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Issues of Transforming Enlightenment Into a High Moral Value in Society

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Abstract: Several scholars today accept a strong connection between education and national progress. Under New Uzbekistan's reform agenda the government is focused on building an enlightened society because education serves as both a social service and a transformative instrument for advancing intellectual and moral development. Research on education in development normally exists yet focuses primarily on separate approaches instead of exploring synergistic methods to boost enlightenment as a top moral priority in post-Soviet transformation settings. This article examines theoretical and methodological frameworks to develop an enlightened society of Uzbekistan while studying the social-philosophical pathways that guide enlightenment as a moral value in policy creation and social reforms. The study reveals education acts as a key factor to decrease social disparities while strengthening public health care systems and improving democratic systems. The research examination deplores international education standards for their inability to meet local developmental requirements. The research combines social and philosophical methods to explain enlightenment as a moral concept which connects education to economic results and social achievements while safeguarding cultural integrity in modern globalization. These findings carry important implications for educational policies because enlightenment education works as a sustainable method to fight social inequality while solving unemployment and civic disengagement problems as it prepares a society that is intellectually strong and morally grounded.

Keywords: Enlightened Society, Social Laws, Enlightenment, Moral Value, Socio-Philosophical Analysis, Synergistic Strategy, Dialectic, Social Development, Enlightened Reforms, Stereotype, Innovation Mechanism

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1. Introduction

In the Millennium Development Goals adopted by the global community, ensuring access to quality education alongside addressing healthcare, employment, and housing issues has been recognized as one of the essential criteria for a prosperous life, with human welfare at the forefront. In this context, there is a growing need for innovative approaches across all spheres of social life in our country[1]. Development is contingent not only on the quality of education but also on the presence of justice in governance and strong leadership. While this implies that society is a self-governing and self-organizing entity, it simultaneously necessitates forms of social activity that align with progress. In this regard, it is difficult to disagree with Russian scholars who argue that a society's development is fundamentally linked to the intellectual and educational advancement of its individuals, which in turn lays a firm foundation for a civil society[2].

The entire global development community during the 21st century recognizes education as the essential base to create advanced moral societies that respect justice. Societies throughout the world now reassess educational systems because they need to develop intellectual knowledge as well as ethical integrity and civic engagement standards. Uzbekistan has launched extensive reforms during its “New Uzbekistan” period to construct a society based on national values, modern knowledge alongside ethical conduct[3].

The socio-political evolution includes enlightenment as an intentional socio-philosophical directive rather than an educational product. Societal progress depends on education because it requires educational systems to incorporate justice and leadership with civic awareness and innovation features. Modern discourse centers on three major education-related concepts which include transnational education alongside educational equity and the public health-education connection. Current studies focused on educational reform and public policy have failed to examine how systematic integration of enlightenment as a high moral value can be implemented into national development strategies[4].

Research studies from the past focused mainly on educational quality standards with international models and socio-economic statistical indicators. Research fails to fully study how enlightenment effectively solves national problems including employment challenges and health inequality together with democratic participation issues. The article implements a socio-philosophical analytical analysis to investigate educational transformation in New Uzbekistan by combining qualitative data with philosophical analysis. This work analyzes domestic reform measures while it evaluates international best practices through research from various national and international literary sources[5].

The research project aims to discover how enlightenment functions both as an outcome and operational system for attaining social harmony and national resilience apart from creating equity in society. The investigation examines in detail what effects the educational system has on labor markets as well as women's rights and community health and voting participation standards. Higher moral status of enlightenment promises durable results that reach wider scales than if this goal remained primarily a consequence of policymaking.

Research demonstrates that increased education levels create beneficial impacts on both economic development and public health and political awareness within the nation. This study generates meaningful implications which direct education policymakers and social reformers and development strategists. Such a moral core value integrated into national development serves as a best-practice template that gives emerging nations strategies to modernize while protecting ethical values. The article expands current educational discourse about social transformation through its ethical strategic method to modify civil society's future shape.

Issues related to the advancement of enlightenment in society have been extensively explored in both historical and contemporary academic literature by foreign scholars. These include studies on the role of educational innovations in the social development of specific countries, the organizational structure of regional education, the transformation of knowledge and its connection with the development of human capital and higher education, principles for enhancing educational quality, and the European experience in adopting unified curricula and integrating cultural concepts into education. In Uzbekistan, the philosophical dimensions of social development such as stability, the liberalization of the education system, and the influence of education on economic and legal consciousness have been studied by philosophers, political scientists, economists, and sociologists[6].

