

**GENDER EQUALITY, MORAL RESPONSIBILITY AND THE ROLE OF PEDAGOGY  
IN THE ERA OF DIGITAL TRANSFORMATION**

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**Abstract:** This article highlights the role of pedagogy in the process of analyzing the complexity of cultural, social and ethical issues in the process of digital transformation and the role of pedagogy in gender ethics issues, and justifies the functions of the teacher in modern society - the responsibility of forming a digital culture, promoting gender equality, teaching digital ethics and ensuring online safety. It also emphasizes the relevance of integrating the principles of gender ethics into the educational process at the national and global levels.

**Keywords:** Digital transformation, gender equality, pedagogy, ethical responsibility, media culture, online safety, digital ethics, gender ethics.

**Introduction.** Today we live in an era when digital technologies have penetrated all aspects of our lives. Education, culture, social relations and means of communication are increasingly becoming digital. This process has not bypassed pedagogy, requiring new approaches, the formation of digital competencies and a revision of moral standards. In the era of digital transformation, the integration of gender equality, media culture and moral values is becoming an important component of the modern education system. The 21st century is a period that has begun a new stage in human history, characterized by the widespread introduction of systems based on digital technologies, information networks and artificial intelligence. Digital transformation is fundamentally changing not only our economic, but also our social, cultural and spiritual life, but also the Internet, social networks, virtual communication tools are reshaping forms of communication between people, value systems and moral standards. At the same time, this process is giving rise to new problems in society - gender stereotypes, online threats, moral crisis and digital inequality. In our country, reforms are also being carried out to digitize the system. In particular, based on the "Digital Uzbekistan - 2030" Strategy, our President Shavkat Mirziyoyev is implementing a number of measures in accordance with the strategy and in order to rapidly introduce artificial intelligence technologies and their widespread use in our country, ensure the availability of digital information and its high quality, and create favorable conditions for training qualified personnel in this field. As a new stage in the education system of our country, online training of teachers of the general education system is being introduced through the formation of a scientifically based approach to the introduction and development of digital technologies in the system of continuous education. Today, digital technologies serve as the basis for serious analysis and pedagogical reasoning of the huge amount of information offered in the information space. Approaches to the impact of the global information environment on the minds of young people are emphasized in government decisions, reports of modern mass media, pedagogical public discussions, and research by researchers and scientists. The science of pedagogy sets itself the goal of educating a person as a conscious, critical and morally responsible person in these complex processes. Today, the role of a teacher is not only a provider of knowledge, but also a guide in the information environment, a teacher of digital ethics, and a promoter of gender equality.

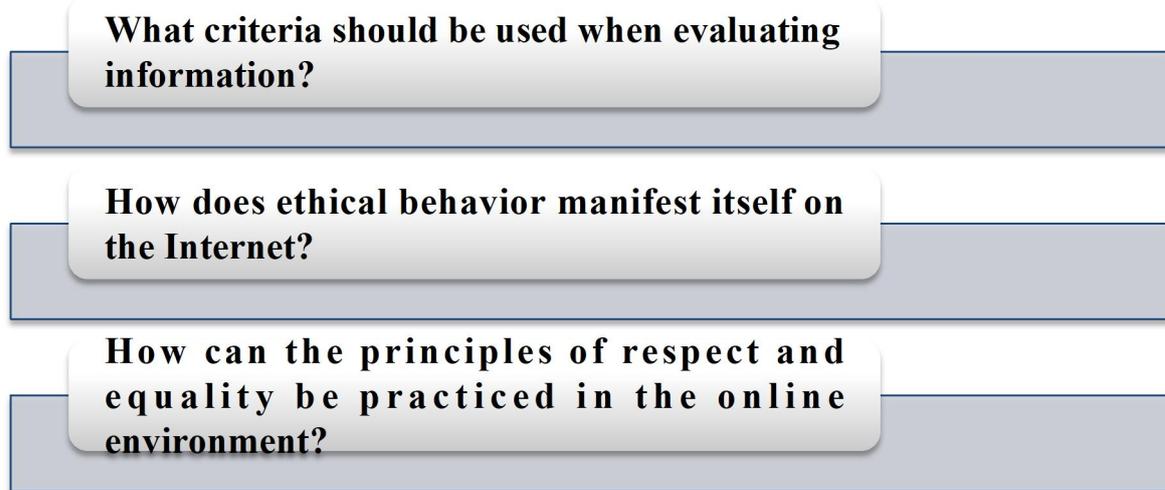
In the digital information space, gender stereotypes are often reinforced through media products. Advertisements, films, blogs, and social media content reinforce biased, one-sided views of the roles of men and women. Therefore, there is a need to integrate media education and gender education in pedagogy.

