

Eureka Journal of Humanities and Social Research (EJHSR)

ISSN 2760-4934 (Online) Volume 2, Issue 6, June 2026



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SOCIAL-PHILOSOPHICAL SIGNIFICANCE OF MEDIA INFORMATION SYSTEMS IN THE PROCESS OF DEVELOPING EDUCATIONAL CULTURE

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Abstract:

The article analyzes the socio-philosophical significance of media information systems in improving educational culture. In the process of developing educational culture, the mechanisms of modern formation of knowledge exchange, spiritual values, and communicative relations between man and society are highlighted. Media are considered not only a technological opportunity for the field of education, but also a social phenomenon that instills the philosophical content of information, enlightenment, and culture into the consciousness of the general public. The creation of the possibility of rapid transmission of scientific innovations, methodologies, and innovative ideas related to education through these systems is justified, as well as the role of a person in the formation of consciousness and the adaptation of new knowledge to the new knowledge. Media information systems are interpreted as a means of directing a person to independent thinking, active intellectual search, and

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interactive communication in the educational process. The article shows that, in general, the improvement of educational culture is inextricably linked with the spiritual and educational development of society, and the integration of media information systems in this process is an important factor from a socio-philosophical point of view.

Keywords: Educational culture, media information systems, socio-philosophical analysis, exchange of knowledge and values, consciousness and communication, information society, cultural transformation, innovative educational process, independent thinking, spiritual and educational development.

Introduction

Educational culture is of fundamental importance in the spiritual and moral development of society. In the process of forming the intellectual and spiritual image of humanity, the renewal of the educational sphere, the introduction of innovative approaches and modern technologies in it are manifested not only as a methodological tool, but also as a necessary condition for cultural and spiritual development. In this process, media information systems rise to the level of a unique phenomenon, are interpreted as an important mechanism that accelerates the exchange and dissemination of knowledge, turning the educational process into an interactive and creative space.

Through these systems, the student is not only armed with modern knowledge, but also enjoys the flow of innovative methods and scientific innovations that expand his thinking. It is no coincidence that in recent times, the philosophy of education has become an integrative, interdisciplinary scientific field that transforms the educational process not as a simple didactic process, but as an integral part of human existence [1;115]. After all, media information systems have acquired epistemological and axiological significance in this new stage of

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the philosophy of education , serving not only to transfer knowledge, but also to reveal its spiritual and aesthetic essence.

Thus, media information systems have a philosophical basis as a modern socio-cultural mechanism for improving educational culture, qualitatively enriching the educational process, and directing the student to active and independent knowledge. This article examines the contribution of these mechanisms to the spiritual life of society within the framework of philosophical analysis.

Review of relevant literature. The issue of improving educational culture is of particular scientific and philosophical interest as one of the main directions of modern socio-cultural development . In this process, media information systems are considered not only as a technological tool, but also as a socio-cultural phenomenon that serves the formation, dissemination and consolidation of knowledge in society. Therefore, studies studying the relationship between education and information technologies reveal the role of media systems in creating new opportunities in the educational process. For example, S. Tuominen in his study “Pedagogical aspects of the formation of media and information literacy” talks about the role of media systems in making the educational process interactive and effective, and shows their formation of educational culture on a new basis [2;133].

At the same time, the need to introduce media systems and innovative methods into the educational process is also emphasized in the work of RN Nazimov “Pedagogical Culture and Its Important Conditions” [3;416]. He analyzes the importance of media technologies in the modernization of education, adapting teachers and students to new pedagogical conditions, and evaluates them as an integral part of the cultural and educational process.

As noted in scientific literature, media information systems are manifested in the development of educational culture in two ways : on the one hand, they enrich the process of acquiring knowledge and encourage students to think actively and

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independently; on the other hand, they form a culture of social dialogue and scientific discussion, strengthening intellectual unity in society.

Research methodology. When it comes to methodological approaches, empirical research allows us to determine the impact of media systems on education based on live social experience, while content analysis reveals the substantive essence of media materials and educational resources. Key-in-analysis (case study) methods analyze the philosophical and practical aspects of the effective use of media systems in the educational process through concrete experiences and models. Interactive methodologies serve to transform education into a field of active dialogue and creative exploration.

Media information systems are manifested as an intellectual and cultural mechanism in the improvement of educational culture, meeting the requirements of modern civilization . They, along with accelerating the transfer and assimilation of knowledge , also serve one of the main ideas of the philosophy of education - the formation of a person as a conscious, independent and creative individual. In this regard, media systems are interpreted not only as a didactic tool, but also as a cultural phenomenon expressing the philosophical essence of the educational process.

Analysis and results. The analysis covered in the article shows that media information systems are appearing in the modern educational process not as a simple technological tool, but as a philosophical and spiritual phenomenon that ensures the formation, dissemination and consolidation of knowledge. Their role in improving the culture of education is closely related, first of all, to satisfying the natural human need for knowledge, activating thinking and forming the individual as a free and creative being.

Modern media technologies are not only a tool for the effective organization of the educational process, but also an intellectual space that creates a new form of

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knowledge exchange and communication. With their help, the student not only acquires ready-made knowledge, but also realizes his spiritual and moral potential through independent research, critical approach and creative thinking. This expands the essence of the educational process: in addition to being a didactic process, it becomes a space for the aesthetic and moral formation of human perfection.

