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**САНАРИП ДООРУНДА КОЛЛЕДЖ СТУДЕНТТЕРИ ҮЧҮН ПАТРИОТИЗМДИ
ТАРБИЯЛООНУН ПРАКТИКАЛЫК ЖОЛУ ЖАНА ОПТИМАЛДАШТЫРУУ
СТРАТЕГИЯЛАРЫ БОЮНЧА ИЗИЛДӨӨ — КЫРГЫЗ РЕСПУБЛИКАСЫ МЕНЕН
КЫТАЙ ЭЛ РЕСПУБЛИКАСЫНЫН ОРТОСУНДАГЫ САЛЫШТЫРМАЛУУ КӨЗ
КАРАШКА НЕГИЗДЕЛГЕН**

Аннотация: Санарип доорунун шартында маалыматтык технологиялар жана онлайн медиа университет студенттеринин окуусуна, жашоосуна жана социалдык өз ара аракеттенүүсүнө терең сиңип, салттуу патриоттуулук тарбиясынын практикалык формаларын жана операциялык логикасын системалуу түрдө кайра түзүү зарылдыгын жаратат. Салыштырмалуу билим берүү көз карашынан алганда, бул макалада Кыргыз Республикасы жана Кытай Эл Республикасы изилдөө объектилери катары алынып, санариптик шарттарда университет студенттери үчүн патриоттуулук тарбиясынын негизги практикалык жолдорун жана операциялык мүнөздөмөлөрүн системалуу түрдө талдап чыгат. Санариптик платформа практикасы, окуу программасына негизделген практика, иш-аракеттерге негизделген практика жана көп тараптуу кызматташуу практикасы сыяктуу ар кандай жол түрлөрүнө сереп салууга негизделген бул макалада эки өлкөнүн университеттеринин ортосундагы практика моделин тандоо, операциялык механизмдер жана иш жүзүндөгү натыйжалар боюнча айырмачылыктар салыштырылат. Изилдөөдө кыргыз университеттери санариптик патриоттуулук тарбиялоо практикасында маданий иденттүүлүктү ойготууга жана эмоционалдык тажрыйбага басым жасап, практикалык жолдорунда күчтүү ачыктыкты жана маданий жакындыкты көрсөтөрү, бирок туруктуулукта жана системалык интеграцияда кемчиликтерди көрсөтөрү аныкталган. Кытай университеттери платформалардын, курстардын жана иш-чаралардын координацияланган иштеши аркылуу салыштырмалуу институционалдаштырылган жана нормалдаштырылган практикалык системаны түзүштү, туруктуулукта жана камтууда олуттуу артыкчылыктарды көрсөтүштү, бирок ошол эле учурда практикалык формалардагы конвергенция жана студенттердин жетишсиз катышуусу сыяктуу потенциалдуу көйгөйлөргө туш болушту. Салыштырмалуу талдоо санариптик технология патриоттуулукка тарбиялоо практикасынын натыйжалуулугун автоматтык түрдө жогорулатпай турганын көрсөтүп турат; анын билим берүү таасири билим берүү философиясына, институционалдык механизмдерге жана практикалык жолдордун дизайнына абдан көз каранды. Бул макалада санариптик патриоттуулукка тарбиялоонун практикалык жолдорун салыштырмалуу көз караштан

оптималдаштыруу санариптик доордо университет студенттери үчүн патриоттуулукка тарбиялоонун жогорку сапаттагы жана туруктуу өнүгүшүнө көмөктөшө алары айтылат.

Негизги сөздөр: Санариптик доор; университет студенттери; патриоттуулукка тарбиялоо; практикалык жолдор; улуттук иденттүүлүк; салыштырмалуу билим берүү; Кыргыз Республикасы; Кытай Эл Республикасы; санариптик платформа; билим берүүнүн баалуулуктары; жогорку билим берүү

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ИССЛЕДОВАНИЕ ПРАКТИЧЕСКОГО ПУТИ И СТРАТЕГИЙ ОПТИМИЗАЦИИ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ СТУДЕНТОВ ВУЗОВ В ЦИФРОВУЮ ЭПОХУ — НА ОСНОВЕ СРАВНИТЕЛЬНОГО АНАЛИЗА МЕЖДУ КЫРГЫЗСКОЙ РЕСПУБЛИКОЙ И КИТАЙСКОЙ НАРОДНОЙ РЕСПУБЛИКОЙ

