


## Peculiarities of E-Learning in The Formation of Kazakh Patriotism in Adolescents on The Basis of National Values


**Aigerim Baikulova**

Abai Kazakh National Pedagogical University, Republic of Kazakhstan, Almaty.

 <https://orcid.org/0000-0001-9525-2048>


**Ulzharkyn Abdigapbarova**

Abai Kazakh National Pedagogical University, Republic of Kazakhstan, Almaty.

 <https://orcid.org/0000-0003-0406-8347>


**Talgat Kilybayev**

Abai Kazakh National Pedagogical University, Republic of Kazakhstan, Almaty.

 <https://orcid.org/0000-0001-7235-3399>


**Rakhat Yelubayeva**

International Taraz Innovative Institute named after Sh.Murtaza, Republic of Kazakhstan, Taraz.

 <https://orcid.org/0000-0001-7544-6523>

**Marina Minaidarova**

Taraz Regional University named after M.Kh.Dulaty, Republic of Kazakhstan, Taraz.

 <https://orcid.org/0000-0002-3335-0459>

**Abstract:** This article discusses some features of online learning in a personality-oriented aspect in the system of formation of Kazakh patriotism of adolescents on the basis of national values within the scientific project "Scientific and methodological foundations for the formation of Kazakh patriotism among adolescents on the basis of national values", funded by the Abai Kazakh National Pedagogical University since the beginning of 2022. A new understanding of the main scientific categories (learning activities, learning environment, learning tasks) in the conditions of modern technologized education is clarified. The diagnostic tool included one questionnaire, developed by the research team to identify the degree of awareness, personal attitude of teaching staff to the problem of patriotic education of young students and, accordingly, the level of quality of work to develop the desired personal characteristic in them. The author's questionnaire "Ideas about Kazakh patriotism" was validated by a specialist. The sample consisted of 106 respondents in random order, regardless of the age and pedagogical experience of the participants, as well as the academic disciplines taught. Of the presented 15 questions of the questionnaire (1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15) when rounded gave a value of 0.7 (Cronbach's Alpha: 660927 and Standardized. Alpha: 669767), which corresponds to the required norm and confirms the validity and reliability. The result of the study is also the highlighted relationship of patriotism with the formed

level of spiritual and moral culture and social experience of the individual, underlying civic behavior. Highlighted as a result of observation, as an initial method of empirical knowledge, psycho-pedagogical, methodological features of e-Learning at present will allow teachers and students to adjust their activities in time to achieve their goals in the system of learning the formation of Kazakhstan patriotism based on national values.

**Key words:** modern conditions of learning, person-centered learning, technologization of education, distance learning, e-Learning, youth education, national values, patriotic education, Kazakhstani patriotism of teenagers.

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## Introduction

Modern society is dynamically developing, constantly involving the man himself in its mechanisms, placing new demands on him. At the present stage of development of modern Kazakhstan, the problem of patriotic education of teenagers is one of the priorities, since the development of the nation and the state as a whole depends on the level and nature of civic position and civic consciousness of the younger generation. Patriotic education, as a complex purposeful process of forming a high sense of patriotism, patriotic consciousness, a sense of loyalty to their homeland, its historical heritage, as well as a willingness to perform civic duty, is currently an important internal mobilizing resource for the development of society, the active civic position of the individual.

Today, for our society, patriotic education is one of the main tasks, as there is an alienation of young people from the national culture, the fall of spiritual and moral values, the loss of patriotism as one of the spiritual values of our people. Therefore, in the conditions of the modern system of education "patriotic education should become the main idea, such a core, within the framework of which high, socially significant feelings, principles, values and aspirations of the younger generation are formed" (Bakhtin, 2014). Besides, formation of patriotism, in our opinion, assumes purposeful education and consecutive development of a whole complex of positive personal qualities of the modern teenager.

The very system of the formation of Kazakh patriotism is a systematic and purposeful activity of public authorities, social institutions, including the family, to educate citizens with high patriotic consciousness, a sense of loyalty to their homeland, culture and language.

