

Formation of students' values of patriotism through media technology

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Abstract

In this study, the formation of student values with media technology is aimed to ensure the formation of citizenship values and the study is patterned accordingly. The research was carried out in the fall semester of 2021–2022. The study with the participation of 352 volunteer students was conducted using the quantitative research method model. In the study, a 4-week training via distance education media technologies on learning and citizenship feelings was provided to the group of participants. In the study, the media technologies data collection tool developed by the researchers was used to collect

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data. The scale used in the study was delivered to the participants of the study by the online method and collected. The analysis of the data was carried out using the SPSS programme; frequency analysis was carried out using the *t*-test; and the results obtained were added to the study accompanied by tables. As a result of the research, it was found that students use media technologies at a good level and thus their feelings of citizenship developed.

Keywords: Media technologies, distance education, citizenship values;

1. Introduction

Improved use of electronic materials and the act of reading with the spread of mass communication can be expressed personally as one of individuals and societies emerged along with the development of the concept and it is known that significant changes are being seen in our hayatklar (Adamek, Bauerova, & Zapletalova, 2020). The meanings of technology and media were created for people and students who are away, usually using a certain form of technology, and they emphasised that it refers to mass media messages transmitted by video, language and/or audio. These include traditional printed media and audiovisual media (Sevinc, Askerbeyli, & Guzel, 2017). Within technology, media, along with recorded content, is seen in related studies where unified citizenship terms are used to help students in their lives in order to gain meaning (Ibatova et al., 2022). From this, it can be seen that media technologies, advertisements and other advertisements, electronic games, package labels and products in all their forms come across to them (Xiao, 2021).

With the rise of technology and the evolution of media, the nature of materials used in mass communication has also changed. The concept of mass communication, which emerged with the widespread publication of books, newspapers and magazines, took on a very different appearance with the discovery of radio, television and the Internet in the following periods (Chen & Yao, 2018). In recent years, this emphasis has also come to the fore in research on the subject. College, iseli, working and non-working youth and the mass media of the new generation of media consumption with faster technological transformation of life from the perspectives of living with all segments of society, values and consumption habits of young people with varying forms of socialisation, the media is being consumed in a format that is fast and multi-observed (Li & Guan, 2020, p. 21) where students' experience with such media has increased. In the last century, it has been observed that one of the issues on which education and citizen education and political science research are focused interdisciplinarily is the combination of media technologies (Alieva, Bilalov, Gadzhiev, Radzhabova, & Salmanova, 2018). It is known that in order to understand media technologies, it is important to understand the media first. According to the basic communication model, a data message is sent via a channel to an audience that provides feedback. In this context, what makes the media or mass communication important is the area of its influence. Millions of people receive a carefully and strategically formulated message at almost the same time (Jiabo & Jiaxin, 2022). Another perception of this phenomenon with students prepared by the media messages may seem simple and clear, despite the fact that it has its own specific rules of these posts, very different concepts and ideas about the world that contains complex language learned is observed to highlight the civil rights contained in visual and auditory media (Wandira & Muharam, 2022).

Definition of literacy is the most widely used in media technologies and media content accessing, analysing, evaluating and enabling to produce in the culture media size is no longer superficial; people's democracy and citizenship of feeling in order to be accepted has two basic skills,

critical thinking and self-expression skills, that should have access to that stated (Gulac, Vasiuk, Vyhovska, Malys, & Shust, 2022). By teaching these two basic skills and media literacy will make future citizens able to make political classifications, understand social discussions and make decisions in the election process (Uzunboylu et al., 2022). Within the scope of the purpose of the research, it is expected that this situation will develop with media technologies and the research continues according to this pattern.

1.1. Related studies

Turdieva (2021) the year of education of school children in the work that has done in creating value by using its position in the theoretical aspects of the problem sought to take Media Technologies, media technologies and as a result the learning needs of awareness, a positive attitude towards education, the most from a young age, namely, primary general education started from the level they achieved.

Barack Obama (2020) investigate the essence of patriotic education of the younger generation, and the purpose of the article aimed at a thorough study. As a result, with the help of technology, the students, on the formation of patriotic values, reached the conclusion that in modern society it is seen that research combined with the technology left such a positive impact on the students.