Аннотация: В контексте цифровой эпохи информационные технологии и онлайн-медиа глубоко интегрированы в процесс обучения, жизнь и социальное взаимодействие студентов университетов, что требует системной реструктуризации практических форм и операционной логики традиционного патриотического воспитания. С точки зрения сравнительного образования, в данной работе в качестве объектов исследования рассматриваются Кыргызская Республика и Китайская Народная Республика, систематически анализируются основные практические пути и операционные характеристики патриотического воспитания студентов университетов в условиях цифровой среды. На основе обзора различных типов путей, включая практику на цифровых платформах, практику на основе учебных программ, практику на основе практических занятий и практику с участием многих заинтересованных сторон, в работе сравниваются различия между университетами двух стран с точки зрения выбора модели практики, операционных механизмов и фактических результатов. Исследование показывает, что кыргызские университеты в своей практике цифрового патриотического воспитания делают акцент на пробуждении культурной идентичности и эмоциональном опыте, демонстрируя высокую открытость и культурную близость на своих практических путях, но все еще имеют недостатки в устойчивости и системной интеграции. Китайские университеты, благодаря скоординированному функционированию платформ, курсов и мероприятий, создали относительно институционализированную и стандартизированную систему практической подготовки, демонстрирующую значительные преимущества в стабильности и охвате, но также сталкивающуюся с потенциальными проблемами, такими как конвергенция форм практики и недостаточное участие студентов. Сравнительный анализ показывает, что цифровые технологии не автоматически повышают эффективность практики

патриотического воспитания; их образовательное воздействие в значительной степени зависит от образовательной философии, институциональных механизмов и разработки практических направлений. В данной статье утверждается, что оптимизация практических направлений цифрового патриотического воспитания с сравнительной точки зрения может способствовать высококачественному и устойчивому развитию патриотического воспитания среди студентов университетов в цифровую эпоху.

Ключевые слова: Цифровая эпоха; студенты университетов; патриотическое воспитание; практические направления; национальная идентичность; сравнительное образование; Кыргызская Республика; Китайская Народная Республика; цифровая платформа; воспитание ценностей; высшее образование

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RESEARCH ON THE PRACTICAL PATH AND OPTIMIZATION STRATEGY OF COLLEGE STUDENTS' PATRIOTISM EDUCATION IN THE DIGITAL AGE -A COMPARATIVE PERSPECTIVE OF KYRGYZ REPUBLIC AND PEOPLE'S REPUBLIC OF CHINA

Abstract: In the context of the digital era, information technology and network media are deeply embedded in the learning, social interactions, and daily lives of college students, leading to a systemic reconstruction of the practical forms and operational logic of traditional patriotic education. From a comparative education perspective, this paper takes the Kyrgyz Republic and the People's Republic of China as research subjects to systematically analyze the main practical approaches and operational characteristics of patriotic education for college students under digital conditions. Based on a review of different types of digital platform practices, curriculum-based practices, activity-based practices, and multi-stakeholder collaborative practices, the paper compares the differences between the two countries' universities in terms of practical model selection, operational mechanisms, and actual outcomes. The study finds that Kyrgyz universities emphasize cultural identity arousal and emotional experience in digital patriotic education practices, with their approaches demonstrating strong openness and cultural affinity, but still showing deficiencies in sustainability and systematic integration. In contrast, Chinese universities have established a relatively institutionalized and routine practical system through the coordinated operation of platforms, courses, and activities, offering clear advantages in stability and coverage, though they also face potential issues such as homogenization of practices and insufficient student participation. Comparative analysis indicates that digital technology does not automatically enhance the effectiveness of patriotic education practices; its educational impact is highly dependent on educational philosophies, institutional arrangements, and the design of practical approaches. This paper argues that optimizing digital patriotic education practices through a

comparative perspective can help promote high-quality and sustainable development of college students' patriotic education in the digital era.