The formation of patriotism, on the one hand, is aimed at fostering such values as people, family, social

equality, justice, health, life, but at the same time is completely based on the same values.

As we know, the purpose of patriotic education is to educate a person's patriotic consciousness and behavior, which are based on universal moral and ethical values and principles of the people. We believe that it is on the basis of national values and possible formation of the Kazakh patriotism of a modern citizen, that is, a teenager. The relevance of the problem of scientific research is due to the general state of development of the issue of patriotism in the domestic and foreign scientific space and the very degree of importance of Kazakhstan patriotism for a full harmonious life of citizens in the modern world. It is well known that the main priority of the national ideology of Kazakhstan is to promote the state power to pursue a policy of implementation of the main strategic constitutional task - "to assert itself as a democratic, secular, legal and social state, the highest values of which are the person, his life rights and freedoms" (Akorda).

Kazakh patriotism as an actual problem of formation of a full healthy personality of a citizen is considered by us in the aspect of national values. In this regard, we initiated a focused comprehensive study of Kazakh patriotism of adolescents in the framework of the scientific project "Scientific and methodological foundations for the formation of Kazakh patriotism among adolescents on the basis of national values", funded by the Abai Kazakh National Pedagogical University since the beginning of 2022. This publication presents the results of the theoretical part of the study, as the initial stage is assumed, first of all, a scientific-theoretical justification of the relevance of the research problem.

It is well known that in modern scientific education in recent years more and more attention is paid to the connection between knowledge and issues of social importance. In world practice, social-science problems (SSI) - complex, often controversial issues related to the development of science and technology, the development of society as a whole - are widely recognized as an important area of the educational program, contributing to the academic and scientific literacy of students. For example, scholars L.Chen and S.Xiao have identified that today's educators partially understand the principles of teaching based on sociological problems; they lack clear strategies for dealing with various problems; and collaboration among stakeholders is necessary to support pedagogical practice (Chen et al, 2021). Therefore, these identified facts are very important to consider, especially for educational policy makers and professionals, also educators at all levels of the education system facing collaborative learning SSI.

The process of technologization of modern education also becomes relevant, which leads to an increase in patriotic feelings of students in the new IT realities. At the same time, a special role in this process is played by innovations - technologies, methods, new forms and methods of independent work, focused on independence and creativity (Knissarina et al, 2018). Thus, in foreign scientific literature the concept of "Technology-Enhanced Learning" (TEL), which means in translation "technologized learning", is increasingly used. And, according to H. Beetham, R. Sharp, technology-enhanced learning is learning with technology, including information and communication technology (ICT), virtual reality, the Internet, mobile technology, etc. (Beetham, et al, 2019). The design of active learning in technology-enhanced contexts depends on learning

activity theory to inform the development of a model of technology-enhanced learning design practice.

Therefore, the purpose of this research work is to highlight the features of e-Learning implementation in a personality-oriented aspect in the system of formation of Kazakh patriotism of adolescents on the basis of national values.

### **Literature review**

A scientific-theoretical analysis of the literature showed the existence of several theoretical and methodological approaches to defining the concepts of "patriotism" and "Kazakh patriotism".

In the definition of the concept "Kazakh patriotism" we cite the opinion of B. Abdygaliev "Kazakh patriotism, which can be formed on the basis of respect for the state, respect for the history, traditions, culture and language of the Kazakh ethnos itself, should be at the heart of Kazakh patriotism in the opinion of Kazakh researchers" (Abdygaliev).

Thus, in the State program on patriotic education of citizens of Kazakhstan for 2006-2008 "Kazakh patriotism" is defined as the conscious responsibility of each citizen for the fate, security, and future of his homeland (Program, 2006). Within the framework of this concept only a person brought up in the spirit of patriotism can build a healthy society and a strong state. Therefore, it must be a unique individual, ready to contribute to the building of a state of law and civil society.

