



## **COMPUTER TECHNOLOGIES AS AN ETHICAL ASPECT OF THE MODERN EDUCATIONAL SYSTEM**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 17 <sup>th</sup> August 2022 <b>Accepted:</b> 17 <sup>th</sup> September 2022 <b>Published:</b> 21 <sup>st</sup> October 2022	The article is devoted to the ethical assessment of the possible consequences of informatization of all forms of educational activity. The author examines the positive and negative aspects of the widespread introduction of computer technology in the educational process. The use of computer technologies in the educational process is designed to solve important didactic tasks. First of all, it is the improvement of the organization of the educational process, acceleration and intensification of the learning process, ensuring its flexibility and individual approach. In addition, computer technologies can significantly increase the productivity of self-training of students, ensure the development of their personality, stimulate research activities and, in general, increase the level of independence in the learning process. At the same time, in ethical terms, the most dangerous consequence of the mass transfer of the educational process to computer-based learning schemes is the possible dehumanization of the educational process, the withdrawal of the spiritual personal component from it. The most dangerous consequence of the complete transfer of the educational process to computer rails is the possible curtailment of live dialogical communication of participants in the educational process — that communication, which is the most important and practically the only source of speech development of students, and consequently, their independent creative thinking.

**Keywords:** Computer Technology, Information Society, Education, Teacher, Creativity, Personality .

### **INTRODUCTION**

The humanistic, harmonious development of the human personality is the strategic goal of spiritual production, a powerful branch of which is the education system. Education is a well—established process of transferring, processing and obtaining knowledge in the course of systematic organized training of a group of people for a certain period of time. Thanks to the existence of the institute of education, people have been adopting the vast experience of knowledge and skills accumulated by civilization for many centuries. The purposeful activity of people to acquire and improve skills and knowledge to expand the boundaries of knowledge is the main driving force of scientific and technological progress. In this context, it is very important to define the content boundaries of the very concept of "education", the ethical aspects of which are determined in each case due to its ambiguity. "Education is: a) a social institution, the main function of which is to prepare and include an individual in various spheres of society; b) the totality of systematized knowledge, skills (especially professional) acquired by an individual (independently or in the process of studying in special educational institutions); c) the process of acquiring knowledge, i.e. education, enlightenment; d) the level of education of an individual who has versatile knowledge and is distinguished by a high degree of culture; e) the education of society, people, as the level of civilization of the country" [9. p. 9]. For the ethical assessment of the educational process in all these cases, it is crucial to consider education not only in its teaching context, but mainly as "education", "creation" of the individual.

Within the framework of this approach, "education" refers exclusively to the individual, to the person and can be considered as the creation of a person's image of the surrounding world and the person himself, his "I" in this world. Accordingly, vocational education should be considered as the formation of an image of the world of production (in a broad sense) and the image of one's position in the production system, one's professional activity.

However, education performs an important creative function not only in relation to the individual, but also in relation to society as a whole. The moral potential of education is determined by its status as a social and political institution [4. p. 90]. It is a universal moral way of life of the people, serves to strengthen its statehood, the development

of history and culture, language, the formation of spiritual and moral values. Thanks to this, a person-citizen is formed, the personality is integrated into the system of multinational cultures, and society, through education, a special ethics of life, creates itself based on adequate forms of pedagogical and social activities [5. p. 327].

### MAIN PART

The development of society in recent decades has been characterized by the rapid penetration of new information, communication and computer technologies into all spheres of human life. These changes led to the formation of a qualitatively new type of society, called "informational". Computerization significantly affects learning processes, the formulation and solution of scientific problems, research in the field of thinking and cognition processes. Computer technologies have become a powerful converter of economic, social and other types of activity [10. p. 127]. The process of computerization and informatization proceeds unevenly in different countries and regions, but in general it has already advanced so much that it has become possible to summarize some results and make a forecast for the future. Computerization of all spheres of human activity acts today both as the most important task of society and as an imperative of social development. Without solving this problem, humanistic transformations and economic development of a society capable of providing a decent life for all its citizens are impossible [11. pp. 76-77].

