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FORMATION OF DIGITAL IDENTITY THROUGH POLITICAL SOCIALIZATION IN GENERATION Y AND GENERATION Z

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Abstract. *This article explores the formation of digital identity through political socialization in Generation Y (Millennials) and Generation Z. As Generation Y experienced the transition from an analog to a digital world, and Generation Z has been immersed in digital technology since birth, this study examines the implications of these different contexts on identity formation. Utilizing Bourdieu's concept of habitus, the study investigates how democratization and disintermediation shape political socialization in both generations. The research focuses on the influence of family, traditional media, and digital networks in transmitting political values. Key questions addressed include the changing contexts of political socialization, the role of digital networks in the transmission of political values, and the impact of individualism and diversity in shaping political attitudes. The study highlights the importance of understanding digital media's role in contemporary political socialization, offering insights into the evolving landscape of political engagement among young people.*

Keywords: Digital identity; Political socialization; Generation Y; Generation Z.

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Introduction

In the present day, we are witnessing a significant shift in generations as Generation Y marks the end of the era before digital technology, while Generation Z has never known a world without the internet. As a result, it is essential to examine the concept of identity, including how it is formed and the process, referred to as an assemblage by Bourdieu, that leads to the development of habitus (Costa, Murphy, 2015). This transformation, characterized by democratization and disintermediation, has been likened to a return to the athenian democracy. Interestingly, the transformation of authority across social fields is not limited to democratic societies only, but also affects to autocratic and non-democratic societies. The distinction attributes of Generation Y and Generation Z include their proficiency and integration of media and information technology, their consumer's ethnography skills, and their fascination with digital code - all of that contribute to the formation of their digital identities.

Two influential determinants of political attitudes and behavior are opinions of parents and political socialization. Given the rise of the digital age, it is important to question whether the contexts for political socialization have changed. This research question attracts attention to the importance of family socialization versus peripheral factors like the internet. Do the digital networks influence the transmission process of political values between parents and their children? Genealogy of political elites, selective print and television media, and electoral politics serve alone in grounding this process. The nature of greater individualism and diversity among Generation Y and Generation Z versus their parents and other generations structure subsequent lessons in political socialization.

Background and Significance of the Research

Numerous analyses have confirmed the traditional institutions and relationships that serve as agents of political socialization for adolescents and young adults. These include families, schools, religious organizations, social networks, and romantic partners. We have gained significant knowledge about the specific attitudes that tend to be passed down during the political socialization of young individuals. For instance, strong values are often transmitted from influential agents with firm belief systems, while perceptions of political responsibility are more likely to be shared attitudes or group beliefs. (Dekker et al., 2020)

This article will seek to answer some very important questions. For example, how do the more technologically connected than ever post-Millennial Generation Z interact with or, indeed, respond to an argument or to research, or to a political advertisement on their digital devices? Further, how do college students raised within this digital world or, recently in many cases, within a hybrid print as well as digital world, actually formulate their diverse political values—and hold to them? Much less information is available to us as to where political socialization activities occur in the processes of digital communication and digital socialization, in the virtual worlds and popular imaginary and virtual *communitas* that represent our digital realities.

Definition of Key Terms

Political socialization is an essential part of the formation of our identity as citizens and as members of a democratic society. In this sense, we can consider political socialization as one of the first stages of any social identity. It is this process that will allow the individual to better understand their environment and how they relate to other individuals, and in particular, to their institutions. Once the individual understands what a citizen is, it is necessary for them to understand power relationships, that is, understand how collective decisions are made and how they can also have an impact on those decisions. This process of understanding, which involves understanding the needs and realities of the world, coupled with the desire to change certain realities leads them to action. Therefore, we understand political socialization as the process, the appropriation of ways of thinking and acting, which will lead and guide the individual toward a conscious expression of their citizenship. (Guhin et al., 2021)

In the present day, discussing political socialization without acknowledging the influence of digital media is impossible. An in-depth examination of the evolving elements of political socialization within Generation Y and Generation Z is essential, as the very nature of the process has undergone significant changes. It is therefore important to redefine this transformation and reevaluate the definitions and tactics pertinent to the political socialization of young people today. Those seeking to contribute to the political socialization of the new generations, whether they be practitioners, educators, researchers, or parents, face the challenge of accessing methods and strategies that are suitable for today's context. (Getreu, 2022)

Theoretical Framework

Political development, as part of general development, can be seen as an active process by which people acquire attitudes, values, behaviors, and knowledge appropriate for effective participation in society at various levels, particularly at the level of government. In this paper, political development is defined as the process of learning, acquisition, and integration of moral and political values and behavior in the general development process of a person. During this process of learning, political agents and structures play a crucial role, while assuming, due to their special status, responsibilities for the integrity of the political-social space. The integrated individual, as the supreme goal of any political socialization concept and at the same time as an ideal political culture, as a humanistic standard of educational equity and public political responsibility, is the necessary subject of both the politicalization pattern.