The very notion of patriotism (from the Greek *Pathis* - fatherland) means a moral and political principle inherent in a citizen. Therefore, the formation of patriotism should be based on the heroic history of its own people, contributing not only to the moral development of the individual, but also to the formation of citizenship. Reliance on the traditions and achievements of our ancestors creates effective conditions for the development of the nation into the future, and in this process the role of education as the main tool for educating the next generation is great.

It is known that many famous scientists, outstanding teachers, talented writers, philosophers and publicists in their works paid special attention to patriotic education. The theme of patriotism is found in the works of Abai Kunanbaev, Mukhtar Auezov, Ibray Altynsarin, Chokan Valikhanov and many other Kazakh figures. According to the philosopher Abay Kunanbayev, true patriotism is a trinity of such factors as faith in one's people combined with fearlessness, love for one's people accompanied by real sympathy and compassion for their actions, and real practical assistance to their people. Mukhtar Auezov says the following: "Soviet patriotism is a deep thoughtful work for all peoples of their homeland, for all future generations, for fathers, for mothers" (Auezov, 1995).

M.Kozybayev has grounded his views on the role of historical science in formation of civil patriotism in

connection with formation of national idea: "As national idea which should provide normal functioning of society, the idea of strengthening of civil peace and international consent, the idea of national and all-national, all-Kazakhstan patriotism was put forward. Comprehensively emphasizing the idea of national patriotism, in our opinion, it is necessary to investigate the sources of Kazakh national patriotism, which has become an integral part of the mentality of the people. We especially emphasize this aspect because the Kazakh people have a special responsibility in the formation of pan-Kazakh patriotism, the nationwide idea of strengthening civil peace and interethnic harmony" (Kozybayev, 2000).

And according to a domestic scientist, "Patriotic education is aimed at the formation and development of a personality with the qualities of a citizen and patriot and capable of successfully performing civic duties in peacetime and wartime" (Nurligenova, 2017).

A huge contribution to patriotic education was made by Nursultan Abishevich Nazarbayev, the first President of the Republic of Kazakhstan: "Kazakhstan began the third twelve years of Independence with a great spiritual modernization. Within the framework of my program article large-scale work has begun in all regions of the country. One of the important projects being implemented on the basis of the «Рухани жаңғыру» — «Туған жер». The land on which a person was born will always be in his heart. We are all proud of our native land, miss it and take care of it. Love for the native land continues in love for the homeland, care for the native land - in care for the homeland", - said the head of state (Nazarbayev, 2017).

The specificity of our research is caused, first of all, by the necessity of studying the formation of Kazakhstan patriotism among teenagers on the basis of national values from the integrative point of view at the interface of philosophy, culturology, history, sociology, psychology and pedagogy.

## Methods

As it is known, pedagogy is a powerful influence on human education, so pedagogy should actively use in practice the education of patriotism. Since the object of our study is to highlight the features of e-Learning in a personality-oriented aspect in the system of formation of Kazakhstani patriotism among teenagers, it is necessary to clarify the meaning and content of the very concept of e-Learning. So, in recent years, one of the developing educational technologies is distance learning, fully based on information and communication technologies. The ability to gather a learning audience at a distance despite spatial and temporal boundaries is undoubtedly the main advantage of distance learning.

In contrast to distance learning, e-Learning or online learning, which implies a direct connection between the learner and the teacher using modern Internet technologies, has become very popular and even necessary.

According to the definition given by the specialists of UNESCO, e-Learning is learning with the help of the

Internet and multimedia. This means that students participate in online lectures, online classes (SPL, SROP), online seminars, i.e. all interaction with the university and teachers takes place in "online" mode, via the Internet. And e-Learning classes are defined as "the process of learning interaction in real time (video conferencing, by means of Internet messaging, negotiations by telephone)" (Academic Policy, 2020).

Particular attention should be paid to the processes of education and pedagogy as a means of personal formation. The tool which we had to test included one questionnaire which purpose is revealing of degree of awareness, personal attitude to a problem of Kazakhstan patriotism at teenagers and accordingly level of quality of work on development of the searched personal characteristic at them. The questionnaire "The ideas about Kazakh patriotism" for the pedagogical staff of the local schools was specially developed by the research group in the Kazakh and Russian languages in the framework of the ongoing research project in 2022.

