

DIGITAL SPIRITUALITY: A SOCIO-PHILOSOPHICAL PERSPECTIVE**Lutfullayev Abduvali Abdunabiyevich****Associate Professor of Karshi International University****ORCID ID 0009-0004-7685-2282****e-mail:abduvali_lutfullayev8@gmail.com**

Abstract. This article explores the philosophical foundations of digital spirituality within the context of digital transformation. It analyzes the impact of artificial intelligence, digital platforms, and algorithmic systems on individuals' values, worldview, and spiritual development. The study substantiates digital spirituality as a socio-philosophical concept and highlights the importance of integrating critical thinking, media literacy, and digital responsibility into the system of spiritual education.

Keywords: Digital spirituality; spiritual education; digital transformation; socio-philosophical paradigm; artificial intelligence; digital ethics; algorithmic governance; information culture; media literacy; digital responsibility; value system; critical thinking; moral development; digital society; philosophy of education.

In contemporary society, it is increasingly difficult to imagine everyday life without artificial intelligence, algorithms, mobile applications, and social media platforms. Printed books are gradually being perceived as elements of historical and cultural heritage, while everyday communication is increasingly conducted through voice messages, video conferencing, and instant messaging applications. Likewise, the educational process has shifted from conventional classroom settings to digital platforms, where online webinars, distance learning courses, artificial intelligence-assisted educational systems, and virtual learning environments have become integral components of contemporary education. This transformation has affected not only the methods through which individuals acquire knowledge but also their worldview, value system, ethical decision-making, and spiritual development. The emergence of new forms of social interaction within the digital environment has fundamentally reshaped individuals' spiritual identity, culture of information perception, and attitudes toward reality. Consequently, an individual's spiritual formation is no longer influenced solely by traditional institutions such as the family, school, or local community but is increasingly shaped by global information flows, digital platforms, recommendation algorithms, and artificial intelligence systems. This reality necessitates the reconsideration of spiritual education within the framework of a new socio-philosophical paradigm appropriate to the digital age. As algorithms continuously

analyze users' interests and recommend specific categories of information, they indirectly influence individuals' worldviews, value orientations, and ethical choices. Therefore, digital technologies should no longer be regarded merely as technical instruments but as influential factors that actively shape the moral and social environment. Under the conditions of the twenty-first century, the primary objective of spiritual education extends far beyond teaching individuals how to use digital technologies effectively. Rather, it involves cultivating critical thinking, information culture, digital responsibility, media literacy, ethical reflection, and commitment to both national and universal human values. Only such an integrated approach can ensure a sustainable balance between technological advancement and spiritual development in the digital society. In this context, the concept of *digital spirituality* should be recognized as one of the essential categories of contemporary philosophical thought, serving as a conceptual framework for harmonizing the relationships among human beings, society, and digital technologies on the basis of moral and spiritual values. At the same time, the worldview, psychological condition, and spiritual foundations that are being formed within the digital environment have emerged as one of the most pressing concerns of contemporary philosophical inquiry. Today's younger generation is confronted with an unprecedented volume of information. Compared with previous generations, they read more, watch more, and communicate more than ever before. However, the central issue lies not in the quantity of information but in its content, purpose, and axiological influence on human consciousness. Indeed, what shapes an individual's spiritual world is not the sheer volume of information but its value-oriented content. Millions of views generated by digital platforms through short videos, blogs, and algorithmically recommended content serve not only entertainment purposes but also actively participate in shaping individuals' worldviews, aesthetic preferences, ethical standards, and life ideals. In particular, the widespread consumption of short-form digital content has the potential to influence logical reasoning, sustained reflection, and the capacity for profound intellectual contemplation, while simultaneously reinforcing a culture of rapid information consumption. These developments underscore the necessity of re-examining the philosophical foundations of spiritual education within the context of digital transformation and of developing a comprehensive conceptual framework capable of ensuring the harmonious integration of technological innovation with moral and spiritual values.

Conclusion. Digital transformation has fundamentally reshaped the environment in which human values and spiritual development are formed. As digital technologies and artificial intelligence increasingly influence individuals' worldviews and ethical choices, digital spirituality emerges as an important socio-philosophical concept.

Promoting critical thinking, media literacy, and digital responsibility within spiritual education is essential for harmonizing technological progress with moral and spiritual values in the digital age.

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