Socio-cultural development of students in the context of dialogue technology

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Abstract

In this research, it was aimed and designed to develop the socio-cultural development of students in the context of dialogue technology. Quantitative research method was used in the research, the research was carried out in the spring term of 2021-2022. Volunteer 288 students who continue their education at schools participated in the research. In the research, 5 weeks of online training was given to the students. In the research, the "technology and socio-cultural" measurement tool developed by the researchers and compiled by experts in the field was used. The measurement tool was delivered to the students by online method and collected. The analysis of the data was made by using the SPSS program, frequency analysis and t-test, and the results were added to the research in the presence of tables. According to the results obtained from the research, it was concluded that the socio-cultural development of the students in the context of dialogue technology was high. While this situation was determined as good for education, it was concluded that it was used by reflecting the distance education systems in the course.

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1. Introduction

It is known that socio-cultural developments around the world allow students and schoolchildren to communicate effectively in the environment. Because students are a social being, it is seen that other students are experiencing a language-based socialization process by interacting (Guryanov et al., 2019). Considering that the language used and interacted with is a living and social entity in transmitting cultural elements, it is known that the importance of social and cultural interaction is increasing in the first literacy education, which is considered the first formal education. Taken in this context, it is known that socio-cultural understanding comes to the fore in the process of first reading and writing (Gukalenko et al., 2021). It is known that psychological development suggests that one of the critical components is socio-cultural development and carries cultural development and thinking through symbols such as writing and counting. (Mohadesi, 2021). It is known that students emphasize that children begin to learn from people around them and from their social world, and that all personal psychological processes begin with a social process that is shared between people Dec Dec, often between friends (Noskov et al., 2021). In this process, students ' socio-cultural development that brings the most important to the field of innovation, it is known that the concept of proximal development the area of proximal development areas of current developmental level determined by solving the problem alone or in collaboration with more capable peers under the guidance of a student with solving the level of potential development as determined through the relationship between (Monica Cristina Garbi et al., 2021).

There are certain areas of application in socio-cultural constructivism. It is known that one of these areas of application, technology cooperation, is an environment that reflects the concept of collective activity. In the "technology cooperation" application, which is usually used at the cognitive level in areas that reveal the impact of technology on learning such as mathematics, science and linguistics, peers work collaboratively on the tasks assigned (Kovaleva et al., 2021). Students are groups that are Dec by similar characteristics such as age, educational status, social position and are in mutual communication. The learning of students allows both the teacher and the learner to become more confident and confident individuals who believe that they can achieve their peers with the achievements that arise as a result of their own efforts (Ferdosipour et al., 2021). It is seen that collaborative learning consists of two parts: technology-assisted and peer collaboration, although different subcategories are included in the classifications made and mixed forms of teaching are formed, these three classifications are basically mentioned. The main feature of these approaches consists of their dimensions (Shatunova et al., 2021). While expressing the concept of technology as the level of interaction of both parties with each other; it defines the concept of "mutual interaction" with the help of technology as a situation where this interaction is intense and close (Islind et al., 2021).

One of the main points that the Theory of Social Cognitive Learning criticizes in behaviorism is known as the explanation of the more complex mental, emotional and social worlds of people by the results of technology experiments. (Sidorkina et al., 2021). However, the technology itself, students with social learning theory, and other teaching environments that separates symbolization, in advance thinking, learning from the environment and self-regulatory code of self-reflection properties with changes driven by environmental forces or driven by internal stimuli and saving hidden from organisms reactive, self-organizing, proactive, and have begun to be seen as individuals oztepkili ozduzenlemel (Georgopoulou et al., 2021). According to social cognitive learning theory, technology and changes in the environment and the individual students learn to produce web apps, it is possible for each other, mutually it is known that, according to this theory, the environmental variables, behaviors, and includes both the interaction between individual factors (Yimer et al., 2021). It was created within the framework

of socio-cultural variables in the development of the individual, positioned the individual in the center and surrounded him with systems that have a layered structure. Of these layers that mutually affect each other, the innermost one is the microsystem that is closest to the individual (Wood, 2021). The other systems, which are sorted according to the distance of their impact on a developing society, are listed as meso system, exo system, macro system and chrono system. In this context, other parts of the research will continue to be patterned according to the values and facts given in the research.