Teachers and educators should teach young people to critically analyze media content, evaluate information, and think against stereotypes. This, in turn, develops digital literacy and moral awareness. Digital transformation has given a new meaning to the concept of culture. Previously, culture was understood mainly as a set of art, literature, traditions, and national values, but now the term digital culture has appeared. This type of culture is determined by how a person behaves in an online environment, how he uses information, and what moral standards he adheres to in communication. Young people are participating as the most active stratum in the process of forming digital culture. They are directly communicating with global culture through the Internet, social networks, gaming platforms, and digital content. Therefore, pedagogy takes on the task of preserving national identity and adapting moral values to the digital environment in this process. For example, teachers shape students as civilized digital citizens by teaching them the rules of digital communication, online etiquette, personal data protection, and socially responsible information sharing. Although digital technologies make human life easier, they also create new ethical dilemmas. For example, issues such as the reliability of content created with the help of artificial intelligence, privacy, the spread of false information (fake news), cybercrime, and online manipulation are defining new boundaries of human moral responsibility. In these cases, the science of pedagogy plays an important role in protecting society from a moral crisis by educating young people in the principles of moral thinking, social awareness, critical thinking, and information responsibility. Cyberbullying, illegal dissemination of personal data, discrimination, and sexual violence on the Internet are among the most serious threats to young people. In order to prevent these problems in the pedagogical process, it is important to form a culture of information security and teach digital ethics.

By teaching students the principles of respect, tolerance, gender equality, and responsible communication in an online environment, educators strengthen their socio-ethical immunity. In the context of globalization, it is important to study gender issues not only from a local perspective, but also at an international level. Representatives of different cultures communicate with each other through digital educational platforms. This creates the need to find a balance between national values and global gender ethics.

Educators should educate young people in a spirit of commitment to the ideas of equality, justice, and tolerance in different cultural contexts. This, in turn, serves to form a sustainable digital culture in society. In the context of globalization, it is important to study gender issues not only from a local perspective, but also at an international level. Representatives of different cultures communicate with each other through digital educational platforms. This creates the need to find a balance between national values and global gender ethics.

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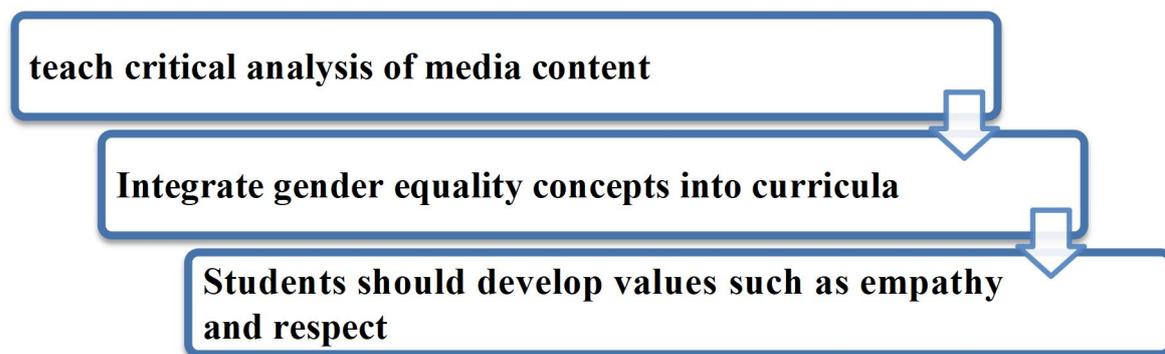


**Figure 1. Issues that a teacher should teach students to think**

Such an educational process helps young people to form themselves as morally responsible individuals, without getting lost in the flow of information.

Digital media in many cases repeats or reinforces existing gender stereotypes in society. In advertisements, films and social networks, it is common to depict women only as beauty, and men as symbols of strength and power. This forms erroneous ideas about gender roles in the minds of young people.

Pedagogy performs an important social function in this process by implementing gender education. Teachers:



**Figure 2. Important social tasks that pedagogy sets itself through the implementation of gender education**

For example, in computer science or literature classes, students can be taught to think without stereotypes by analyzing media content and identifying and discussing gender messages in it.

