

counterbalances functionalist and instrumental interpretations of social development, emphasizing moral autonomy, responsibility, and dignity.

The coherence between tradition and modernization emerges as a central principle of this paradigm. Cultural heritage, language, and spiritual values are not obstacles to progress, but essential resources for its meaningful realization. Their reinterpretation in light of contemporary challenges allows society to maintain internal integrity while actively participating in global processes. In this sense, the humanitarian paradigm serves as a foundation for sustainable development grounded in cultural resilience and ethical awareness.

Further advancement of the humanitarian paradigm requires its consistent integration into educational systems, cultural policy, and strategic planning. Strengthening the role of humanitarian knowledge in public discourse contributes to the formation of reflective citizens capable of critical judgment and responsible participation in social life. Ultimately, the humanitarian paradigm defines a model of modernization in which the human being remains the central value and purpose of societal transformation, ensuring that progress is not only effective, but also meaningful and humane.

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UDK: 811.111'373:008

THE STRUGGLE FOR HUMAN CONSCIOUSNESS: THE COMPETITIVE CAPACITY OF HUMANITARIAN KNOWLEDGE IN THE MEDIA SPHERE

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The twenty-first century, characterized as the information age, has emerged as a period of intensified contestation over human cognition and consciousness. In an era in which digital technologies, the internet, and social networking platforms have become integral to everyday life, the media space constitutes one of the most influential domains in the formation of human consciousness. Within this context, the position, significance, and competitiveness of humanitarian knowledge attain heightened scholarly relevance. In contemporary society, individuals are constantly exposed to an unprecedented flow of information, ranging from news reports and scholarly articles to social media posts and opinion pieces. This deluge of content, while offering unprecedented opportunities for learning and engagement, also presents challenges for discerning truth from misinformation, shaping informed opinions, and developing critical reasoning skills. It is within this complex informational environment that humanitarian knowledge demonstrates its competitive edge, providing the intellectual frameworks necessary to navigate, interpret, and assess the vast array of messages that permeate the media landscape. Humanitarian knowledge — encompassing philosophy, ethics, history, literature, and cultural studies — equips individuals with the capacity for reflective thinking, ethical judgment, and the contextualization of information within broader social and historical frameworks [1, c.241]. Unlike purely technical or factual knowledge, the humanities foster the ability to question assumptions, analyze multiple perspectives, and engage with ideas at a deeper conceptual level. This capacity is increasingly vital in an age where media content is not merely consumed but also produced, shared, and manipulated at unprecedented speed. Furthermore, the competitive capacity of humanitarian knowledge is evident in its ability to shape not only individual cognition but also collective consciousness. Societies that prioritize the humanities cultivate citizens capable of critical engagement with media narratives, resilient against manipulation, and adept at contributing to informed public discourse [2, c.74]. Consequently, the media sphere has become both a

battlefield and a laboratory for the struggle over human consciousness, with humanitarian knowledge serving as a critical tool in enhancing cognitive autonomy, analytical rigor, and ethical discernment.

As emphasized by N.Muratova, media literacy plays an important role in shaping human consciousness and thinking abilities in the media environment. It includes not only the correct perception of information, but also its analysis and a critical approach [7, c.48]. According to G.Mirzaev, in the digital media space the main tool in the struggle for human consciousness is the development of media education and the enhancement of media literacy. He emphasizes the formation of skills such as analyzing media content and distinguishing whether sources are reliable or false. According to the views of M.Asanov, in the 21st century the humanities are the fundamental fields of knowledge that guide humanity toward understanding itself and society. In his opinion, no matter how rapid technological progress may be, humanitarian knowledge remains essential for human consciousness, thinking, and spirituality. Doctor of philological sciences H.Do'stuhamedov emphasizes that "global journalism" has strengthened its influence in the media space, and in this context national journalism and humanitarian knowledge must become more competitive. In other words, in the global media arena, the national perspective is also important in the struggle of ideas [7, c.49]. In our country, addressing issues of media education and media literacy is considered necessary not only for shaping a healthy information environment, but also for developing human consciousness and critical thinking. These ideas become even more relevant, especially in the digital era with the expansion of information flows. In our view, humanitarian knowledge in the media space is important not only for receiving information, but also for analyzing it, developing critical thinking, and shaping a human consciousness that is becoming spiritually enriched. Such knowledge is regarded as competitive in the struggle for human consciousness, especially in terms of media literacy and media education.

Today, the media space is no longer merely a channel for information transmission but has evolved into a complex social environment that actively shapes values, attitudes, and worldviews. It functions as a dynamic arena where ideas are exchanged, opinions are formed, and public consciousness is influenced on a massive scale. Through television, online publications, blogs, podcasts, and social networking platforms, an unprecedented volume of information reaches individuals daily, often blurring the line between fact and opinion [4, c.168]. Despite the sheer abundance of information, this does not automatically translate into higher levels of knowledge, critical reasoning, or informed decision-making.