1.1. Related Studies

Bakhov and colleagues (2021) they have done in the year of articles in the competency based approach in the context of intercultural education in modern Review aims to investigate current issues in higher education and as a result, the students awareness about the perception of the world in general by the foreign representatives of the national characteristics that lead to the formation of intercultural competence intercultural communication skills suitable flexible to occur, it is seen that the results have been achieved.

Nicolaou (2021) aimed to provide information and data that will contribute to the development of teaching methodologies for online learning and teaching in his work, and as a result, students') pedigree characteristics and habits, natural and special characteristics and socio-cultural identities, as well as various (international) national social phenomena, internet phenomena, revival phenomena, etc. they have reached their conclusions that it is always taken into account by education managers and educators to maintain a quality and sustainable future education.

Palmgren-neuvone and colleagues (2021) held by the work they have done in the year of middle school teachers in different dialogical and collaborative learning between students in convergent tasks in the fields of technology and are intended to determine the dialogical space that has been created as a result of more advanced technology, more systematic comparisons to rationalize and mutual reflection and mutual creation by offering a typology for op-related processes have reached to the conclusion that it is helpful in understanding.

When it is taken in part of studies in both research research and socio-cultural benefits to the students in a sense of these areas, as well as provide better and more efficient technology, it is observed that with the help of this research are among the benefit of students and benefit expectations.

1.2. The Purpose of the Study

The general purpose of this study is to develop the socio-cultural development of students in the context of dialogue technology. In order to reach the problem situation in the research, answers to some questions were sought;

1.   What is the level of dialogue and readiness of the students participating in the study?

2.   Is there a significant difference in the socio-cultural development of the students participating in the study according to gender variables?

3.   Is there a significant difference according to the gender variables of asynchronous educational situations according to the activities of the students participating in the study?

4.   What are the opinions of the students participating in the study regarding the distance education system?

2. Method

In this section, the method of the research, the study group, the type and source of the data, the data collection tools and the statistics used in the research will be discussed.

2.1. Research Model

In the study, the quantitative research method, which is the most appropriate model among the research methods, was used Dec It is known that the quantitative research method is a research method that aims to identify an event that continues to this day of past lives with the way it is, above the existing situations in future lives. (Uzunboylu, et al., 2022). In this study, gender, education status and duration of education were described according to variables on the development and determination of socio-cultural development of students with distance education and dilog technology through quantitative research method.

2.2. Working Group/Participants

The research was carried out on a voluntary basis and was carried out on 288 students who continued their education in schools located in Kazakhstan in the spring academic year 2021-2022 and wanted to participate voluntarily. The measurement tool used in the study was applied to 288 students and was accepted.

Gender

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

Table 1. Distribution of the students included in the study by gender

Gender	Male		Female	
	F	%	F	%
Variable	147	51.04	141	41.96

As shown in Table 1, it is seen that 51.04% (147 people) of the students included in the study were male students, while 41.96% (141 people) were female students. In the gender section, the findings reflect the actual gender distribution.

Technology Use Cases

In this section, the use cases of technology use during the day for the use of dialogue technology and the development of their socio-cultural status of the students included in the study were examined and detailed information was given in Table 2.

Table 2. The technology usage situations of the students participating in the study during the day

Technology Usage	1-3 Time		4-6 Time		7 or more hours	
	F	%	F	%	F	%
Variable	52	18.05	78	27.09	158	54.86

As shown in Table 2 in the study group, the study examined technology use cases, and among them in the days of students to be included in the highest %54.86 percent (158 people) is 7 hours,

%27.09 percent (78 people) is between 4-6 hours, and finally %18.05 percent (52 people), it is observed that between 1-3 hours in the day, the findings reflect the real distribution in the section of technology use cases.

Class Status

In this section, the class status of the students included in the study was examined and detailed information was given in Table 3.

Table 3. Distribution of the students included in the study according to their class status

Depertment	2.Class		3. Class		4. Class	
	F	%	F	%	F	%
Variable	85	29.51	98	34.03	105	36.46

As shown in Table 3, it is seen that the class descriptions of the students participating in the study are included. In this context, 29.51% (85 people) are 2. In the classroom, 34.03% (98 people) said they were studying under the age of 3. They stated that they were studying in the classroom, and finally 36.46% (105 people) were in the 4th grade. They stated that they were educated in the classroom. In the Class situations section, the findings reflect the actual distribution.