In terms of its transformative effect, the combined impact of computer technology, the Internet and e-commerce is quite comparable to the changes that the industrial revolution once caused. The "digital revolution" is changing the global economic, social and educational landscape, creating a new economic sector, transforming organizational structures, changing the values of work and lifestyle of people, elevating intellectual capital into a dominant factor in the further development of scientific and technological progress [8].

The processes of informatization of all forms of educational activity, the widespread introduction of information computer technologies into the educational process are also connected with the universal computerization of socio-cultural reality. The concept of "technology" is most often defined as a set of methods and techniques for processing or processing raw materials, materials, products and converting them into consumer goods. The modern understanding of this term includes both the method of definition (description) and the sequence of actions in the process of cognition of the studied factors and phenomena. In this case, information and communication technologies can be considered such technologies that are aimed at processing and transforming information.

Computer information technology is a complex of fields of activity that relate to technologies for creating, storing and processing information data using computer technology. The technical means of computer information technology include computers, software, the Internet and the network. They allow you to create, store, process, transmit and distribute a wide range of information resources.

Computer technologies are actively used to transmit information and ensure interaction between the teacher and the student in modern systems of open and distance education. A modern teacher should not only have computer literacy, but also be able to apply a variety of computer technologies in their professional activities.

The main means of implementing computer technologies in the educational process of any level is a personal computer, the capabilities of which are determined by the software installed on it. The main categories of software tools are system and application (training) programs, as well as tools for software development.

System programs primarily include operating systems that ensure the interaction of all other programs with hardware and the interaction of the user of a personal computer with programs. This category also includes utility or service programs. Application programs include software that acts as tools when working with texts, graphics, tabular data, etc. Universal office application programs and tools are widely used in modern education systems: text editors, spreadsheets, presentation preparation programs, database management systems, organizers, graphic packages, etc. [3].

Education acquired a fundamentally new quality with the advent and spread of computer networks, which made it possible to radically change the very way of obtaining information. Instant access to world information resources (electronic libraries, databases, file repositories, etc.) is possible through the global computer network Internet. About two billion multimedia documents are available for acquaintance and work with them in one of the most popular Internet resources.

Other common means are also available to the user on the network, including e-mail, mailing lists, newsgroups, and chat. Special programs have been developed for real-time communication, allowing, after establishing a connection, to transmit text entered from the keyboard, as well as sound, image and any files. These programs allow you to organize the collaboration of remote users with a program running on a local computer.

To ensure effective information search in telecommunication networks, there are automated search tools, the purpose of which is to collect data on information resources of the global computer network and provide users with a quick search service. With the help of search engines, you can search for World Wide Web documents, multimedia files and software, address information about organizations and people.

The use of computer technologies in the educational process is designed to solve important didactic tasks. First of all, it is the improvement of the organization of the educational process, acceleration and intensification of the learning process, ensuring its flexibility and individual approach. In addition, computer technologies can significantly increase the productivity of self-training of students, ensure the development of their personality, stimulate research activities and, in general, increase the level of independence in the learning process.

With the help of network tools, it becomes possible to have wide access to educational, methodological and scientific information, organize operational consulting assistance, simulate research activities, conduct virtual training sessions (seminars, lectures) in real time.

A powerful technology that allows you to store and transmit the bulk of the studied material is educational electronic publications, both distributed in computer networks and recorded on electronic media. Individual work with them gives a deep assimilation and understanding of the material. These technologies allow, with appropriate refinement, to adapt existing courses to individual use, provide opportunities for self-study and self-examination of the knowledge gained. Unlike a traditional book, educational electronic publications allow you to submit material in a dynamic graphic form [3].

The advent of computer technology has made it possible to create a qualitatively new educational environment as a basis for the development and modernization of the education system. Computer technologies are of key importance at all levels of the educational system. At every stage of cognitive activity, scientific research and in all branches of knowledge, computer technologies perform the functions of both tools and objects of cognition. Thus, the innovations of computer technologies provide a revolutionary development of the educational process.