Keywords: digital era; college students; patriotic education; practical approaches; national identity; comparative education; Kyrgyz Republic; People's Republic of China; digital platforms; value education; higher education

1 Research Background and the Proposal of Practical Orientation

1.1 The Deep Restructuring of the Practical Forms of College Students' Patriotic Education in the Digital Age

Against the backdrop of rapid digital technological advancement, the operational logic, teaching models, and value education approaches in higher education are undergoing profound transformations. The widespread application of the internet, mobile devices, social media, and algorithmic recommendation systems has digitized college students' learning activities and daily lives, with their value formation increasingly embedded in cyberspace. International sociological research on education consistently posits that digitization represents not merely an upgrade of teaching tools, but a social process fundamentally reshaping the structure of educational practices (Castells, 2010; Selwyn, 2016). In this context, the practical forms of patriotic education for college students inevitably undergo restructuring. Traditional patriotic education primarily relied on classroom instruction, thematic activities, and centralized educational arrangements, emphasizing institutionalization, centralization, and standardization. However, in the digital era, students' understanding and emotional connections to their nation, ethnicity, and society are increasingly shaped through fragmented information exposure, situational emotional experiences, and networked social interactions. Bennett (2008) noted that young people's civic consciousness and political attitudes have shifted from being "taught" to being "formed through participation," a transformation that fundamentally challenges value education practices. In this sense, patriotic education in the digital age extends beyond campus boundaries or specific timeframes, evolving into a continuous process permeating students' daily digital lives. The focus of educational practice has gradually shifted from "organizing activities" to "constructing situations", and from "one-way indoctrination" to "interactive guidance". This change makes the design of practice paths become the key variable of the success or failure of college students' patriotic education in the digital era.

1.2 The Realistic Tension Faced by the Existing Practice Model of Patriotism Education for College Students

Although digital technology provides new tools and platforms for patriotism education among college students, its potential has not been fully unleashed in practice, and to some extent, it has amplified the inherent contradictions of existing practice models. Foreign research on the digitization of value education points out that without systematic design, digital practices are prone to fall into the dilemma of "technological superposition rather than model transformation" (Osler & Starkey, 2005; Selwyn, 2016). In such cases, digital technology not only fails to enhance educational outcomes but may also undermine the seriousness and depth of patriotism education. In the context of Kyrgyz universities, patriotism education practices have long been primarily cultural activities, historical commemorations, and symbolic rituals, which have positive significance in strengthening national cultural identity. However, under digital conditions, such practices often exhibit short-term and event-driven characteristics, making it difficult to achieve sustained educational impact. Laruelle (2018) notes that in multi-ethnic societies in Central Asia, if patriotism education practices lack a systematic framework, they tend to remain at the level of cultural symbolism and fail to effectively address the

real concerns of young people in the context of globalization. In the context of China's universities, college students' patriotism education practices have strong institutionalized and standardized advantages, but during the process of digital transformation, issues such as homogenization of practice forms and insufficient student participation have also emerged. Fairbrother (2019) argues that when educational practices over-rely on institutional frameworks while neglecting students' subjective experiences, digital platforms may be reduced to mere 'task tools,' thereby diminishing their inherent educational value. This tension reveals that digitalization does not automatically resolve the underlying issues in patriotic education practices; instead, it makes optimizing practical approaches more urgent.

1.3 Theoretical and Practical Significance of Research on Practical Pathways from Comparative Perspectives

From the perspective of comparative education, the practical approaches adopted by different countries to promote patriotism education among college students in the digital era reflect their fundamental understanding of the construction of national identity. Comparative studies have shown that there is no universal model for patriotism education practices, and their effectiveness is highly dependent on the historical traditions, institutional environments, and social structures of specific countries (Smith, 2010; Kymlicka, 2001). Therefore, comparing the practical approaches chosen by Kyrgyzstan and China under digital conditions can help reveal the logical foundations behind different models. Kyrgyzstan and China exhibit significant differences in political systems, media governance approaches, and higher education systems, yet both face the profound impact of digitalization on the shaping of young people's values. This pattern of "common challenges—differential responses" provides ideal conditions for comparative research on practical approaches. Marginson (2016) pointed out that the true value of comparative research lies not in finding the "best model," but in identifying the applicable conditions and directions for improvement through differential analysis. Thus, this paper aims not only to summarize experiences but also to provide theoretical insights and practical references for optimizing value education practices under digital conditions by comparing the practical approaches adopted by the two countries in promoting patriotism education among college students in the digital era.