2. Materials and Methods

The investigation utilizes qualitative socio-philosophical methods to understand how enlightenment transformed into a moral high value within the framework of New Uzbekistan. The research strategy combines philosophical hermeneutics alongside content analysis and national development strategy interpretative evaluation for educational reform assessment. The research centers mainly on theoretical and philosophical works about education and morality as well as social development and civic consciousness through a domestic and international literature analysis. The study analyzed Modern and historical understandings of how education influences social values to follow the social discourse evolution of enlightenment. The analysis evaluated Uzbekistan's current reforms by examining policy documents together with government reports alongside academic publications about education as well as healthcare and employment and democratic governance systems. Critical evaluation of scholars P. Lutfullaev and others helped identify how international educational models would impact local contexts. The research framework included evaluating Uzbekistan's path by examining three successful nations which used education to advance social progress: South Korea, China, and Bangladesh. The research strategy allowed experts to discover general patterns which represented development approaches for national progress. The obtained data received interpretive analysis to reveal fundamental philosophical elements together with relevant policy outcomes. The research does not utilize numerical statistical information but establishes itself through conceptual understanding and socio-cultural appropriateness. This approach supports the exploratory objective of providing strategic value-based insights regarding nation-building through enlightenment.

3. Results and Discussion

We find the views of P. Lutfullaev, who refers to the internationalization of higher education as transnational education, to be debatable. For example, institutions such as Westminster International University in Tashkent, the Tashkent branch of Lomonosov Moscow State University, the Singapore Institute of Management, and the Turin Polytechnic University cannot be considered clear examples of transnational education[7]. By definition, transnational education implies the large-scale provision of educational services not to a single country, but to a network of countries worldwide. Accordingly, education has evolved into a mass form of business, and higher education institutions are now offering high-end educational services to countries across the globe[8].

In the era of educational commercialization, quality education has become a critical factor for national viability, economic sustainability, and ultimately, political independence. Hence, scholars and educators in our republic must prioritize the task of building a national educational brand. However, opinions within the country's scientific community remain somewhat divided on this matter. One significant aspect of the interaction between education and poverty is that while a high level of public education is an indicator of development, education can also serve as a key source of national GDP[9].

The issues concerning the correlation between development and education are closely linked to employment. Employment levels within a population are largely dependent on individuals' educational attainment and knowledge. Thus, combating unemployment must be viewed as a national priority, and the time has passed when simply claiming that "employment has been ensured" sufficed as a progress report. In countries with high literacy rates, opportunities for industrial growth, job creation, and overall economic expansion are more substantial. In such nations, the level of unemployment and the tendency of employable citizens to seek work abroad are generally low. Conversely, in less developed countries, low educational quality negatively affects economic growth, resulting in fewer job opportunities and lower wage capacities, which in turn leads to reduced levels of employment[10].

We have observed that countries with a highly educated population possess more skilled workers, engineers, managers, and other professionals, which correlates with stronger financial reserves. It is evidently easier for an educated person to find employment compared to someone with little or no education. Our analysis confirms that in any country, the unemployment rate is directly proportional to the lack of education within the population. Therefore, the development of education and expanding access to it for every citizen must become an integral part of state policy aimed at combating unemployment.

Education and Social Inequality

The pace of scientific and technological progress has not affected all countries equally. Consequently, the gap between developed and developing nations is widening. While developed countries have established a consistent and high-quality system of continuous education, many underdeveloped nations still struggle with basic literacy. This significantly hinders social development and leads to economic stagnation within these societies. Indeed, equality among citizens in all areas is a key factor in forming a stable social environment.

Today, citizens can express themselves on various issues through lawful means such as voting. However, the question remains: why is it important to consider the educational aspects of the issues that affect their daily lives? In a country where freedom of choice and rational thinking are upheld, social inequality tends to diminish over time[11].

Inequality in access to education is having a negative impact on global development. In poor countries, government funding allocated for education is extremely limited, depriving low-income families especially their children of access to secondary and higher education. The implementation of tuition-based education in many developing countries, combined with the population's low purchasing power, is further exacerbating inequality within these societies. Yet, education has the potential to reduce both economic disparities between countries and social inequality within them.

For instance, in 2003, Bangladesh surpassed eight other nations in terms of social development. This success was largely due to government-led education reforms and effective efforts to expand access to the educational system. In families with many children, the ability to send them to school had a direct impact on their food security. As noted, "Bangladesh's success in the education sector not only accelerated its economic growth but also helped to reduce the scale of social inequality[12]."