Computer technologies belong to the class of innovative technologies that ensure the rapid accumulation of intellectual potential that guarantees the sustainable development of society. Computer technologies in the educational process have opened up new, previously unseen opportunities for the development of distance education, which previously existed in the form of distance learning and faced numerous problems associated with the lack of necessary contact between the teacher and the student, weak control over the course of the learning process, etc.

Distance learning today is getting an education using the Internet and modern computer technologies. With distance learning, educational information is exchanged using modern electronic and computer means at a distance, thus distance learning significantly expands opportunities for obtaining high-quality professional education. Computer technologies ensure prompt delivery of the main volume of the studied material to students, including electronic educational resources; provide an opportunity for interactive interaction between students and teachers, for example, during online discussions, round tables and seminars; guarantee a quick assessment of the knowledge and skills acquired during training. Since self—study is a necessary part of the distance learning system, with the help of modern computer technologies, a student can study the material using not only printed publications, but also videotapes, electronic textbooks and reference books, has access to electronic libraries and databases containing a huge amount of diverse information.

With the development and activation of the practice of using distance and e-learning, computer technologies increasingly acquire the role of a significant social factor, which inevitably leads to a number of situations requiring ethical regulation [6]. The ethics of distance and e—learning, in addition to the generally accepted rules and norms of pedagogical ethics and ethics of higher education, also includes certain elements of computer ethics - a special field of research dealing with ethical problems arising in connection with the development and application of computer technologies. Of course, the computer itself does not and cannot change ethical norms and regulations, it only, as A.S. Kapto rightly notes, "increases, and significantly, the technical and operational capabilities for immoral people to cause harm for their personal or corporate purposes" [5. p. 758].

The communicative competence of the subjects of business relations also plays an important role in the ethics of distance learning. It includes traditional forms of business correspondence that developed 150 years ago in England (the etiquette of writing business correspondence, thank-you letters, press releases, etc. official documents), as well as the norms of the so-called electronic etiquette ethical rules for working on the Internet, with e-mail, mobile phones, etc. The norms of electronic etiquette are a vast sphere of rules, the coverage of which requires a separate topic. As an example, for example, the following simple rules of electronic correspondence can be cited: 1. The email must be correct and filled out correctly. 2. You should always check the spelling of the address and the name of both the recipient and the sender. 3. For faster identification of your letter by the recipient, you should always briefly and clearly indicate the subject of the letter. 4. When responding to a letter, pay attention to whether the subject of the letter should be changed. 5. Before sending an email, it is advisable to save it in a separate file. 6. An email, just like an ordinary letter, must comply with the accepted rules of business correspondence, abbreviations and jargon are unacceptable. 7. It is always necessary to respond to emails or confirm their receipt. 8. When e-mailing, you should be especially careful with confidential information. 9. It is impossible to make public or publish information from personal letters without the consent of their senders [12. pp. 148-149].

So, the modern social reality based on information and knowledge requires from a person the formed skills to acquire new knowledge, creatively transform them and solve complex tasks based on them. Computer information technologies used in training are a serious tool to meet these requirements. A well-organized educational process using modern innovative technologies allows you to form the necessary skills and abilities, contributing to the development of such important qualities for a future specialist as intuition, professional flair, flexibility and creativity of thinking, analytical abilities. Therefore, the full implementation of computer information technologies should undoubtedly become one of the priorities of the information educational policy of our society and the state.

The computer revolution significantly changes the traditional methods of education, gradually displacing the teacher from the educational process. The use of a computer as the latter gives education fundamentally new moral and educational parameters, making unnecessary some routine functions of the teaching profession (especially verbal teaching methods). This brings a completely different vector to the interpretation of the category of "pedagogical

influence" with a clearly expressed tendency to reduce external (on the part of the teacher) influences and increase the internal potential of the individual in her cognitive activity (self-education, independent search for the most acceptable computer solutions, self-control, etc.) [5. p. 756].