1.4 Research Approach, Practical Analysis Framework and Paper Structure

Based on the analysis of educational concepts and mechanisms in the first two papers, this paper further advances the research focus from "mechanistic explanation" to "practical response". In terms of research approach, this paper argues that the practical pathways of patriotism education for college students in the digital era are essentially a comprehensive manifestation of educational concepts, technological conditions, and institutional arrangements in specific contexts. Therefore, the analysis of practical pathways must simultaneously address multiple levels, including platform selection, curriculum design, activity organization, and multi-stakeholder collaboration. In terms of analytical framework, this paper summarizes the practical pathways of digital patriotism education into four basic types: platform-based practices centered on digital platforms, curriculum-based practices focusing on course integration, activity-based practices using thematic activities as carriers, and collaborative practices characterized by multi-stakeholder cooperation. By comparing the specific practices of Kyrgyzstan and China in these pathways, this paper systematically analyzes the operational logic, practical effects, and inherent issues of different approaches. In terms of structural arrangement, the second part of this paper will provide a detailed analysis of the main types of practical pathways for patriotism education in the digital era, the third part will conduct a comparative analysis of the practice models of Kyrgyzstan and China, and the fourth part will propose targeted

optimization strategies and implementation recommendations based on the comparison, aiming to establish a close connection between theoretical analysis and practical guidance.

2 Main Types of Practical Approaches to Patriotic Education for College Students in the Digital Age

2.1 Platform-based Practice Path with Digital Platform as the Core

In the digital age, digital platforms have become crucial vehicles for patriotic education practices among college students. Unlike traditional classroom and activity-centered approaches, platform-based practices emphasize embedding patriotic education content into students' daily information environments through specialized or semi-specialized digital platforms. International research on digital education indicates that platforms are not merely technical tools but "practical fields" with structural influence, where their design logic, content presentation, and interactive mechanisms profoundly impact educational outcomes (Selwyn, 2016). Under this model, patriotic education no longer relies on single centralized events but achieves regular content delivery through digital platforms like course portals, campus websites, and official social media accounts. Bennett (2008) argues that this approach shifts value education from "event-driven" to "daily embedded" practices, gradually integrating patriotic education into students' digital lives. However, the effectiveness of platform-based practices heavily depends on platform governance capabilities and content update mechanisms. Platforms lacking interactive design that merely serve information dissemination will significantly diminish educational impact. From a comparative perspective, the adoption of platform-based practices across nations reflects differences in educational systems and media governance philosophies. In countries with highly open digital spaces, such practices emphasize content accessibility and cultural appeal, while nations prioritizing institutional integration focus on systematic content organization and value guidance functions. This difference provides an important analytical dimension for the subsequent comparison of Kyrgyzstan and China's platform practices.

2.2 The Practical Path of Integrating Digital Technology into the Curriculum System

The curriculum-based practice approach stands as the most institutionally grounded form of patriotism education for college students in the digital age. Its core lies in deeply integrating digital technologies with course instruction, enabling sustained implementation of patriotic education through structured curricula. International higher education research consistently confirms that courses remain the most stable and sustainable vehicle for value education, even in highly digitized environments (Marginson, 2016). Within this framework, digital technologies not only modernize teaching methods but also fundamentally reshape course structures and instructional logic. Through online platforms, blended learning models, and digital resources, patriotic education content is presented in diverse formats, making abstract national concepts and historical narratives more accessible to students. Fairbrother (2019) notes that when curriculum design effectively combines cognitive objectives, emotional engagement, and real-world case studies, digital courses can significantly enhance the depth and stability of value education. However, this approach faces practical challenges. Over-reliance on traditional courses may confine patriotic education to classroom spaces, failing to encompass students' daily digital lives. Conversely, courses lacking interactive design risk becoming superficial implementations of digital technology. Osler and Starkey (2005) emphasize that curriculum-based practices must be integrated with students' active participation; otherwise, they struggle to achieve meaningful value-based impact.