Bureeva and Mukhinova (2021) when examining the work they have conducted in the year of the great patriotic topic in the technology of construction activities to include research in history classes with the students of the university attempted to explain the experience. As a result with the help of technology, the image is expressed in the consciousness of the student and students of the war that the need to protect the memory of an emotional colouring solidarity that emerged in the war.

1.2. Purpose of the study

In this study, the formation of student values through media technology is aimed to ensure the formation of citizenship values.

The answers to the following questions were sought for the general purpose of the study:

1. What is the Internet usage status of the students included in the study?
2. How are the citizenship feelings of the students included in the study formed?
3. How are the media technologies' usage situations of the students included in the study?
4. Is there a significant difference between genders of the citizenship feelings of the students included in the study who are developing with media technologies and is there a significant difference between genders?
5. What are the views of the students included in the study on media technologies and patriotism?

2. Method

It is always seen that the method part is important and problematic when it is considered; therefore, the method part is important to solve the problem situation in terms of giving it correctly and the course of the research. When the method part of the study is considered, the type and

source of the data in the study are organised by including information about the data collection tool and the statistics used in the study.

2.1. Research model

When the design of the research is discussed, it is seen that the quantitative research method is used and used in the article. When this research model is considered, it is known that sentences are used in studies aimed at revealing and clarifying what objects, facts and events, thoughts, major groups and various fields are. In addition, this method is used to illuminate a situation, evaluate and define the relationship between events (Di fabio et al., 2022).

2.2. Working group/participants

It is seen that the research was applied in the 2021–2022 spring academic year. It is seen that the data of the study randomly consisted of 352 volunteer students who continue their studies in Kazakhstan. All the students participating in the study are continuing their courses with distance education.

2.2.1. Gender

In this section, the differences among the group of participants included in the study according to their gender are given in Table 1.

Table 1. Distribution of the group included in the study according to gender

Gender	Boy		Girl	
	<i>F</i>	%	<i>F</i>	%
Variable	180	51.14	172	48.86

From Table 1, the distribution of the groups of participants included in the study according to the gender variable has been added and examined. In this context, it is seen that 51.14% of the participants participating in the study (180 people) are male and 48.86% (172 people) are female. In the gender section, the findings reflect the actual gender distribution.

2.2.2. Internet usage status and times of the group of participants participating in the study

In this section, the Internet usage situations and times of the groups of participants participating in the research during the day are requested and their situations are investigated according to the technology usage time periods related to the problem situation of the research. Detailed information is given in Table 2.

Internet usage statuses	1–3 hours		4–6 hours		7 hours and above	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Variable	42	11.93	163	46.31	147	41.76

When Table 2 is examined, the students' use of the Internet during the day is added up and presented. In this context, 11.93% (42 people) used the Internet for 1–3 hours, 46.31% (163 people) used the Internet for 4–6 hours and, finally, 41.76% (147 people) used the Internet for over 7 hours. In this context, it is seen that the amount of daily Internet use during the pandemic process is mostly preferred by the group of participants for 4–6 hours.

2.2.3. Formation of feelings of citizenship of the group of participants participating in the study

In this section, this content has been given to the group of participants who surveyed the monitoring of some content and media technologies expected. The content of the sites for the formation of a sense of citizenship in relation to time of daily use cases was investigated. Detailed information is given in Table 3.

Table 3. Formation of feelings of citizenship of the group of participants participating in the study

The content of feelings of citizenship	1–3 hours		4–6 hours		5 hours and above	
	F	%	F	%	F	%
Variable	27	7.67	88	25.00	237	67.33

When Table 3 is examined, it is seen that the feelings of citizenship and the status of monitoring their content of the group of participants participating in the study are included and detailed information is provided. In this context, 7.67% (27 people) expressed feelings of citizenship as they devoted 1–3 hours, 25.00% (88 people) expressed feelings of citizenship as they devoted 4–6 hours and, finally, 67.33% (237 people) expressed feelings of citizenship as they devoted over 7 hours to feelings of contents. In this context, it is seen that there is a good momentum for the formation of feelings of citizenship in the research and that the group of participants choose and prefer the daily usage amounts of 7 hours and above during the pandemic process.