This approach serves to educate young people not only as digitally literate, but also as gender-just individuals. One of the most serious problems in the digital environment is online threats. These include cyberbullying, identity theft, fraud through fake profiles, sexual violence or discrimination. Young people, especially teenagers, are quickly exposed to such threats.

The pedagogical approach plays a preventive role in this regard. Teachers should:

give students practical knowledge of Internet safety,  
teach them who to contact in case of threats,  
instill the principles of mutual respect, tolerance and empathy.

In addition, teachers themselves should use digital technologies responsibly. Because the teacher's own digital culture is a direct example for students. In the digital society, the issue of gender ethics is going beyond national borders and becoming global. Representatives of different cultures communicate with each other via the Internet, and a clash of values occurs. In this process, preserving national values while adapting to global ethical standards is one of the important goals of pedagogy.

In the education system of Uzbekistan, it is possible to deepen the pedagogical approach to this issue by integrating gender equality into the content of education, highlighting the equal participation of women and men in curricula, and truthfully interpreting the images of women in history and culture.

Gender ethics requires: educating a person as a respectable, equal and responsible person, regardless of gender. Such an approach is the foundation for building a stable, just society in the digital era. Digital education platforms (distance learning systems, education with the help of artificial intelligence, virtual laboratories) require new skills from the teacher. Now the teacher is not only a teacher, but also plays the role of an educator in the digital environment.

Digital pedagogy should form the following competencies:

Information ethics: responsible use of information, respect for copyright;

Media education: analysis of media content and a critical approach to it;

Gender sensitivity: application of the principles of gender equality in the educational process;

Digital security: protection of students from cyber threats.

Such competencies ensure moral, cultural and social maturity in the student.

**Conclusion.** Digital didactics and digital culture are becoming an integral part of the life of society, therefore, scientists note that they are easily integrated into the educational process, since students are accustomed to using various electronic tools in their lives, and this makes it easier for them to work with various technologies. electronic tools and information provide the opportunity to more easily perceive and master the material. Digital technologies allow to differentiate the educational process, build it in accordance with the needs of each student, assign tasks corresponding to the level of preparation, and thereby increase the quality of education. The use of digital tools helps to create conditions for the student to become an active subject of the learning process. From passive perception, he moves to active actions and participates in the fulfillment of tasks.

In the era of digital transformation, the task of pedagogy is not only to impart knowledge, but also to educate young people as individuals based on the principles of digital ethics, intercultural dialogue, gender equality and information security. Teachers need to play a leading role in shaping the culture of using digital tools, overcoming gender stereotypes and combating online threats. The era of digital transformation poses complex moral, cultural and gender problems to

humanity along with new opportunities. In such conditions, the task of pedagogy is expanding further. Now the educational process is becoming not only a field for imparting knowledge, but also a field for forming digital ethics, protecting against online threats, establishing gender equality and instilling global moral values in the minds of young people.

Through his work, the teacher educates a responsible, tolerant, fair and morally mature generation in a digital society. This strengthens the digital future of Uzbekistan not only technologically, but also spiritually. Digital technologies will certainly take their place in the state educational process, due to their versatility and comprehensive uniqueness, according to which the latest information and communication technologies have a positive effect on all indicators of the quality of education. The beginning of the 21st century is characterized by revolutionary changes associated with the intensive use of new technologies in education. The influence of the global network on the daily lives of people and society is becoming increasingly stronger. According to some data, hundreds of millions of personal computers and other mobile devices (for example, personal digital devices, mobile phones) are currently connected to the global network. We are witnessing the birth of a new phenomenon - the formation of a global virtual educational community of more than a billion people, and this number continues to grow steadily. This approach helps teachers achieve success, increases the dynamics and efficiency of professional activity. In this regard, the following thoughts of the head of our state Sh.M. Mirziyoyev are relevant: "To achieve progress, it is necessary and necessary to master digital knowledge and modern information technologies. This gives us the opportunity to take the shortest path to progress. After all, today information technologies are deeply penetrating all sectors of the world. Of course, we know very well that the formation of a digital economy requires the necessary infrastructure, a lot of money and labor resources. However, no matter how difficult it is, if we do not start this work today, when will we start? Tomorrow will be too late." Digital pedagogy focuses on active learning, that is, not just receiving knowledge from a teacher, but on students performing a set of active actions, as a result of which they acquire the necessary knowledge and skills.

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