2.3. Data Collection Tools

The data collection tool used in the study was created and developed by the researchers The research data collection tool was organized and compiled by experts on dialogue technology, socio-cultural situations and distance education. The name of the data collection tool was given as technology and socio-cultural and it was applied to the students participating in the research online. A total of 24 items of the measurement tool, 18 items were used and 6 items were removed from the measurement tool thanks to expert opinion. The opinions of students from two factorial dimensions, such as "Dialogue Technology" and "Socio-Cultural", were applied to the students participating in the study. The Cronbach Alpha reliability coefficient of the measurement tool as a whole was calculated as 0.89. Measurement tool; "strongly disagree" (1), "disagree" (2), "I'm undecided" (3), "agree" (4) and "strongly agree" (5) in the form of rated. The measurement tool was also collected from university students in the form of an online environment.

1.   Personal Information Form (Demographic Data): In the personal information form, information such as class, gender, technology useage environments are provided.

2.   Technology and socio-cultural: in this part, a 5-item likert-type questionnaire was prepared for the purpose of participating in the study. a total of 18 items of the measurement tool consisting of 20 items were used and 2 items were removed from the measurement tool thanks to the expert opinion. The opinions of prospective teachers of university students from two factorial dimensions such as "Socio-Cultural" and "Technology" were applied. The Cronbach Alpha reliability coefficient of the measurement tool as a whole was calculated as 0.92 Measuring tools; it is rated "I strongly disagree" (1), "I disagree" (2), "I am undecided" (3), "I agree" (4) and "I definitely agree" (5). The measurement tool was also collected from university students in the form of an online environment.

2.4. Application

An application environment has been prepared and patterned for these 288 volunteer students for students who continue their education in schools in Kazakhstan. The online educational environment

was organized by showing socio-cultural development and dialogue on technology to experts in the field of educational environment, after the training part of the research, it was planned to show permanent memory techniques for socio-cultural development and dialogue technologies for students. during the 5-week training, information such as "dialogue technology", "socio-cultural situations", "distance education", etc. was transferred to students participating in the research in the form of online education. after 5 weeks of training, a measurement tool and an information form were applied to the students participating in the study, and the data were given in the form of tables in the findings section. Most universities preferred education program through the Adobe application up to 60 students in each section will be limited to designated section 5 so next week is set to be distributed to each training program training 25 minutes total time about 40 minutes in 15-minute question and answer in the form of frame that has been processed with a group of students in online education college in tablet, phone, computer, and microphone Image by using devices such as were expected to attend training. The measurement tool applied to the students participating in the research was collected through an online questionnaire and transferred to the SPSS program by coding them in the environment of calculation programs.

2.5. Analysis of the Data

The data obtained from the students participating in the study were analyzed in the Statistics program using frequency (f), percentage (%), mean (M), standard deviation (SS), t-test. The data obtained from the program are accompanied by tables in the findings section accompanied by comments.

3. Findings

In this section, the findings obtained as a result of the analysis of the data obtained in the study are added in the form of tables, and various interpretations are included in accordance with the findings.

3.1 The Readiness of the Students Participating in the Research for Dialogue

In this section, the ready-for-dialogue status of the students participating in the research in two headings was investigated and information about these findings was added to table 4.

Table 4. The State of Readiness of the Students Participating in the Research for Dialogue

Dialogue Technology	N	M	SS
Being Prone to Dialogue Technology	288	4.27	.431
Inability to Use a Dialogue Technology Environment	288	4.35	.542

When examining table 4, technology readiness of students to be included in the study have been investigated and results are seen to occur in dialogue, dialogue in the availability of technologies accordingly to be a player status score (M=4.27), he found no signs of were also examined using technology media dialogue table 4 scores (M=4.35), it is observed that. According to these values, the

related table is also seen in which the students participating in the research have a high readiness for dialogue and are able to use the environment

3.2 Distribution of the socio-cultural development of the students participating in the study according to gender variables

In Table 5, the t-test was applied to find out whether the socio-cultural development status of the students participating in the study was negative for gender differences.