2.2.3. Class information status

In this section, the class information of the working group students was examined and detailed information is given in Table 4.

Table 4. Distribution of the Students Participating in the Study According to Their Class Status

Department	2nd year		3rd year		4th year	
	F	%	F	%	F	%
Variable	94	26.70	121	34.37	137	38.93

When Table 4 is examined, the distribution of the groups of participants included in the study according to their class status is considered and the information related to this section is added to the table. In this context, 26.70% (94 people) of the participants are in the second year, 34.37% (121 persons) are in the third year and, finally, 38.93% (137 people) are in the fourth year. Considering the class data, the findings in the section on these situations reflect the actual distribution.

2.3. Data collection tools

In this section, the data collection tool used in the study, and that seen by the individuals, constitutes and states the problem of the study. The data collection tool prepared and organised the data collection instruments of media technologies in the research for the participants and citizenship, which were examined by experts in the field of emotions research, is simplified by subtracting from unsuitable materials. It is seen that a personal information form, called the 'media technologies' measurement tool, was applied to the participants participating in the study and developed by the researchers of the study. The validity and scope of the measurement tool developed were examined by four experts with the title of professor who conducted studies on information technologies and distance education, and unnecessary items were removed from the measurement tool and rearrangements were made.

1. Personal information form (demographic data): In the personal information form, information such as gender, class, Internet usage time allocation and citizenship sentiment content, time separation and usage environments are provided.
2. Media technologies data collection tool: A 5-point Likert-type data collection tool was prepared for the group of participants included in the study to obtain information about media technologies, citizenship feelings and distance education views in order to create some facts and events. A total of 19 items of the measurement tool consisting of 24 items were used and 5 items were removed from the measurement tool, thanks to experts' opinions. The opinions of the students included in the study were from two factorial dimensions, namely the 'Media Technologies' and 'Feelings of Citizenship', was applied. The Cronbach Alpha reliability coefficient of the measurement tool as a whole was calculated as 0.87. The measurement tool was in the range of 'strongly disagree' (1), 'disagree' (2), 'I'm undecided' (3), 'agree' (4) and 'strongly agree' (5). The measurement tool was also collected from primary school teachers in the form of an online environment.

2.4. Application

As the heading implies, the application part is known as the most important leg of the research. In this section, it is seen that information about the application is given about how the application is formed. Researchers continue their education at various schools in Kazakhstan and 352 student volunteers were selected with the help of live Zoom videoconferencing programme preparation in the form of a training seminar. Targeted and powerful features through live distance education course field of education, media, technology and the formation of a sense of citizenship in the event of Zoom videoconference application with the programme and this course was prepared by using the live environment previously arranged. When the activity part of the studies was completed, it was aimed to apply the data collection tool developed by the researchers to the students participating in the study. This event was conducted for about 4 weeks and was organised accordingly. It was aimed and planned to show the content of media technology concepts and citizenship feelings to the students participating in the research within 4 weeks. The 4-week programme was distributed in most schools of education through the Zoom videoconference application. Section 5 uses a designated section will be limited to no more than 75 students each so next week is set to be distributed to each activity question-and-answer a total of 10 minutes of training 45 minutes of the 60 minute time-frame that has been processed in the form of online education to the students who participated in the research work from your smart device, tablet

computers, smart phones and desktop computers with devices such as a microphone by using the training image and were expected to attend. The measurement tool applied to the students participating in the study was collected transferred to the SPSS programme by coding them in the environment of calculation programmes.

2.5. Analysis of the data

In this section, statistical data obtained from primary school teachers are analysed in the Statistics programme using frequency (*f*), percentage (%), average (*M*), standard deviation (*SS*) and *t*-test, with IRAs. The data obtained from the programme are given in tables accompanied by numerical values, findings and comments.

3. Findings

In this section, the findings of the participants participating in the research on the use of information technologies and distance education are given, and each finding of the research is presented in numerical values and tables accompanied by values in this section.

3.1. Media technology usage situations of the students included in the study

The use cases of media technologies of the volunteer students included in the study were investigated and the relevant information was transferred to Table 5.