The author's questionnaire "Representations of Kazakhstan patriotism" was validated and tested for reliability. A total of 106 respondents from among the teachers of different schools in the city of Almaty were questioned with the help of the online service Google Forms. The results of data of following questions out of submitted 15 questions of questionnaire (1, 5, 6, 7, 8, 9, 10, 11, 13, 14,15) when rounded gave the value of Alpha Cronbach's - 0.7 (Alpha Cronbach's: 660927 and Standardized Alpha: 669767), which corresponds to required norm.

To the question "What forms of classes are most effective in acquiring knowledge?" the following answers were offered: a) lectures; b) conversations; c) business games; d) discussions; e) others. What is distinctive, only a small number of respondents in the option "other" indicated types and forms of training in online form as the most effective. From this we made the relevant conclusion that our teachers are not yet aware of the value and benefits of e-Learning. Perhaps many educators haven't had time to take advantage of and try out interactive types of work online? Or at an insufficient level of awareness of the available possibilities of Internet applications and e-Learning in general, i.e. it indicates a low level of competence and skills of teachers in the field of IT technologies. For the 14th question on determining the "leading factors affecting the successful formation and development of Kazakhstani patriotism in teenagers" out of 100% of respondents chose: 54% - "the content of the educational process"; 27% - "the nature of educational work in school and family"; 10% - "inner psychological characteristics of personality"; 8% - "specificity of leisure and cultural activities". We believe that the preferences of respondents in the choice of the dominant factor are quite predictable and justified, because the final expected learning outcomes depend on the educational content, which is the essence and specificity of the learning process.

To the question "Who is the main role in the formation and development of Kazakhstani patriotism in adolescents?" the following was determined: 49% of respondents chose "family"; 28% of respondents gave their votes to "teachers"; 12% - to "school management"; 11% - to "the learner himself". These results demonstrate the liberal attitude of respondents-teachers towards the very process of developing Kazakhstani patriotism in adolescents, as they believe that the main role in this belongs to the family, the style and examples of upbringing, values and traditions.

## Results and Discussion

Analysis of the obtained data leads us to the idea that, in general, teachers are quite aware of the issue of shaping Kazakhstani patriotism in adolescents, are competent enough in choosing effective methods and forms of developing the studied personality quality, but they lack specific knowledge and clear guidelines for purposeful professional Kazakhstani patriotism in adolescents. Therefore, we will agree with the results of the study of his foreign colleague that educators have a common understanding of "Kazakhstani patriotism": "they felt that they were prepared for this role through meetings on a special curriculum, were not properly prepared for their role..." (Roofe, 2018).

In the educational process of pedagogical interest is also the relationship of "Kazakh patriotism" with national values, with the formed cultural and social experience of the individual, whose direct connection is obvious. Undoubtedly, the logical consequence of the intensive development of digital technologies in all spheres of activity is the growing interest of researchers in the construction of digital citizenship (DC) in various disciplinary areas. We believe that it is necessary to expand the subject areas of study and application of e-Learning tools in order to obtain the necessary information and knowledge in the study of various scientific problematic issues.

What features of online learning have we already noticed and highlighted for ourselves? The results of the observation of teachers during the learning process in the "e-learning" mode during the quarantine associated with the pandemic 2020-2021: the lack of taking into account the work of regulation and evaluation of teachers of E-Learning, lack of understanding of the role of a teacher in the E-Learning environment, insufficient level of educational competence of teachers when implementing distance learning, not provided with the necessary ICT resources, etc.