With the help of sociologists and psychologists, political scientists have begun to form more complete pictures of political socialization, the political learning process: fact learning, emotional learning, value transmission, voting habit formation, political participation habits development, and others mark the development of political culture. Political socialization involves not only acquiring political knowledge and forming political opinions but also learning the skills of citizenship. Education is an important part of the political socialization that young citizens receive. With the deepening of social changes, the influence of the political communication of the media has received widespread attention from scholars. Raised in different periods, people receive political socialization in different political backgrounds, and their political identities are different. (Andersen et al., 2021)

Political socialization refers to lifelong learning about political beliefs, values, and behavioral patterns that develop in an individual. Political scientist David Easton defined political socialization as the „process by which the demands of a political system are adjusted to the collective transactions within that system.“ In his speech at the 1958 annual meeting of the American Political Science Association, Easton suggested that political socialization entails only the gradual dissemination of values.

The rise of digital technology has significantly influenced the socialisation and identity formation of the younger generations, known as Generation Y (Millennials) and Generation Z (Çoklar & Tatlı, 2021; Gentina, 2020). These generations have been exposed to digital media and tools from an early age,

leading to a unique set of experiences, values, and behaviours that set them apart from previous generations (Montgomery, 2022; Montgomery, 2020).

One of the key aspects of digital identity theory is the concept of digital nativity, which refers to the degree to which individuals are comfortable and proficient in navigating the digital landscape (Çoklar & Tatlı, 2021; Çoklar & Bozyiğit, 2021).

Revisioning the digital identity theorists noted previously, it is possible to imagine a model of digital identity formulated and expressed through the course of a typical study and working life. Beginning with socializing experiences through schooling, observance of family relationships and messaging from cultural sources (including in digital and combined digital/analogue format) the person's emerging individual character would be communicated and reflected through early digital activity and be built upon and transformed throughout university and early employment. Over time, their place in the world would be expressed through leisure activities, career interest and ambitions, relating to or characteristic of a family, especially when viewed as a social unit-preferences and via travel and association to events and issues. In this way, for those raised and educated through the digital era of Generation Y and Generation Z, the digital world and the concrete, physical world gain meaning only through each other. The digital aspect is immersive and pervasive making it integral to its owner's sense of self, sense of others and sense of purpose. (Ball, 2022)

Generational Characteristics

Sociologists often identify and analyze the political attitudes and behaviors of several generations and use comparison as the main research strategy. In real life, different individuals have long been described differently with many different adjectives, such as social partners, communities, ethnicity, income groups, occupations, family structures, etc. In order to explain the origins of these differences, sociologists and social psychologists frequently use constructs such as generation, socialization, and demographic factors. These constructs help sociologists to show how social and historical factors shape people's lives and ways of thinking very differently.

When we talk about the characteristics of a generation, we invariably run into some hurdles, though we will generally be able to grasp life value, social attributes, and consumer characteristics from both objective and subjective data. The constant collision with new knowledge and advanced technology has led to many individuals constantly thinking and

spending more time questioning and creating. Some external elements, such as economic crisis, terrorist attacks, and threat of economic war, also have considerable influence. The characteristics of this digital era are revised and embellished with the innovative features of the new generation while maintaining inherited similarities. This should be the role of each generation.

Numerous terms have been coined to label them: Generation Z, the iGen, the Centennials, Generation Me, and the Homelanders, to name a few. Since 2014, there has been a clear rise in the desire to categorize this cohort, with experts generally agreeing that Generation Z encompasses individuals born after 1997. Sociologists have historically grouped birth years together to identify common traits and values, giving rise to generational terms like baby-boomers, Generation X, Generation Y, and Millennials (Dimock, 2019).