2.3 Digital Media-based Active Practice Path

The activity-based practice approach has a long-standing tradition in college students' patriotic education, while the digital era has infused this approach with new forms and content. Through online

themed activities, virtual memorial ceremonies, digital storytelling, and interactive dissemination, patriotic education activities have broken through time and space constraints, attracting broader student participation. Castells (2010) pointed out that social activities in digital media environments exhibit high communicability, with their symbolic meanings often amplified through online interactions. In the activity-based practice approach, digital technology primarily serves emotional activation and social mobilization functions. Through visual elements, narrative design, and interactive features, these activities can rapidly ignite patriotic sentiments among college students, creating strong emotional resonance. This approach demonstrates clear advantages in enhancing participation and ritualistic engagement, particularly suitable for significant commemorative days and thematic education milestones. However, international research also indicates that if activities lack sustained planning, their educational effects often exhibit pronounced short-term characteristics (Bennett & Segerberg, 2013). Therefore, digital activity-based practices need to complement platform-based and curriculum-based approaches to avoid the fragmentation issues in patriotic education implementation.

2.4 Comprehensive Practice Path with Multi-Party Collaboration

In the digital era, the implementation of patriotic education for college students increasingly demonstrates multi-stakeholder collaboration. University administrators, faculty members, student organizations, and social institutions form collaborative networks through digital platforms to jointly design and implement educational practices. Marginson (2016) noted that value education in higher education often struggles to create lasting impact in complex social environments without multi-stakeholder coordination. The integrated practice approach emphasizes the integration of diverse implementation methods, building a comprehensive educational ecosystem through coordinated platform operations, curriculum design, and activity planning. In this model, digital technology not only serves as a communication tool but also becomes a key instrument for coordinating various stakeholders. Loader et al. (2014) argued that digital collaboration mechanisms enhance the coherence of educational practices, transforming patriotic education from isolated incidents into systematic projects. However, this multi-stakeholder approach demands higher organizational capabilities and institutional safeguards. Without clear division of labor and collaborative mechanisms, digital platforms may paradoxically exacerbate practice fragmentation. Therefore, the effective implementation of integrated practice approaches relies on well-designed institutional frameworks and continuous practice evaluation.

3 Comparative Analysis of Digital Patriotic Education Practice Models between Kyrgyzstan and China

3.1 Comparison of Digital Platform Practice Paths: Differences between Open Communication and Institutional Integration

In the practice path of digital platforms, Kyrgyz and China universities exhibit significantly different practical orientations, which are concentrated in two path choices: "open communication" and "institutional integration." In Kyrgyzstan, the digital platforms relied upon for patriotic education in universities mainly consist of general social media and open cyberspace, with educational content often reaching college students through cultural institutions, university accounts, or student-initiated dissemination. The prominent features of this practice model lie in its low communication threshold and flexible content formats, which better align with the digital lifestyle habits of college students. Laruelle (2018) pointed out that in the context of Central Asian countries, digital platforms primarily serve the functions of cultural dissemination and identity awakening rather than systematic educational tools. However, this open-platform practice also has obvious limitations. Due to the lack

of unified content planning and platform integration, patriotic education content in the digital space exhibits a fragmented distribution, with its educational effectiveness highly dependent on the degree of active participation by individual students, making it difficult to form a sustained and stable practical impact. From a practical perspective, the digital platforms of Kyrgyz universities primarily function as "cultural display windows" rather than systematic educational platforms. In contrast, China universities demonstrate significant institutional integration characteristics in their digital platform practices. Patriotic education platforms are typically embedded within the overall ideological and political education system of universities, operating through specialized platforms, official new media matrices, and curriculum systems to maintain high continuity and visibility of educational content in the digital space. Schneider (2018) argues that the digital platform practices of China are not merely technical applications, but rather institutionalized educational arrangements, with the advantage of closely integrating platform operations with educational objectives. This difference reflects the fundamental disparities between the two countries in terms of digital governance and educational systems.

