributes to the weakening of commonly accepted norms, strengthens individual-centered approaches, and, to some extent, reduces the level of social cohesion within academic communities. These tendencies reflect the broader changes taking place in contemporary society and the evolving nature of higher education.

Preschool educational institutions, general secondary schools, higher education institutions, local community organizations (mahallas), cultural centers, as well as systems of spirituality and enlightenment perform an important social function in this direction. Through their mutual cooperation, it becomes possible to develop respect for national values, historical memory, and spiritual stability in the minds of the younger generation. Preserving the spiritual heritage of the nation is regarded as one of the fundamental responsibilities of every generation [3].

Technological changes in science, economics and society lead to social, political and cultural changes. These changes cause new problems, the solution of which takes time. Social systems unavoidably experience periods of economic decline and growth while educational systems go through reforms. Changes in education, among other things, cause some contradictions. The following should be identified:

1. At the level of the global information space: between innovative updates of information and communications technologies as well as networking technologies from one side and the slow reaction of the state and the educational system to these trends on the other side.

2. At the level of the national educational system: between the emergence of the latest technology, technology and the new generation of means for training, management and scientific research and late response of education managers to the choice, implementation and spread of innovation.

3. At the level of the educational institution: between the need to develop a modern educational environment and the conservatism of leaders and pedagogical staff in the period of innovation transformations [4].

The rapid development of external and internal environmental factors has a significant influence on the transformation of students' value systems within the digital educational environment. The expansion of digital technologies, online communication, and innovative learning platforms is reshaping not only educational processes but also students' social, cultural, and moral orientations. As a result, higher education institutions are required to modernize their approaches in order to preserve essential human and national values while adapting to the demands of the digital era.

This transformation requires substantial changes in the education system based on several important directions. These include the application of psychological, pedagogical, and didactic foundations of digital education, as well as the introduction of new approaches to the selection and organization of educational content. In addition, modern educational systems must rely on the principles of flexibility and adaptability to respond effectively to rapidly changing social and technological conditions.

Equal opportunities for all participants in the educational process also become an essential principle in the digital environment, ensuring inclusive access to knowledge and resources. Furthermore, the integration of innovative forms, teaching methods, digital technologies, and interactive learning tools contributes to the formation of students who are intellectually developed, socially responsible, and capable of adapting their values to contemporary global challenges.

In previous studies, we analysed and compared new technologies, educational models, their impact on formation of learning environments, that are increasingly used in general education institutions, allowing us to address the issue of expanding student access to learning resources, and expanding opportunities for collaboration and cooperation [5]. In order to organise approaches to formation of learning environment in which ICTs and the Internet are actively used, a comparative analysis of different models of learning environments has been conducted on the main features that characterize these models [6].

The research confirms that, under contemporary conditions, values are no longer perceived as a fixed and unified system. Instead, they increasingly appear as constructs shaped through discursive, contextual, and socio-cultural processes. In higher education, this tendency is becoming more pronounced due to the rapid development of digital technologies, the acceleration of information flows, and the expansion of global academic integration. As a

result, the value foundations of the educational environment are undergoing significant changes.

At the same time, the value system is shifting from traditional collective norms toward more individual and situation-dependent approaches. The findings of the study also demonstrate that the transformation of values is especially noticeable among young people. This situation highlights the need for further improvement of higher education, moral upbringing, and spiritual-educational policies.

From this perspective, the spiritual reforms and youth-oriented policies being implemented in Uzbekistan play an important role in preserving a stable system of values within society. These efforts contribute to strengthening national identity, moral responsibility, and social stability in the conditions of an increasingly digitalized world.

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