When considering the political socialization of adolescents and young adults through digital identity and new platforms of media, language, and technology, it is important to note the differences between both. Up to this point, academic researchers had not derived a consensus regarding the birth year of this generation; however, many indications suggest that Generation Z are those young people born after 1996, considering that they have not known the world without the internet, and their level of confidence in new technologies and digital tools beginning from preschool age. The 2006 study conducted by Deakin University describes Generation Z as being typically aged 16 years at the time of the survey. In the United States, the Pew Research Center states that the oldest representatives of Generation Z are 21 years old, reflecting the birth year of the youngest in the year 1996. (Yang & Kang, 2022)

The unique characteristics of the two generations are not coincidental but directly caused by consistent exposure to digital life. The access of digital devices from an early age has led to unique thought processes. The most important concepts of developing digital thought processes are speed, technology dependency, and short attention span. The most outstanding characteristic of the two generations is their speed at understanding everything that they have learned from digital devices and the speed of acquiring and processing new information. The volumes of different data received from various platforms lead to multitasking and communications, while also aiding the exercising of micro-attention. On the other hand, the early and addicted use of digital technologies is also the reason for the short-term attainment with the help of the internet as well as other causes.

It shows the impatience created by the information-seeking process, where time is taken on high-value topics only, and that without the use of the internet, research would be postponed or forgotten. (Harmon & Lee, 2022)

The unique characteristics of Generation Y and Generation Z, the millennials and the post-millennials, directly correspond to technological developments that enable instant access to information. In contrast to previous generations, Generation Y has been characterized by job changeover, political and social apathy, and a lack of lifelines, whereas Generation Z has been able to access information easily to express their opinions over the internet, hence called the iGen. In Generation Z, simply having access to technology does not make the child qualified to use and accurately interpret it. Nevertheless, Generation Z has a passion for leadership and the capacity to create innovative solutions, which can turn the excitement and drive into great potential for a social movement towards change. (Sutardi & Novitasari, 2024)

Digital Spaces and Political Engagement

Neutral websites formatted to introduce children to politics and citizenship should, in theory and through research, be both attractive and supportive of diverse voices. There is a dearth of research that seeks to empirically understand digital spaces for learning and creating that target preadults and early adolescents, but there are a growing number of innovators in the youth digital space who are drawing on media scholarship to create spaces that conform to these principles. (Prusty & Ahmed, 2023) In contrast to neutral and balanced programming, websites coded in favor of particular worldviews are both successful and concerning. As we indicated earlier, the Internet culture seeks predictability, encouraging the formation of discrete internet communities. These communities create digital trenches which separate ideas and cultures, while hindering youth's ability to expose themselves to opposing viewpoints. This encourages an early exposure to identity factors in movement space at the expense of hearing and considering other perspectives. It effectively undermines young people's abilities to engage in free and fair debate. While attempts to censor online voices or content are ultimately unsuccessful, sincere efforts to promote website solidarity where shared power and respect among a diversity of digital cultures exist can work and are of paramount concern to developers creating sites for the formation of digital political identity. (Asenbaum, 2023)

Before jumping into the methods of online political socialization in their respective digital spaces, we need to first understand what digital spaces offer preadults and adolescents that are persuasion worthy. The various offshoots of the Internet, known as digital spaces, provide arenas in which preadults and adolescents are increasingly seeking information and engaging in deliberations about politics. Digital spaces differ in terms of format, strength of interpersonal relationships, dissemination of information, flexibility for content creation, privacy protection, handling of anonymity, access, and technological sophistication. Websites, applications, and platforms may cover one or several of these formats, and these formats range from passive or active learning environments to passive or active creating environments, with a variety of hybrid formats available. (Tyagi et al., 2020)

What exactly is involved in the development of a digital identity? Young people who have grown up with the internet are part of a generation that is deeply influenced by political and societal groups, and begins to form political behaviors and beliefs, as well as a political identity, from a very young age, typically around 11 years old, primarily online. This process is controlled by entities that ultimately benefit from the development of these digital identities - companies that trade in the personal internet activities of not only the children themselves, but also the parents who have shared data about their children's political upbringing. (Peterson et al., 2020)

Myspace, then, landed the first major blow to secrecy, and Facebook potentiated that blow to transform privacy into a dead philosophical limb. That the internet brought this result is significant in part because whatever generates significant individual responsibility for interest-group related information is a political force that cannot be easily reversed. We see this as a particularly significant result of political socialization in this generation. While earlier political socialization theories describe young people learning about political participation, political trust, efficacy, political tolerance, political affairs news, and commitment to vote in presidential elections when they reach age 18 and the prized vote, few theories look longer term, as digital identity formation theories can, into young adult and indeed adult political behavior.