On the contrary, in such an environment, individuals are often exposed to fragmented, biased, or even misleading narratives that can hinder thoughtful reflection. It is precisely in this context that the role of humanitarian knowledge becomes indispensable. The study of humanities — including philosophy, history, literature, and ethics — equips individuals with the intellectual tools necessary for independent thinking, nuanced analysis, and conscious assimilation of information. Moreover, the modern media space demands not only the ability to consume information but also the capacity to interpret it critically, identify underlying agendas, and synthesize diverse perspectives. Humanities education fosters this multidimensional understanding by encouraging inquiry, ethical reasoning, and empathy — qualities that are essential for navigating complex social, cultural, and political landscapes. In essence, media today is more than a simple conduit for news; it is a formative arena for modern thought. Those who engage with it without critical reflection risk passive consumption and intellectual superficiality. Conversely, individuals grounded in humanitarian knowledge can approach media content thoughtfully, question assumptions, and contribute to a more informed and reflective society. Therefore, fostering a culture of critical engagement with media, supported by robust humanistic education, is not merely desirable but necessary for cultivating responsible, intellectually autonomous citizens.

The humanities—including history, philosophy, literature, linguistics, and cultural studies—play a fundamental role in deepening human cognition and strengthening individuals' spiritual and intellectual resilience. They provide the conceptual frameworks through which people can understand complex social, cultural, and ethical phenomena, fostering the capacity for reflection, empathy, and reasoned judgment [3, c.241]. In a context where manipulative information, misinformation, and various forms of ideological influence are increasingly prevalent within the media space, humanitarian knowledge functions as a vital intellectual instrument that safeguards individuals from such risks. It equips people with the analytical tools necessary to question assumptions, recognize bias, and navigate the nuanced interplay between fact and interpretation. Humanitarian knowledge transforms individuals from passive consumers of information into active subjects capable of critical analysis and autonomous thinking. This transformation is crucial not only for personal intellectual growth but also for the development of informed, responsible citizens who can contribute meaningfully to public discourse and societal decision-making. By fostering the ability to think critically, evaluate diverse perspectives, and make well-reasoned choices, the humanities act as a cornerstone in shaping resilient minds capable of confronting the complexities and uncertainties of the modern media environment. Moreover, when humanitarian knowledge is presented in formats adapted to contemporary media

practices, it can regain and even enhance its competitiveness in capturing public attention. Podcasts, blogs, video lectures, online courses, and interactive materials offer dynamic and accessible ways of delivering humanistic content, particularly to younger generations who increasingly consume information through digital platforms. Such formats not only make the humanities more engaging but also encourage active participation, discussion, and collaboration, thereby reinforcing the development of critical thinking skills [5, c.385]. In essence, the role of humanitarian knowledge in the media sphere extends beyond mere education—it becomes a proactive force in shaping cognitive autonomy and ethical awareness. By integrating traditional humanistic scholarship with modern media technologies, society can ensure that individuals are not only informed but also intellectually empowered, capable of resisting manipulation, making thoughtful decisions, and contributing to the cultivation of a reflective, conscious, and critically minded community.

In the conditions of the contemporary media space, the speed of information and simplified content have come to occupy a dominant position. Short videos and headline-driven yet substantively superficial materials are becoming increasingly widespread on social media platforms. Within such an environment, communicating the analytically grounded nature of humanitarian knowledge to the broader public is becoming ever more challenging. As a result, scholarly and philosophical ideas aimed at the development of human cognition are often overshadowed by the rapid flow of information. At the same time, this situation does not indicate a decline in the relevance of humanitarian knowledge. On the contrary, under conditions of excessive information abundance, the need for humanitarian knowledge to protect and strengthen human consciousness is becoming even more pronounced. The humanities cultivate individuals' ability to selectively engage with information and to evaluate it in a logical and critical manner [8, c.72-76]. It is precisely this quality that constitutes the principal strength of humanitarian knowledge and determines its competitiveness within the media space. In the present context, the introduction of new approaches to the popularization of humanitarian knowledge is of particular importance. Alongside traditional scholarly texts, humanitarian content can be disseminated to a wider audience through podcasts adapted for digital platforms, analytical video content, discussion-oriented blogs, and interactive educational projects. This not only enhances interest in humanitarian knowledge among younger audiences but also ensures its competitiveness in the contemporary media environment.

In conclusion, within today's information society, the struggle for human consciousness is becoming increasingly complex. The media space has emerged as one of the key factors shaping human cognition and exerting influence on individuals' worldviews and value systems. Under such conditions, humanitarian knowledge presents itself as a vital intellectual resource that protects individuals from informational pressure and fosters their capacity for independent thinking. The competitiveness of humanitarian knowledge in the media space is directly dependent on its presentation in contemporary formats, its engagement with pressing societal issues, and its integration with practical life. If the humanities adapt to the digital environment and develop in harmony with human needs and societal demands, they will occupy a significant position not only within academic circles but also among the wider public. Therefore, supporting humanitarian knowledge, actively promoting it within the media space, and closely integrating it with the education system constitute one of the most pressing tasks of our time in the pursuit of safeguarding and developing human consciousness. Only under these conditions can humanitarian knowledge maintain its relevance amid the modern flow of information and contribute to the intellectual and spiritual advancement of society.

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