3.2 Comparison of the Practical Path of Curriculum: Different Orientations of Cultural Integration and System Construction

In terms of the curriculum-based practical approach, Kyrgyzstan and China also exhibit distinct differences. In Kyrgyz universities, patriotic education is mostly achieved indirectly through history, culture, and social science courses, with the content emphasizing the understanding of national historical narratives and cultural traditions. Digital technology primarily serves as an auxiliary teaching tool to expand learning resources and enhance classroom engagement. This curriculum-based practical approach helps strengthen cultural identity but lacks clear overall planning at the curriculum system level, with the goals of patriotic education often embedded within subject teaching. Chinese universities, on the other hand, have developed a relatively mature systematic model for the curriculum-based practical approach. The content of patriotic education is systematically integrated into the curriculum system, achieving continuous and stable practical advancement through compulsory courses, thematic modules, and digital teaching resources. Fairbrother (2019) pointed out that a notable feature of China's curriculum-based practice is the high degree of coupling between value objectives and curriculum structure, making patriotic education not dependent on a single course or individual teacher efforts but rather an integral part of institutionalized teaching. This model has obvious advantages in terms of coverage and continuity but also imposes higher demands on curriculum design and teaching innovation. In comparison, Kyrgyz curriculum-based practice places greater emphasis on cultural integration and disciplinary autonomy, while China's curriculum-based practice focuses more on system construction and institutional safeguards. These differences not only reflect the distinct governance models of higher education in the two countries but also influence the depth and stability of patriotic education practices.

3.3 Comparison of the Pathways of Activist Practice: The Tension Between Emotional Mobilization and the Normalization of Practice

In terms of activity-based practice approaches, both Kyrgyz and China universities place high importance on the role of digital technology in emotional mobilization, but there are significant differences in specific implementation methods and operational logic. Patriotic education activities in Kyrgyz universities often revolve around national memorial days, ethnic cultural festivals, and historical events, with digital media primarily used to expand the reach of these activities and enhance emotional expression. Such activities carry strong symbolic significance and cultural appeal, capable of igniting patriotic sentiments among college students within a short period. However, due to their

event-driven nature, the educational effects of these activities often exhibit distinct phases. Bennett and Segerberg (2013) pointed out that digital activities, if lacking follow-up practical connections, tend to fade quickly after reaching emotional peaks. Kyrgyz universities face this challenge in their activity-based practices. In contrast, Chinese universities place greater emphasis on aligning activity-based practices with daily educational practices. Digital-themed activities are often integrated with course learning, platform-based learning tasks, and organizational life, making them part of an educational practice chain rather than isolated events. This approach helps extend the impact cycle of activities but also increases organizational and management costs. Comparatively, the differences between the two countries in activity-based practices reflect distinct balancing methods between emotional mobilization and the normalization of practice.

3.4 Comprehensive Comparison of Digital Patriotic Education Practice Models in China and Kyrgyzstan

After comprehensive analysis of platform-based, course-based, and activity-based practical approaches, a structured comparison can be made between the digital patriotic education practice models of Kyrgyzstan and China, as shown in Table 1.

Table 1 Comparison of Digital Patriotic Education Practice Models between Kyrgyzstan and China

Comparison dimension	Kyrgyzstan	China
Practical Features of the Platform	open dissemination, decentralized operation	system integration, system operation
practice oriented course	Cultural Integration, Implicit Implementation	System construction, explicit implementation
Characteristics of Activity Practice	Highly symbolic and clearly event-driven	Normalizing is strong, chain promotion
Digital Technology Role	auxiliary communication tools	structural educational tool
Practical advantages	high cultural affinity	Stable and highly comprehensive
Main limitations	Insufficient continuity	formal risk

As can be seen from Table 1, the differences between Kyrgyzstan and China in the practice model of digital patriotic education stem from the comprehensive influence of institutional environment, educational governance methods, and cultural traditions. This comparison provides a realistic basis for proposing targeted optimization strategies in the next section.

4 Optimization Strategies and Implementation Suggestions for the Practice Path of College Students' Patriotism Education in the Digital Age

4.1 Enhancing System Integration Capabilities of Digital Platforms to Establish Sustainable Practice Platforms

In the digital era, digital platforms have become an indispensable foundational vehicle for patriotic education practices among college students. Their functions should not be limited to information dissemination or event promotion but should evolve toward systematic, long-term, and educational approaches. Comparing the practical experiences of Kyrgyzstan and China reveals that the key to whether digital platforms can exert sustained effects in patriotic education lies in their integration into the overall education system. Foreign research on digital education generally points out that when platforms lack clear educational objectives and institutional support, their educational