Table 5. Media technology usage status of the students included in the study

Media technologies use cases	1–2 hours		3–4 hours		5 hours and above	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Variable	40	11.36	101	28.69	211	59.95

From Table 5, it is seen that the students' time allocation to the media technologies provided during the day is included in the study. In this context, it seems that the findings that the students participating in the research use media technologies have been reached. Among the findings, 11.36% (40 people) prefer to use technology for 1–3 hours, 28.69% (101 people) prefer to use technology for 4–6 hours and 59.95% (211 people) prefer to use media technologies for over 7 hours. It is seen that, finally, these technologies were used for the development of a sense of citizenship.

3.2. Gender status of citizenship feelings developed by media technologies of the students included in the study

In this section, it is determined whether there is a significant difference between the sexes in the feelings of citizenship that develop with media technologies in light of the education provided to the people participating in the research, and the relevant information is given in Table 6.

Table 6. Gender status of the feelings developed with media technologies by the students included in the study

Feelings of	Cinsiyet	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>t</i>	<i>p</i>
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citizenship (with media technologies)	Male	180	4.42	0.22	352	0.945	0.344
	Female	172	4.38	0.19			

In Table 6, whether there is a significant difference in terms of the development of feelings of citizenship within the scope of media technologies according to the gender variable of the research groups participating in the study is examined, and it was found that there was no significant difference according to the gender criterion of interest [(Df(352) = 945, $p < 0.05$]. In addition to the fact that the citizenship attitudes of the groups of participants participating in the study were good, it was observed that male students had an average score of $M = 4.42$, while female students had an average score of $M = 4.38$. In this context, it can be said that there is no difference between the scores of male students and female students in this study and that the findings of the study are also high.

3.3. Patriotic views of the students included in the research on media technologies

In this section, finally, an application was made to the media technologies and patriotic views of the students included in the research, and it is seen that the relevant values are investigated and presented in Table 7.

Table 7. Media technologies and patriotic views of the students included in the study

No	Ingredients	M	SD
1)	I have seen that citizenship values are understood and made sense with media technologies	4.42	0.32
2)	He is always right in the studies on citizenship in my country	4.58	0.21
3)	Regardless of the topic, I always support my country with media technologies and stand by my country	4.45	0.62
4)	I fully participate in every action made with media technologies, defend my country and express my opinion easily	4.41	0.63
5)	I believe that media technologies provide a nurturing and voice regarding citizenship practices	4.34	0.61
6)	I participated in the media technologies part of this study without difficulty and watched it with love	4.46	0.63
7)	Since media technologies are used more in my country, I see that there is a lot of work in this area as a citizen	4.42	0.63
8)	New trends with media technologies are made and used for the development of feelings of citizens.	4.47	0.69
9)	I support the use of political forces to make sense of the values of citizenship	4.58	0.60

10) I use media technologies effectively to make sense of citizenship feelings	4.52	0.73
11) I can make criticism using media technologies	4.41	0.74
12) I think that I have made every effort and effort to increase the level of citizenship for my country.	4.52	0.66
13) I follow and participate in actions for the development of citizenship in my country.	4.58	0.59
14) Using media technologies, one should work hard to move this country in a positive direction	4.61	0.54
15) During my time participating in live course events, I was able to enter without any problems	4.43	0.63
16) I think and believe that I have increased my love of citizenship with technology.	4.53	0.55
17) I am looking forward to participating in the upcoming events because I care about my feelings of citizenship.	4.32	0.59
18) Thanks to this technology used in citizenship studies, I like to be updated both mentally and as a cultural heritage and continue my path accordingly.	4.25	0.50
19) I am happy and pleased to see this model that I use with distance learning in my other courses	4.76	0.48
Grand total	4.48	0.57

As seen in Table 7, with regard to the development of media technologies with students, a sense of citizenship given by the numerical values can be seen. Accordingly, the findings of the students who participated in the research can be said to be high. For the statement 'I am happy and pleased to see this model that I use with distance learning in my other courses', the score was $M = 4.76$. For the statement 'Using media technologies, one should work hard to move this country in a positive direction', the score was $M = 4.61$. For the statements 'I follow and participate in actions for the development of citizenship in my country' and 'He is always right in the studies on citizenship in my country', the scores are $M = 4.58$ each. It is obvious that each value benefits the students in research.

