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HUMAN VALUES AND THE DIGITAL WORLD: THE TRUE ROLE OF THE EDUCATOR IN THE AGE OF ARTIFICIAL INTELLIGENCE.

Nurillayeva Ug'ilxon Ergashboevna
Turan International University, Associate Professor, PhD, Department of Humanities and Pedagogy
Saydullayeva Xurshida Abdulvoxid qizi
5th-year student, Primary Education (Correspondence Program)
Student of Group 22.12, Turan International University
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Abstract.This article provides a scientific and theoretical analysis of the preservation of human values and the professional-personal role of the educator in the era of rapid development of Artificial Intelligence (AI) and digitalization. Grounded in humanistic pedagogy, the axiological approach, and L. Vygotsky's socio-cultural development theory, the study presents a comparative analysis of algorithms and human teachers in the educational process. The article substantiates the transformation of the teacher's role from a mere "information transmitter" to a "cognitive facilitator," "emotional-psychological anchor," and "moral-ethical guide." Special emphasis is placed on the indispensable role of human interaction and empathy in mitigating the risks of cognitive passivity and dehumanization associated with the digitalization of education.
Keywords: Artificial Intelligence, digital pedagogy, human values, axiological approach, pedagogical deontology, cognitive facilitation, empathy, humanistic education.

Kirish. The third decade of the 21st century is entering human history as a period of rapid technological transformation. The swift integration of artificial intelligence (AI) technologies into the education sector has, on the one hand, vastly expanded opportunities for acquiring knowledge, while on the other, created a need to fundamentally re-evaluate the traditional educational paradigm and the role of the educator in society. Today, algorithmic systems possess the capability not only to process information but also to execute complex analytical tasks and shape adaptive learning curricula. In this context, a pertinent question arises: what is the true role of the human educator in a digital world where the monopoly on information and analysis is shifting into the hands of machines? This article provides a profound theoretical justification for the essence of the teaching profession in the age of artificial intelligence and its role in shaping human values, grounded in humanistic and axiological theories.

Discussion and results. Viewing the educational process merely as a mechanism for information transmission and knowledge assessment is the product of a technocratic approach. If the essence of education consisted solely of transmitting information, AI would indeed fully replace the teacher. However, classical and modern pedagogical theories emphasize that education comprises two inseparable components: instruction (imparting knowledge) and upbringing (instilling values). From the perspective of axiology (the study of values), spiritual and moral criteria—such as goodness, responsibility, empathy, justice, and patriotism—are not simply coded data or formulas. They are formed within the complex emotional and rational layers of the human psyche. As Jean-Jacques Rousseau and Johann Heinrich Pestalozzi asserted, the primary goal of education is to bring human

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nature to maturity and to cultivate the soul. Values are not internalized as ready-made information; rather, they are shaped through interpersonal interaction, emotional connection, spiritual challenges, and the phenomenon of modeling between the educator and the learner. A machine can present moral rules as a list, but it cannot inspire a sense of commitment or genuine, living conviction.

Lev Vygotsky's theory of sociocultural development—and the concept of the "Zone of Proximal Development" within it—takes on new meaning in the age of Artificial Intelligence (AI). According to Vygotsky, a child's cognitive and moral growth occurs not through independent activity, but through collaborative cognitive interaction with adults and peers.

In this context, the educator is not merely a conveyor of information but a mediator. They assist the student in internalizing cultural experience, a culture of thinking, and ethical frameworks. While an algorithm can adapt to a student's current level of knowledge, it cannot create the socio-emotional environment necessary to facilitate a "leap" in moral and personal potential. In the AI era, the educator's role transforms from the traditional "Sage on the Stage" (source of information) to a "Guide on the Side" (mentor for personal development) and a "cognitive facilitator." This process gives rise to four new conceptual roles and a new professional deontology for educators. In a landscape where AI can provide ready-made answers to any question in seconds, the teacher's task shifts from providing answers to teaching students how to ask the right questions.

The teacher guides students in filtering information, fact-checking, identifying logical fallacies, and adopting a critical, analytical approach to sources. As technological progress accelerates, ethical dilemmas within society multiply; the teacher acts as a moral compass, preventing "technological nihilism" and dehumanization in the hearts of students. They instill the fundamental idea that technology should serve humanity. The pedagogical process is one of emotional resonance. While a machine can detect states such as a student's despondency, loss of self-confidence, or creative crisis, it cannot offer empathy. A single sincere word, a gesture of attention, or an expression of trust from a teacher can bring about a profound turning point in a student's personal and cognitive development. The educator fosters the capacity for "learning how to learn" (meta-learning) in the student. The teacher serves as a primary guide in analyzing strengths and weaknesses, as well as in setting and achieving personal development goals through the proper use of AI tools.

The process of integrating artificial intelligence technologies into the education system brings with it not only effective opportunities but also pedagogical and psychological aspects that require attention:

The need to develop socio-emotional skills: In an environment dominated by digital tools and algorithmic interaction, preserving students' emotional intelligence, empathy, and interpersonal communication skills is of particular importance. While AI serves to individualize education, it cannot fully replace the environment of collaborative and human relationships.

Fostering cognitive engagement and independent thinking: While AI facilitates the learning process by rapidly providing ready-made solutions, essays, or code, it is essential to hone independent problem-solving and critical analysis skills through targeted assignments to prevent students from becoming overly reliant on pre-generated results.

Balancing the human and digital dimensions: Metrics—such as test results, scores, and digital rankings—play a vital diagnostic role in education. However, maintaining a balance requires ensuring that the use of AI tools does not overshadow the individual's inner world, creative potential, and unique values.

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The educator's direct pedagogical influence plays a leading role in properly guiding these processes and ensuring a balance between technology and the human factor. Today, the educator is not merely a conveyor of information but, above all, a human agent who—by effectively leveraging the capabilities of AI—guides students toward deep thinking, an understanding of values, and creative inquiry.

Conclusion. In conclusion, the era of artificial intelligence does not signal the end of the teaching profession; rather, it demands a return to the profession's true human and spiritual essence. As technologies take over routine, repetitive, and technical tasks—such as grading, statistical analysis, and standard information retrieval—teachers can dedicate their primary focus and time to fostering human qualities. The educator's true role in the digital world lies not in merely providing students with ready-made information, but in shaping perception and critical thinking; not in rote memorization, but in instilling moral, ethical, and axiological values; and not in algorithms, but in offering genuine empathy, interpersonal connection, and socio-emotional support. The future of education will be defined not by a "Human vs. Machine" conflict, but by a symbiosis between humanistic pedagogy—grounded in human values—and the technical capabilities of artificial intelligence.

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