



CHALLENGES OF DIGITALIZED SOCIETY: WHY EDUCATION NEEDS DIGITAL ETHICS?

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Abstract. Digital ethics in education is a broad topic that includes the responsible use of technology, the integration of principles of ethics into digital learning environments, and the challenges that digitalization brings in educational contexts. As technology becomes more integrated into educational processes, it is critical to consider the ethical implications to ensure equitable and responsible use. This means understanding the role of digital ethics in shaping learning environments and outcomes. This paper will discuss essential topics of digital ethics by analyzing data.

Key words: Digital ethics, platforms, digital communication, online platforms, digital learning.

Recent advances in Information and Communication Technologies (ICTs) have revolutionized various fields of knowledge. This change has had an impact on education as well. Ethical concerns surrounding technology include privacy, neutrality, and the digital divide cybercrime and transparency. However, integrating ethics and technology in education raises additional challenges. Education is essential for the operation of a democratic society. A strong public education system empowers citizens to make democratic decisions that benefit society, as argued by all great political thinkers.

A quality public education system fosters critical thinking, judgement, and citizenship skills in both children and adults, preparing them to thrive in a democratic society.

Digital ethics refers to a wide range of ethical considerations that arise from the use of digital technology, particularly in computing, information management, and artificial intelligence (AI). The ACM Code of Ethics provides as a basic framework, outlining key concepts that can be applied to current ethical quandaries in digital government and technology. This concept is critical because it provides a foundation for ethical discourse, particularly in quickly changing digital environments where anticipating ethical dilemmas becomes increasingly difficult. Within this subject, computer ethics focuses on computing professionals' duties in the creation and application of technology, highlighting the necessity of free expression and access to information. Information ethics broadens this topic by concentrating on the ethical implications of information management and the societal effects of technology, pushing for a global perspective on these concerns. Furthermore, AI ethics has arisen as a major area of study, emphasizing the importance of ethical frameworks in the creation and implementation of AI systems. This offers principles for utilizing AI's disruptive potential while maintaining responsible practices. Finally, Charles Ess's research on digital media ethics examines structural issues such as copyright and the ethical consequences of creating and disseminating digital information. Collectively, these notions demonstrate the multidimensional nature of digital ethics and the importance of continual debate and ethical reflection in the digital era.

To the term ethics different scholars give various options. According to Rhodes (1986, p. 21), ethics is the systematic examination of how we should act towards others. A related concept is ethical sensitivity, which refers to the awareness of an individual (and, by extension, an organization) whose actions may have an impact on the wellbeing of others (Bebeau, Rest, & Yamoore, 1985). In this context, ethics means: (1) determining whether technological options have a negative impact on another person; (2) developing an ideal plan of action; (3) identifying the key values associated with each situation; and (4) implementing a

solution or specific plan of action that will be monitored and evaluated (Rest, 1982).

Jonas (1995) proposed that, regardless of field or specialty, accountability should be the guiding principle for technological acts. When using technology, it's important to remember that personal responsibility extends beyond legal responsibilities and encompasses values and moral principles. We are responsible for our actions and their consequences, and it's important to anticipate the effects of our actions (Jonas, 1995).

There are number of challenges that require act of digital ethics consideration and these difficulties described below affect people both individually and collectively, and include digital identity and reputation, critical use of data , ICT-related abuse, and online security and privacy.

INTECO (2012) defines **digital identity** as "information related to a person that is available on the internet (personal data, images, files, news, comments, and so on), setting out a personal description at the digital level" (p. 5).

This trail of information not only defines a person, group, or organization's digital identity, but it also allows others to utilize that information to establish a shared social opinion of others and build someone's reputation.

The boundaries between humans' physical and digital realms. According to Lévy's (1999) analysis, transfer between the real and virtual worlds involves a shift from one mode of being to another. Lévy (1999) defines virtual reality as a new mode of being that promotes creativity beyond physical presence.

Online security is a difficulty for individuals, groups, organizations, and administrations, potentially impacting system stability and seamless operation. While there is a growing concern for Internet security, users' lack of understanding, information, and care leaves them vulnerable to hazards such as data loss and identity theft. Training programs are necessary to promote responsible usage of technology and networks.

Technology has led to new types of **online bullying** that violate the privacy of bullied individuals, both inside and outside of schools. Schoolchildren face online bullying, such as cyberbullying, trolling, and happy slapping, which disrupts their psychological and personal development.

Use and abuse of ICTs in schools and families. Excessive usage of technology can lead to abnormal behaviors (Charlton & Danforth, 2007), even without reaching the degree of addiction. Non-self-regulated technology use can impact personal relationships and interactions, particularly among young people who rely on the Internet and fear being disconnected from peers (Cuesta & Gaspar, 2013; Przybylski et al., 2013). Technology should be consumed and used in a responsible and acceptable manner. Proposals have been made to promote healthy habits and limit the amount of time spent on technology. This strategy relies on people to monitor and manage their access to technology efficiently. Using technology wisely is linked to media literacy, which stems from the Internet's integration of traditional communication channels.

Plagiarism in education. Academic plagiarism occurs when someone uses someone else's ideas, words, or works as if they were their own. Plagiarism is not necessarily intended or malevolent.

Sometimes it is done unintentionally due to a lack of prior instruction. According to Agud (2014), some university students admit to plagiarism and academic fraud, which can lead to further dishonest behaviors later in their professional lives.

Intellectual property in a digital context. According to the COIT (2014) report, the widespread use of digital technology has made it challenging to balance copyright with commercial exploitation of digital works and outputs.

The proliferation of online copyleft licenses for digital works, such as Creative Commons, highlights the tension between commercial and social views on the use and exploitation of the Internet, in contrast to traditional commercial protection through copyright that only protects financial benefit.

The Internet facilitates the dissemination of information and expertise. The universal transmission of information does not ensure its quality or veracity. However, it promotes individual awareness and autonomy, making it challenging for governments, economic powerhouses, and media corporations to act without accountability. The Internet has evolved from traditional media's unidirectional communication model to a more open and participatory model where individuals share information and knowledge anonymously and altruistically across various environments and networks, facilitating collaboration and collective knowledge construction.

To summarize, as technology continues to transform the learning landscape, including digital ethics into education is not only a requirement, but a fundamental obligation. Digital ethics is multidimensional,

encompassing crucial aspects such as data protection, equitable access to resources, and the promotion of ethical online behavior. As educational institutions rapidly incorporate new technologies such as artificial intelligence and virtual reality, it is critical to consider the ethical implications of these breakthroughs, particularly for underprivileged communities who may face access restrictions. Educators can enable students to navigate the complexity of the digital world carefully by cultivating an ethical culture and involving them in talks about digital responsibility. Furthermore, collaboration among educators, technologists, and politicians is critical for developing best practices that promote student well-being and ethical technology use. Finally, a holistic approach to digital ethics in education will not only improve learning outcomes but will also teach students to be responsible digital citizens in an increasingly connected world.

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