Table 5. Distribution of Socio-Cultural Development of the Students Participating in the Study According to Gender Variables

Students Participating in the Study	Gender	N	M	SS	sd	t	p
Socio-Cultural Situations	Male	147	4.32	.437	288	-2.189	.019*
	Female	141	4.10	.412			

According to Table 5, when considering the findings according to the result of the t-test, it was concluded that the scores of the students included in the study for socio-cultural situations were significant in the gender variable dimension of the difference [t(288)= -2.189, p<.05]. When the arithmetic averages of the socio-cultural status of the male students are examined, it is seen that the average of the male students is (M= 4.32), the average of the female students is (M=4.10) and the scores of the male students are high. Accordingly, it can be said that the condition of male students is more prone to it than that of female students.

3.3 Distribution of asynchronous educational situations according to the gender variables of the students participating in the study according to the activities performed

As shown in Table 6, the t-test was applied to find out whether the asynchronous educational status of the students participating in the study was positive for gender differences according to the activities performed.

Table 6 Distribution of asynchronous educational situations of the students participating in the study according to the activities performed according to gender variables.

Students Participating in the Study	Gender	N	M	SS	sd	t	p
Asynchronous Course	Male	147	4.35	.557	288	-2.217	.021*
	Female	141	4.25	.582			

According to the result of the t-test applied according to Table 6, it was concluded that the scores of the students participating in the study for distance education and the asynchronous course transferred for the research subject were significant in the size of the gender variable [t(288)= -2.253, p<.05]. When the arithmetic averages of the asynchronous course status in distance education are examined, it is seen that the average score of the male students is (M=4.35), the average of the asynchronous course status

of the female students is (M=4.25), and the scores of the male students are high. Accordingly, it can be said that male students are more prone to asynchronous course situations than female students.

3.4 Opinions of the Students Participating in the Study on the distance education system

In this section, the opinions of the students participating in the research on the distance education system were taken against the distance education system and detailed information was given in Table 7.

Table 7. *Opinions of the Students Participating in the Study on the distance education system*

No	Views on the Distance Education System	M	S
1	Live lessons processed in Adobe Connect environments are more effective	4.50	0.51
2	Taking classes in Adobe Connect environments provides an opportunity to devote more time to my social life	4.60	0.49
3	Instant correspondence and asking questions with the teacher describing the lesson in the Adobe Connect environment is a very effective method from a socio-cultural point of view	4.51	0.59
4	Accessing the course record processed in the Adobe Connect environment is more effective in consolidating the course	4.47	0.62
5	Dialogue with Adobe Connect is an advantage for me to be able to learn about technology and information anytime and anywhere	4.52	0.61
6	I am not experiencing any disconnections when processing a live lesson with Adobe Connect	4.47	0.57
7	Taking classes in the Adobe Connect environment I have the opportunity to learn how to use information technologies	4.52	0.62
8	It gives me pleasure to chat with my friends while taking classes in the Adobe Connect environment	4.58	0.63
9	I can watch the course video recordings when they are uploaded in the Adobe Connect environment	4.46	0.57
10	I can download videos of the lesson processed in the Adobe Connect environment from the system at any time	4.53	0.62
11	I find Adobe Conenct effective and useful	4.41	0.7
12	It gives me pleasure to be on the system as a virtual agent while processing an Adobe Connect live course	4.53	0.71
13	Lifting hands in an Adobe Connect environment makes me feel like I'm in a formal education environment	4.42	0.67
14	I think my communication is very effective in the Adobe Connect environment	4.53	0.62
15	I believe that Adobe Connect is very useful and effective for me in general	4.59	0.54
16	Being in an Adobe Connect environment simultaneously with my teacher increases my interest in a live lesson	4.61	0.63
17	The materials used in the Adobe Connect environment allow me to better understand the topic	4.60	0.55
18	Sharing files in the Adobe Connect environment allows me to get feedback from other students when preparing my course presentations	4.62	0.59
	Overall Average	4.57	0.52

As seen in Table 7, students in distance education system can be seen in Table 7, views and opinions on high, from even the highest expressions each expression is a significant difference in "lesson in preparing my presentation to Adobe Connect in the environment file sharing allows you to get feedback from other students," M=4.62 was finding that has been reached, distance education system for students and another value if it is also "my teacher in the Adobe Connect environment to live in a

manner concurrent with increases my interest in the course," M=4.61 finding was reached, although there was a significant difference in expression of each another finding "the Adobe Connect environment provides the opportunity to take courses to devote more time to my social life," M=4.6 finding was reached.