Media systems are also of particular importance for teachers . They facilitate the more effective organization of pedagogical activity, the implementation of innovative methods, and the qualitatively new level of the educational process. As a result, the teacher is seen more as an intellectual guide, cultural educator, and organizer of the creative process than as a traditional knowledge provider. Media systems also accelerate the exchange of information in the educational process, form new types of cooperation between students and teachers, and develop a culture of communication. Thus, they transform the educational process into a transparent, open, and interactive space, bringing the educational culture to a qualitatively new level.

From a philosophical point of view, media information systems can also be interpreted as an axiological (value) phenomenon that expands the content of educational culture. Because they quickly convey the common treasury of knowledge and spiritual heritage of humanity, strengthening the process of acquiring knowledge as a socio-cultural value. Therefore, the integration of media systems into education directly contributes not only to improving the quality of education, but also to raising the intellectual and spiritual potential of society .

appearing as a universal mechanism that enhances the educational process not only technologically, but also spiritually, aesthetically, and morally .

The role of media information systems in the process of improving educational culture is extremely important not only from a technological, but also from a philosophical and spiritual point of view. Their introduction opens up new

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opportunities for the effective organization of modern education, accelerating the exchange of knowledge and creating an interactive learning environment. At the same time, this process also raises a number of complex problems, because the capabilities of media systems become a force for improving educational culture only when they are used rationally and purposefully.

First, the introduction of media technologies into the educational process requires new competencies from teachers. For many educators who rely on traditional methods, the effective use of digital tools remains problematic. This requires continuous professional development, training and development of media literacy of teachers. From a philosophical point of view, this phenomenon is an expression of the principle of “constant change” in the educational process , indicating the need for human consciousness to adapt to changing reality.

raises the issue of information security and epistemological reliability . Knowledge distributed via the Internet is not always true . Therefore, protecting readers from false or superficial information, creating mechanisms for checking the quality and reliability of information, becomes an urgent issue. This requires a reconsideration of ancient philosophical questions about the nature of knowledge and the criteria for truth in modern conditions .

Third, the effectiveness of media systems in the educational process depends on their proper integration. If they are used only as an external effect or a means of distracting students, they can even harm the educational culture. Therefore, the integration of media technologies into educational programs must have a philosophical basis , that is, they must be harmoniously integrated into the processes of human cognition, communication and creativity.

Nevertheless, analysis shows that the positive contribution of media systems to the culture of education is enormous: they allow for the rapid acquisition of new knowledge, develop critical and creative thinking, and also harmonize the educational process at a global level. For teachers , they open up the opportunity to introduce new methods and improve the quality of education.

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Media information systems are a universal phenomenon that is not only a technical opportunity in improving the culture of education, but also a philosophical one. They become a means of satisfying the human mind's need for knowledge, realizing the spiritual and moral potential of the individual, and harmonizing the educational process with the global intellectual space. Therefore, when introducing them into the education system, it is necessary to ensure compliance with the pedagogical approach, information security, and cultural values. Only then will media systems gain full significance as a philosophical and cultural mechanism that improves the culture of education.

Conclusions and suggestions. The article comprehensively analyzes the role of media information systems in improving the culture of education. In today's era of globalization, the possibility of organizing the educational process in effective, interactive and modern forms is directly related to information and communication technologies. In fact, the concept of "media education" is being formed as a new paradigm of education. Media education is valued not only as a means of information transmission, but also as a component of general cultural development. Therefore, in pedagogy, the terms "media culture" and "information culture" that are close to this concept are also used [4;36].

The essence of media education is that it not only accelerates the process of knowledge transfer, but also forms the ability of the learner to think independently, encourages creativity and innovative approaches. With the help of media systems, scientific news spreads quickly, and students have the opportunity to directly receive new ideas and knowledge in the global information space. This process leads to the enrichment of educational culture not only in form, but also in content.

However, the successful integration of media systems into the educational process is not determined only by technical capabilities. It is closely related, first of all, to the deep mastery of new technologies by teachers and their effective

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application in educational practice. After all, a teacher who is not aware of modern media systems cannot fully use these opportunities in his work [5]. Therefore, it is necessary to organize regular professional development programs and special trainings for teachers .

In addition, the widespread use of media systems raises philosophical and practical problems related to information security and reliability. Any information entering the educational process can serve a certain value system or, conversely, fill the thinking of the younger generation with superficial information . Therefore, in media education, not only technological integration, but also control over the quality and content reliability of information becomes one of the priority issues .

In general, media systems are a powerful tool that brings educational culture to a new level. They harmonize the educational process with global cultural trends , renew human thinking, and deepen the philosophical foundations of knowledge acquisition. However, this process must be properly managed, directed towards pedagogical goals, and based on safety principles [7]. Otherwise, media systems, instead of arming people with knowledge , can lead their attention to distraction and superficiality.

Thus, media information systems have a dual nature in the process of improving educational culture: they can be a powerful tool for progress and renewal , and if left without goals and principles, they can lead to a crisis. Therefore, interpreting media education on philosophical grounds is the only way to understand its true significance and make it serve the spiritual and educational development of humanity .

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