impact often exhibits short-term and fragmented characteristics (Selwyn, 2016). For Kyrgyz universities, it is necessary to gradually advance the integrated development of digital platforms for patriotic education while maintaining the openness of digital spaces and cultural diversity. By incorporating scattered cultural resources, course materials, and event information into a relatively unified platform framework, the continuity and traceability of educational practices can be enhanced. At the same time, it is essential to avoid simplistically equating platform construction with technological upgrades. Instead, relatively stable mechanisms should be established in content planning, interactive design, and operational evaluation to make digital platforms truly serve as the "practical hub" for college students' patriotic education. For Chinese universities, building upon their relatively well-established platform systems, greater emphasis should be placed on the refinement and differentiated development of platform functions. Comparative studies indicate that a single platform bearing excessive educational tasks can easily lead to student fatigue. Therefore, it is necessary to design the platform functions in different levels according to different educational objectives and characteristics of students, so that the platform can not only maintain the institutional advantages, but also improve the use experience and educational effectiveness.

4.2 Deepening the Integration of Curriculum and Digital Technology to Enhance the Intrinsic Depth of Patriotic Education Practice

Courses have always been the most stable and enduring vehicle for patriotic education in the practice of college students. The digital age has not diminished the importance of courses but rather imposed higher demands on their implementation. Research on higher education abroad indicates that truly effective digital course practices should achieve deep integration of technological tools, teaching content, and value objectives, rather than simple superposition (Marginson, 2016). This perspective holds significant implications for universities in both China and Kyrgyzstan. In the context of Kyrgyz universities, patriotic education is often implicitly integrated into disciplinary courses. In the future, while respecting disciplinary autonomy, it is essential to further clarify the value objectives within courses and leverage digital technologies to enhance the coherence and visibility of course practices. For instance, through digital resource sharing, online discussions, and case-based teaching, patriotic education content can create a lasting impact in course practices rather than being presented in a fragmented manner. In the context of Chinese universities, course-based practices already have a strong institutional foundation, but during digital transformation, it is still necessary to avoid the issue of formalization in course practices. Comparative studies have shown that when digital courses overemphasize task completion at the expense of students' subjective experiences, their educational effectiveness will significantly decline. Therefore, it is necessary to innovate teaching design and reform evaluation mechanisms to make course practices focus more on students' depth of understanding, emotional experiences, and real-world relevance, thereby enhancing the intrinsic effectiveness of patriotic education.

4.3 Optimizing the Design of Digital Activity Practices to Enhance Emotional Engagement and Continuity

Activity-based practice plays an irreplaceable role in mobilizing emotions in college students' patriotic education, but its effectiveness is highly dependent on the quality of activity design and the degree of integration with other practical approaches. Foreign research on digital social movements and value education indicates that if activities lack sustained mechanisms, their emotional effects often fail to translate into stable identification (Bennett & Segerberg, 2013). Therefore, the optimization of digital activity practices should focus on addressing the structural issue of "strong emotions but weak sustainability." In Kyrgyz universities, digital activity practices can further

enhance post-activity reflection and extension while maintaining cultural symbolism and ethnic characteristics. For example, through online discussions, digital creation, and curriculum integration, the emotional experiences generated by activities can gradually be internalized into stable identification. For Chinese universities, it is necessary to prevent the dilution of educational effects despite the increase in activity frequency by ensuring the normalization of activities. By improving the relevance and depth of interaction in activity content, the educational value of activity practices can be enhanced.

4.4 Establishing Multi-Party Collaboration Mechanism to Promote Sustainable Development of Digital Patriotic Education Practices

The practice of patriotism education for college students in the digital era is no longer a task that can be independently accomplished by a single entity, but rather a systematic project requiring collaborative efforts from multiple stakeholders. Comparative studies have shown that when university administrators, teachers, student organizations, and social institutions can establish stable collaborative relationships through digital platforms, the practice of patriotism education is more likely to produce lasting impact (Loader et al., 2014). For Kyrgyz universities, building a multi-stakeholder collaboration mechanism helps address the issues of fragmented educational resources and insufficient sustainability of practices. By clarifying the role division among different stakeholders in digital practices and leveraging digital platforms to achieve information sharing and coordinated operations, the overall effectiveness of practices can be enhanced. For China's universities, the focus of multi-stakeholder collaboration lies in improving the quality of collaboration rather than simply expanding the scope of participants. By optimizing collaborative mechanisms, the flexibility and innovation of educational practices can be strengthened. From a comparative perspective, multi-stakeholder collaboration does not undermine institutional advantages but rather represents a rational response to the complexity of educational practices under digital conditions. Only with the support of collaborative mechanisms can digital patriotism education practices achieve long-term, stable, and endogenous development.