Political interest and political participation are closely related concepts. Among those who research political interest, the emphasis is on the behavior and attitudes of young people under the impression formation lifecycle, and questions arise relating to whether the behavior of young people at that age

forms a stable model during the life-cycle related to politics. Political interest, defined as the theoretical source of political behavior that deals with the political world and motivates political activity in a certain society, determines the individual's inclination to observe or empathize with the political structure. (Kertzer, 2022) Furthermore, it is believed that voter engagement improved when the proportion of youthful voters who cast their ballots was examined in terms of allegiance rather than just obligation, impacting the development of political or party allegiance among participants in their youth. (Ohme et al., 2020)

Over the last few decades, scholars of politics have come to understand that political participation is a multifaceted concept with multiple interpretations. Broadly, political participation encompasses an individual's influence on the functioning of democracy. The institutions that gauge an individual's political participation also ascertain their allegiance and bolster their political affiliation. In this way, political participation activates role identity in the realm of politics, and an individual's self-defined perception of identity becomes entwined with their political engagement. (McDonnell, 2020)

Influence of Political Socialization on Digital Identity

The scientific literature has not yet delved into the examination of digital identity as a social and psychological phenomenon among young individuals in the context of political socialization. This is unexpected given the rapid nature of socialization through internet communication during early development, and the transmission of economic, political, and social information to young people. The formation of a young person's national consciousness is directly influenced by exposure to information from significant public groups. There is an urgent need for youth to develop and express their identity in the digital space to keep up with modern media trends. This emphasizes the growing impact of a person's social media presence on the development of their digital identity. The unique significance of this aspect of identity demonstrates the innovative processes that result from a person's direct interaction with current events in the context of social media. A comprehensive scientific study is necessary to understand the predisposing and enabling effects that occur in society and in individuals as a result of the actualization of digital identity during the process of political socialization through the media. When it comes to the influence of political information on

the development of identity in young adults, it is essential to define the essence of this impact. In the scientific literature, youth is generally considered to be the period of an individual's life from the end of adolescence to the beginning of mature adulthood, divided into early adolescence, middle young age, and late young age. A key aspect of this life stage is the individual's entry into self-determination, as young people strive to find harmony between self-awareness, communication, virtues, and the social environment.

The political value and socialization, which are an integral part of political culture, have a significant impact upon the formation of digital identity. Political socialization includes the formation of the value system of a person, his or her perception of the norms and rules of social and political behavior, getting information about the main actors in education, politics, and so on. Social learning includes external socialization (learning from the family, the education system, mass media, and formal groups) and internal socialization or self-education, which occurs over time and through certain experiences gained during the life of the individual. The greatest contribution to the formation of political identity is made by the family, the mass media, and the educational system. (Kellner, 2020)

The main determinant in the formation of a political identity is the political culture of the family, which shapes certain values, rules, and influence in a manner that can be vested with continuity through acceptance or later rejection. Modern society copes with the problems that the tradition of passing political knowledge from one generation to another had to face. It could be mainly the impact of grandmothers on children, the use of game-like techniques, and the creation of a complex environment that can affect the early formation of political identity. Interpersonal communication and not only the role of a civic education teacher can influence an individual's behavior. Passive behavior also has a political implication. Preaching politics is going to determine the behavior of the younger generation more and, at the same time, guide them more in the process of political socialization. (Warner et al., 2021)

Social media and the availability of information have changed the way young people perceive the political world, how they participate, and how they perceive their political identity. The period of adolescence and, in the case of non-voting groups, the peripheral political socialization phase that determines the formation of a digital political identity differs from the same stage of Generation X. Youth is a receptive group, but the inferior and peripheral in-

clusion of marginalized youth in political and social life is a negative aspect of the contemporary political scene. The internet, social media, and other mobile platforms are a major source of information and new values for young people. (Stockdale & Coyne, 2020)

The education system plays a significant role in shaping individual identities, political attitudes, and voter behavior. It raises questions about the kind of identity and political beliefs that educational institutions cultivate. The impact of educational programs on attitudes towards democracy calls into question not only the ability for education to influence political identity and voter attitudes, but also the potential for indoctrinating political virtues. Many experts and theorists argue that public schools should focus on instilling political virtues and fostering politically desirable citizens. The culture of politics, including political efficacy, tolerance, and social trust, is strongly linked to political dispositions shaped by identity. (Willeck & Mendelberg, 2022)