Considering the problem of teachers' clarification in e-Learning, it should be noted that many teachers perceived E-Learning as a process of transferring electronic learning materials through the Internet. However, without this misperception, as learners need guidance from educators, as "pedagogy places the responsibility on the teacher to guide the learner toward a specific and productive goal" (Beetham, et al, 2019). Thus, e-Learning distance learning at our university is defined as "the process of interactive interaction of learning participants with each other and with the learning environment through a variety of multimedia technologies (Academic Policy, 2020). The main psychological feature of online learning in the technologized format of learning activities is the content of education itself. In this regard, only the learning activities of students and the results of their activities are important for the whole educational process (Kalinin, 2015). The need to choose an effective design of active learning in the person-centered aspect of modern education has emerged, because now there is an intensive technologization of the educational process (ICT, distance learning, virtual reality, Internet, mobile technologies, etc.). We clarified the very concept of "learning activity" in the aspect of its technologization - "concrete interaction of learners with other people through special tools and resources focused on specific

results" (Beetham et al, 2019). And we also defined important concepts such as "learning environment" - "features of the physical and virtual environment, tool resources and products given in context" and "learning tasks" - "intended outcomes of activities derived from the context" (Beetham et al, 2019).

It should be noted as a psychological feature of modern learning under the conditions of its technologization the categorical characteristic of the design of learning outcomes approved by the Bologna Process as the "basic building blocks" of higher education in the European Community (Gholson et al, 2006). Because the huge variety of knowledge, concepts, values, activities require that the available digital capabilities are properly framed in learning outcomes. And the analysis of foreign scholars has shown that all digital technologies are sufficient to achieve outcomes that do not imply a right/wrong solution.

According to foreign scholars (Laurie E.C.Delnoij, Kim J.H.Dirx, José P.W.Janssen, Rob L.Martens), incomplete higher education is a persistent problem in higher online education. The results of their study showed that learning strategies, academic self-efficacy, academic goals and objectives, institutional adjustment, employment, a supportive network, and faculty-student interaction are modifiable consistent predictors of incompleteness. And coaching, therapeutic teaching, and peer mentoring are ways to address incomplete higher education (Delnoij et al, 2020). Therefore, our primary concern as school educators is to bring the learning process itself to its logical conclusion, regardless of the accompanying educational or social goals.

Highlighting the features of online learning in the aspect of personality-centered approach in the context of systemic work on the formation of Kazakhstani patriotism in adolescents is due, above all, the need to achieve improvement in the quality of educational services.

## Conclusions

So, the first important feature of e-Learning in the aspect of personality-centered approach in the system of Kazakh patriotism in teenagers is related to the ability to choose the right way to distinguish learners from each other in learning: subject experience, knowledge and competence of learners; learning motives and expectations of learners; previous learning experience; social and interpersonal skills; digital and informational literacy of learners, etc.

The next important feature is related to the efficiency of distribution of learners. Nowadays, blended learning, which is characterized by a combination of person-oriented and group types of learning, private learning and cooperative learning, is becoming relevant.

Thus, actively used by our teachers extracurricular learning technologies are based on a wide range of educational interaction between the teacher and students: various voice systems, interactive online applications, video conferencing, chat rooms, etc.



The peculiarities of e-Learning are the effective combination of the main components of E-Learning in the educational process. The first one includes the selection and configuration of LMS (Learning Management System), which allows teachers to place educational content for the whole learning process, such as video instructions, video lectures, tests, text and presentation materials, useful links to external resources, etc. The second component is the direct interactive interaction of the subjects of training in online mode, first of all, video-conference classes (practical and lecture classes) on various platforms (Zoom, Skype, Microsoft Teams, Webex, Google meet, YouTube, etc.). I would like to note that thanks to all these tools e-Learning teachers and students have had the opportunity to manifest and develop not only their intellectual and creative abilities, but also patriotic feelings as a personal characteristic, in online classes through extensive use of all kinds of Internet applications and IT-technologies.

We believe that despite the ambiguity of understanding and acceptance of e-Learning in modern education, the learning format itself contributes to the holistic personal development of all participants in the educational process. Thus, the features of e-Learning in the personality-oriented aspect in the system of formation of Kazakhstani patriotism in teenagers require individualization, clear definition of labor intensity of learning tasks by time and content, effective selection of learning content and specification of a clear plan and scenario of each training session.

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