5 Conclusion and Comprehensive Insights from Practical Research

5.1 Main Conclusions of the Research on the Practice of College Students' Patriotism Education in the Digital Age

Under the background of the digital era, the practical forms, operational paths, and educational logic of patriotism education for college students have undergone profound changes. Building on the analysis of educational concepts and mechanisms from the previous two studies, this paper further systematically compares the specific practices of promoting patriotism education for college students in universities of the Kyrgyz Republic and the People's Republic of China under digital conditions, focusing on practical approaches and optimization strategies. The study reveals that digital technology has not diminished the practical necessity of patriotism education; instead, by reshaping the educational practice field, it has made the practical path a key variable influencing educational outcomes. Overall, Kyrgyz universities emphasize cultural identity arousal and emotional experience in their digital patriotism education practices, with their approaches demonstrating strong openness and cultural affinity. However, they still fall short in terms of sustainability and systematic integration. In contrast, Chinese universities exhibit clear advantages in institutionalized and systematic practices, having established relatively stable practical systems through the coordinated operation of platforms, courses, and activities. Yet, they face issues such as homogenization of practice forms and insufficient student participation. Comparative research indicates that the differences in practical approaches between the two countries stem from the combined influence of institutional environments,

educational governance models, and cultural traditions, rather than inherent disparities in digital technology itself.

5.2 Theoretical Significance of Comparing Digital Patriotic Education Practice Paths

Theoretically, this study expands the research perspectives on value education and national identity construction in the digital age. While existing studies primarily examine digital technology's impact on patriotism education at conceptual or institutional levels, our comparative analysis reveals how digital technologies are "institutionalized," "contextualized," and "normalized" in educational practice. This discovery challenges the simplistic view of digital technology as a neutral tool, emphasizing that its practical effectiveness depends on structural arrangements within educational systems. Furthermore, our comparative analysis demonstrates that there is no single optimal model for patriotism education practice. Different countries can develop differentiated approaches under similar digital contexts. These findings provide significant insights for discussions on the diversity of value education practices in comparative education, while also offering empirical support for further developing theoretical frameworks for patriotism education in the digital era.

5.3 Practical Implications of College Students' Patriotism Education under Digital Conditions

From a practical perspective, the research in this paper provides multifaceted insights for optimizing patriotism education for college students in the digital era. For Kyrgyz universities, the future lies in gradually advancing the systematic integration of practical approaches while maintaining the openness of digital spaces and cultural diversity. This can be achieved through platform development, curriculum collaboration, and activity extension, thereby enhancing the sustainability and stability of patriotism education practices. For Chinese universities, it is necessary to further improve the flexibility and participation of practical approaches while maintaining institutional advantages, so that digital practices better respond to the subjective needs and practical concerns of college students. More importantly, comparative studies have shown that the optimization of digital patriotism education practices does not simply rely on technological upgrades, but requires a virtuous interaction between educational concepts, institutional design, and practical implementation. Only on this basis can digital technology truly be transformed into an effective tool for promoting high-quality development in patriotism education.

5.4 Limitations and Future Research Directions

While this study systematically analyzes patriotic education for college students in the digital era through practical approaches, several limitations remain. Firstly, the research primarily employs comparative analysis and literature review methods without incorporating large-scale empirical data, leaving quantitative evaluation of educational effectiveness across different implementation paths underdeveloped. Secondly, as digital technologies and platform ecosystems evolve rapidly, emerging technological forms at different stages may exert new influences on practical approaches. Thirdly, the comparative scope is currently limited to the Kyrgyz Republic and the People's Republic of China. Future research should expand comparative frameworks to enhance the generalizability and explanatory power of conclusions. Building upon this framework, future studies could adopt survey methods, interview studies, or mixed-method approaches to conduct more detailed empirical analyses of digital patriotic education practices. Additionally, it is essential to examine the potential impacts of emerging technologies like artificial intelligence and algorithmic recommendations on shaping students' values and national identity, thereby advancing research on patriotic education in the digital age.

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