Therefore, at this new stage of development in Uzbekistan, education must be recognized as the primary tool for promoting social progress and transitioning society to a higher level of development. Consequently, creating an education system that meets the demands of social development has become a pressing priority.

In the final quarter of the last century, several Asian countries with relatively low levels of economic development achieved notable progress in social advancement. Countries such as South Korea, Malaysia, China, and Singapore owe much of their success to widespread educational reforms and increased access to learning opportunities. For this reason, it is essential that national education policies be grounded in the principles of lifelong learning beginning with early childhood education and continuing throughout life. As the Uzbek proverb goes, "*Education and upbringing begin in the cradle.*" It is only through enlightenment that individuals can reach perfection and societies can achieve development[13].

Education and Public Health

The economic growth and social development of any country are closely linked to the health status of its population. Public health depends on citizens' awareness of healthy lifestyles and the availability of quality healthcare. Importantly, quality healthcare is considered a product of quality education. Thus, ensuring the synergy between education

and public health—both of which are integral components of social stability is a task of great urgency[14].

As research shows, “well-educated populations tend to approach their health more responsibly, adopt preventive measures in a timely manner, lead healthier lifestyles, detect illnesses earlier, administer first aid when needed, and seek high-quality medical treatment.” Additionally, healthier populations are typically more productive and enjoy higher income levels.

Education, Pandemic Response, and Public Health

The recent COVID-19 pandemic has further emphasized the urgent need for highly qualified specialists. Countries with well-developed education systems have led global efforts in combating COVID-19, avian flu, and oncological diseases. The contributions of these nations demonstrate how quality education enables humanity to confront global health crises effectively. However, it is essential to critically assess the experiences of the West: while their advancements in science, technology, and innovation can be adopted and further developed, their moral and spiritual shortcomings serve as a cautionary example. As some scholars have noted, unchecked material progress may lead to spiritual erosion and cultural alienation[15].

The low prevalence of contagious diseases such as tuberculosis, cholera, typhoid, and malaria in countries with high levels of education illustrates the strong link between public health and educational attainment. This connection underscores the importance of integrating education into public health strategies to ensure long-term social stability.

Education and Gender Equality

It is well established that access to quality education fosters social equity. Conversely, low educational quality exacerbates social inequalities, including gender disparities. In the world’s poorest countries, adult literacy rates among men significantly surpass those of women. For example, in India, the adult literacy gap between men and women stands at 25%, and among youth, 19%. In Indonesia, the adult gender gap is 9%, and 1% among youth; in Morocco, 25% and 16%, respectively; and in Ethiopia, 15% and 13%. On the other hand, countries like China show virtually no literacy gap among young people, while in Kuwait and Haiti, young women are more literate than young men. These figures indicate that gender equality in education varies significantly across countries and is heavily influenced by national educational policies.

Education and The Development of Democratic Society

Experts suggest a direct correlation between a country’s educational level and the degree of civil liberties enjoyed by its population a relationship clearly visible in Western European nations. In these countries, the expansion of educational opportunities has led to greater public awareness of individual rights and freedoms, encouraging social reforms and democratic participation. In this context, the government of Uzbekistan emphasizes the protection of human rights and freedoms and the recognition of each individual’s dignity as foundational elements of its open and just society[16].

4. Conclusion

This research underlines that education acts as an essential component in forming an enlightened society within New Uzbekistan since enlightenment serves as both an essential moral value and a strategic design that drives national development. The research indicates that high-quality education produces direct effects on public health as well as employment and social equality and democratic activity thus making its comprehensive value crucial for societal growth. The analyzed countries having established strong educational systems demonstrate both decreased unemployment rates and reduced gender equality and better public health performance and higher civic engagement which collectively enhance national defenses. Educational institutions together with moral

development create the groundwork for establishing an ethical and equitable society so enlightenment must take a central position in policy structures. Public officials who work with educators alongside development specialists need to consider these implications because they want to establish enduring socio-economic stability alongside ethical governance. Researcher needs to conduct database investigations of enlightenment-oriented reforms because this socio-philosophical framework requires empirical measurement of their social effects in Uzbekistan and other former transition societies. Additional research is needed to determine how methods of digital learning and lifelong education systems and cultural storytelling elements can be properly used for strengthening educational moral elements. Sustainable educational policy development becomes achievable through theory enrichment because such policies respond to national goals and worldwide challenges.

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