At the same time, it would be a serious mistake to imagine the prospects of a complete transfer of the educational process to electronic and digital teaching methods only in romantic and rosy tones. The globality of the processes of universal computerization has led to the aggravation of many social and moral problems that fully concern the institution of education, and has generated new negative collisions. Computerization affects the economic and psychological reorientation of a person in the surrounding world, forms a completely new ethical situation in society, changes people's behavior, and not only for the better. The transformation of computer technology into an integrated part of the educational process has put forward a number of new moral problems. The global introduction of computer technologies into the educational process, and especially the desire to replace traditional educational technologies with them, can cause many problems and, ultimately, lead to a serious impoverishment of the educational process, which can turn from a complex creative process of "creating" a person into a primitive, albeit with high speed and volume, information transfer.

Among the negative consequences of the use of computer technology in all forms of education, one can single out the possible negative impact of computer technology (with its long-term use) on the physiological state and health of both teachers and students.

It should be noted that many hours of work with computers, printers, e-mail, etc. it is very dangerous for human health. Those who often deal with computer processing of information have a disease that experts call "information fatigue syndrome" — a condition when a person loses the ability to adequately perceive information and make correct decisions based on it. This condition can significantly hinder the normal course of the educational process.

However, the most dangerous consequence of the complete transfer of the educational process to computer rails seems to us to be the possible curtailment of live dialogical communication of participants in the educational process — that communication, which is the most important and practically the only source of speech development of students, and consequently, their independent creative thinking. Without a developed practice of direct dialogue — the teacher with the student, students among themselves, etc. — it is impossible to form the ability to correctly and accurately formulate their thoughts in a professional language, and hence the full-fledged professional and personal formation of students. "Dialogue with a computer" instead of live human communication during the educational process acts as a surrogate for communication and is unable to fully replace it. Minimizing the live, direct contact between the teacher and the student, replacing their communication during traditional forms of education, such as, for example, lectures, seminars, personal consultations, with a variety of "advanced" educational technologies (training computer programs, audio and video courses, etc.), we risk missing the very opportunity to form creative thinking, which by its very origin is based on dialogue.

Thus, like any technical achievement, computer technologies have negative consequences, including in the field of education. So, in cognitive and mental terms, this is the formation of nonlinear, associative, mosaic thinking, an overabundance of information, a weakening of creative principles in a person. In humanitarian terms, information technologies mechanize and standardize educational activities, depersonalize the learning process, weaken the humanitarian aspects of education in general [2].

Ethically, the most dangerous consequence of the mass transfer of the educational process to computer-based learning schemes is the possible dehumanization of the educational process, the withdrawal of the spiritual personal component from it, which during the use of traditional learning technologies was provided by the personality of the teacher, his moral and spiritual impact on students.

The profession of a teacher, like no other, requires constant creativity. Forming his moral and ethical preferences, his scientific worldview, his professional consciousness, the teacher is at the same time the creator of the same spiritual values of youth [13]. And if moral degradation, as a rule, is a consequence of a worldview vacuum, then ideological and spiritual impersonality is born in the conditions of unworked or distorted moral orientations of the individual, contribute to its increasing distance from higher spiritual values. Educational institutions can only fulfill their main social task when, in the course of the learning process, knowledge is not just transferred, but also the enrichment of the students' still-forming consciousness with higher spiritual values takes place, and a creative personality is formed. Therefore, no, even the most advanced electronic means, are able to replace the personality of a teacher, a teacher who transforms his own professional and moral values on students: concern for constantly growing skill, high consciousness, ideological and spiritual maturity and moral purity [7. p. 267].

## CONCLUSION

Summing up the above, we note the following. In the modern world, in the conditions of a developed information society, computer technologies reveal unprecedented opportunities for educational growth and self-improvement to a person, and to a large extent it depends on the person himself whether we can properly dispose of these opportunities. Recognizing the obvious necessity and usefulness of the active introduction of computer technologies into the educational process, it is necessary to harmoniously combine new technologies with traditional educational practices during this implementation. After all, if at present the Russian education system retains its positions, it is due to a reasonable combination of valuable and bold innovations with a kind of traditional stability of functioning, with the

preservation of the humanistic, ethical, value component of the educational process. It is in this combination that the key to successful modernization of the educational system is.

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