Distance education systems has become an advantage for students to be involved in the investigation, it is observed that, the other one finding when considering students included in the study to be "Adobe Connect provides a better understanding of the materials that are used in the environment the subject is" M= 4.60 another value when it is seen that "Adobe is very useful and effective in general for me as I believe that" M=4.59, and "the Adobe Connect environment to chat with friends while taking my course it gives me joy," M=4.58 is, in this context, since all the values in table 7 have a positive meaning, it can be said based on the findings that the opinions of the students included in the study about the distance education system are positive.

4. Discussion

Rakhimov and colleagues (2017) in the year of the work they have done in the use of Computer Technologies has attempted to address the definition of sociocultural knowledge and competences of the development process, and as a result the use of computer technology in the sociocultural environment the basic skills and abilities that are required of transfer students, the teacher and his students concluded that success with this method is provided, in this context, this value is combined with the result of the study, the students showed no significant changes in technology and their dialogue is in good condition has reached the conclusion that, in this context, there is a benefit in research it can be argued that the benefit of students and information technology systems.

Kamalov and colleagues (2020) in the year of the work they have done in the socio-cultural outcomes in addition to making science more relevant to students into active participation in the society that could form the basis for a better preparation for students sought to defend, and as a result of dialogue with which he experiences in science education for sustainable development agenda to be reformulated students to be actively teaching and learning relevant in the face of their participation in the learning process would be concluded that they have a basis for, in this context, when this value is combined with the results of the research, it is seen that the students included in the research have a good state of science technologies such as distance education. In this context, it can be said that the research conducted in this context is significantly variable on the students based on the research.

Lervik and colleagues (2018) in the year of the work they have done and when we put together in asynchronous asynchronous, synchronous communication, even the most difficult to achieve appropriate levels of interaction and communication, including the number of different ways of communicating and interaction sought to test the obligatory ones, and as a result of dialogue and participation in online education: mandatory campus meetings before the start of online teaching, small groups of students to instructional video chat and online communication in real time through they achieved that provide benefits to students. In this context, when this value is combined with the results of the study, they found that asynchronous videos had a significant effect on the students participating in the study and reached their favorite findings, in this context, it can be said that asynchronous content provides benefits and benefits to students in the research.

It is known that each research in the discussion section has a separate purpose and a separate value to make success on students a better position, in this context, it is known that each value and judgment in the research benefits the research, while it is expected that this research will benefit and benefit the students accordingly.

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5. Conclusion

It is known that the number of participants affects the problem situation of the research as well as affects the perspective of an event, in this context, it is seen that the results of the research show that the students included in the study consist of 147 male students, 141 female students, and 288 students participated in total. Dec results of the study are reached. Another value of the research is that the technology use situations of the students included in the study in the study group were examined during the day and it was concluded that the highest value among them was 7 and above hours Dec It is known that with this value, students will be able to spend time on dialogue technology and distance education, and research will take shape according to these values. Another value of research when considering technology readiness of students to be included in the study and dialogue on the situation of the values have been investigated, it is seen that the conclusion that is reached is the highest, the availability of the students that participated in the survey directly, the socio-cultural situation involved in this value, according to the results that they are high technology readiness students can use their dialogue and the environment have been achieved.

Another value of the research is that after the students were given a socio-cultural education, it was concluded that the scores of the students included in the study for socio-cultural situations were significant in the size of the gender variable. It is seen that the results of male students are higher than female students. If another value of research, students with scores for asynchronous distance education courses transmitted to the variable gender of the subject of research were investigated and the resulting difference is concluded that the difference in size is significant. When the arithmetic averages of the status of asynchronous courses in distance education are examined, it is seen that the average score of male students is higher than the average of the status of asynchronous courses of female students. Accordingly, it has been concluded that male students are more prone to asynchronous course situations than female students. The final result of the research is seen as the opinions of the students included in the study on distance education systems, expressing an opinion about an environment is always known as giving direction, while it is known that the opinions given benefit the research, missing issues are corrected. In this context, the opinions of the distance education system of the students who participated in the research were taken and it was concluded that the opinions were high. Adobe Connect students to receive feedback from other students in preparing my lesson presentation file sharing environment to provide the Adobe Connect environment to live in a manner concurrent with the course teachers raised their interest in Adobe Connect environment to take courses in the cultural heritage of a social life more winnings, they provide a better understanding about the materials that are used in the Adobe Connect environment, it was found that the opinions of the students included in the study about the distance education system were positive because they found adobe connect to be very useful and effective for them in general and all its values have a positive meaning.

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