In this context, research in media technologies with students as positive citizenship values rising, they are satisfied within this platform, with more of what they have learned by participating in the values of citizenship, media technologies, as they provide significant findings of this technology in both body and soul to FYA and it is seen that for values is reached. In this context, it can be said based on Table 7 that the values of the students who were voluntarily included in the research within the research are high according to the problem situation.

4. Discussion

Karabulatova, Lagutkina, Borodina, Streltsova, and Bakhus. (2021) aimed to create patriotism and citizenship during the period when students study at higher educational institutions, and as a result, it seems that individual educational institutions have achieved their values by providing successful experiences in organising mass events with a civic patriotic orientation among students. In this context, it can be said that the common point of these studies is that the increase in citizenship and patriotism values on students has a positive effect on students.

Fedorova, Ivanova, and Balysheva. (2021) in the year of the work they have conducted on students' civic and patriotic education sought to uncover the effectiveness of the use of digital technologies, and as a result, the students in civic and patriotic education draw conclusions about the effectiveness of the use of digital tools. Students of civic patriotic education towards modern approach, the use of new technologies that meet their interests and preferences of the information contained in it is seen that the results have been achieved. In this context, this value is combined with the results of the research students and the value of citizenship through the increase in technology; it is seen that the results have been achieved; i.e., it is seen that these two values had the same results.

Bakhlova, Bakhlov, Napalkova, and Kazakova. (2021) value the orientation of students in the work conducted in the year of the Russian state policy in the perspective of patriotism in the system and also generate awareness tools that is aimed at studying the development of patriotism, and as a result, the conceptual approaches for the regulation of patriotic education, and a balancing of the vulnerabilities by modifying technologies have been proposed. The influence of various socialisation agents has reached the complexity of the values that are important. In this context, the same values are seen among the results of the study.

In this context, the results of the research, according to the citizenship values and common values in this study with the help of technology, show that students are in a better position in the values of citizenship and media technologies. The results show that they are feeling better, and all of these values to be made at another time in another place as a result of this research is located between expectations.

5. Conclusion

Partial SE was in the hands of the research when the results of the study appear as part of the meaning of the numerical values is observed. In this context, the research group implemented in various schools in Kazakhstan are among the first participants in this study involving a total of 352 people. Achieving a number of such participatory researches will impact the condition of the problem. It is evident that, in this context, this result is of great importance. Another value study research participant groups and students use the Internet at the same time during the day time and as a result, most cases were in the range of 4–6 hours had been moved to the internet where it is seen that the results achieved have been used in research for the use of media technologies given the importance of this value. The problem is that it can be a step closer to it. Another positive and significant value of the research is the study of the feelings of citizenship of the group of participants participating in the study and the status of monitoring their content, and they were expected to watch and devote time to these contents. As a result, it seems that they expressed their time to 7 hours and more at most.

It is seen that there is a separate result and event in each value of the research. In this context, another value of the research is that the students included in the study were given the opportunity to devote time to the media technologies provided during the day, and as a result, it was found that they spent 7 hours and above at most and that they were one step ahead to form feelings of citizenship. If it is known that these values exist in the research, it is also seen that it is essential that the problem situation occurs. One of the final results of the study is that there was a significant difference in terms of the development of feelings of citizenship within the scope of media

technologies according to the gender variable of the groups participating in the study, and it is seen that there was no significant difference according to the gender criterion of interest. While this value is important for the research, it is seen that the values of gender concepts are high in both respects and are also reached. When the final results of the study are discussed, addressed to the development of media technologies with students a sense of citizenship given by a positive is concluded that the numerical values is found, also the values of citizenship as positive media technologies with students rising, they are satisfied within this platform, with more of what they have learned by participating in the values of citizenship, media technologies, as they provide benefits to both body and soul of this technology, it is seen that significant results have been achieved.

Finally, these studies have a common set of technology in education as it is to use in another place in another time zone, takes place between the academic expectations of the research, as this change in expectations between students and the society to win, come permanently takes place as a result of research finally, students at a good level and thus uses the results of the development of a sense of citizenship, media technologies have been met.

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