As the system of education is an influential factor in the formation of a person's political beliefs and values, it is imperative that educational institutions and curriculum reflect the diversity of political ideologies present in society. The school curriculum shapes the attitudes and habits of students by teaching young people skills that are useful in certain types of employment and communicating a range of social norms. The functionalists maintain that the education system transmits common values, equips students with specialized knowledge, and enables them to develop into well-adjusted adults who will contribute to society. The current landscape of the education sector is shaped by economic, social, and political forces. The content of the school curriculum or syllabus is heavily influenced by economic demands on a global level. If the school system is heavily influenced by the needs of the economy, it means that other important elements of student development (enthusiasm and development of personal skills, good relations, social competence, understanding of history, culture, geography, environment, religious and aesthetic understanding) may suffer as a result. (Verplanken & Orbell, 2022)

Comparative Studies of Generation Y and Generation Z

Both cohorts are crucial for organizations seeking to effectively engage, develop, and retain their workforce (Gentina, 2020), (Seemiller & Grace, 2024), (Shaw & Fairhurst, 2008). Generation Y, also known as Millennials, have been extensively studied and their unique traits, such as their desire for work-life

balance, technological savviness, and tendency to job-hop, are well-documented (Nidhi & Dhole, 2019).

However, the emergence of Generation Z, the demographic cohort following the Millennials, has brought forth a new set of challenges and opportunities for employers (Schroth, 2019). Researchers have begun to explore the defining features of Generation Z, highlighting their digital-native nature, entrepreneurial mindset, and preference for hands-on, collaborative work environments (Meret et al., 2017; Lazar et al., 2023).

One of the key distinctions between Generation Y and Generation Z lies in their relationship with technology. While Millennials were among the first to embrace the digital revolution, Generation Z has been immersed in technology from birth, leading to a more seamless integration of digital tools in their personal and professional lives (Meret et al., 2017). This has implications for the way they approach work, communication, and problem-solving, with a greater emphasis on real-time feedback, social media, and collaborative platforms (Gentina, 2020; Lazar et al., 2023).

In addition, Generation Z is often characterized as more entrepreneurial and financially-savvy compared to their Millennial counterparts (Schroth, 2019). This shift in mindset may stem from the experiences of the Great Recession, which shaped Generation Z's perspectives on job security and the perceived need for self-reliance (Gentina, 2020).

As Generation Z enters the workforce, organizations must adapt their management practices to cater to the unique needs and preferences of this emerging cohort (Schroth, 2019; Meret et al., 2017). Failing to understand and accommodate the distinct characteristics of Generation Z may lead to challenges in recruitment, retention, and overall organizational effectiveness.

By conducting a comparative analysis of Generation Y and Generation Z, this research paper aims to provide valuable insights for employers, HR professionals, and organizational leaders seeking to foster. Despite various studies showing differences, it is paradoxical that the current technology and digital era are creating similar characteristics in the younger generations. Both „Generation Y“ and „Generation Z“ have distinct traits, but technological advancements are influencing their political opinions to prioritize the same issues. Both generations are increasingly focusing on global problems, leading to a lack of trust in populist leaders who fail to address these pressing issues and propose meaningful solutions. a harmonious and productive multigenerational workforce (Vasilyeva et al., 2020).

Ethical Considerations

The study of media literacy and critical media analysis is increasingly prevalent in educational research, with programs on media and digital literacy being particularly appealing to young individuals. It is believed that the involvement of young people in political and social issues is influenced by their media and digital skills, which enable them to access, critically assess, contribute to, and generate information through the media. These abilities are an essential aspect of teaching individuals how to effectively use the media. However, there is a significant lack of focus on academic research and systemic policy measures for media and digital literacy regarding the attitudes, beliefs, and value systems of younger generations that shape their identity through the political socialization process. (Livingstone et al., 2023; Cortesi et al., 2020)

Not enough attention is given to the way current generations engage with the internet and social media, and how their digital identity is formed from an early age. Academic research tends to focus on targeted advertising and fake news, overlooking the broader aspects of this phenomenon. The concept of „digital natives“ was coined by Mark Prensky (Prensky, 2022) in 2003, emphasizing the significant impact of technology on every aspect of life and thinking. While journalistic research has focused on the new generations as constant users of new media, sociological research has delved into their online behavior, particularly in relation to defining identity, sharing information, and building digital communities. (Kinal & Kinal, 2023)

Privacy and Data Protection

Social networks are based on the construction of networks of relationships with others. It is about a process of „online social construction in which an elaborate, organized, and updated record of a person's social identity is stored. The details can range from basic biographical data to time connections, or even to more complex relationships such as one's affiliation with other persons, groups or organizations.“ When we talk about personal information, we are also talking about information about the private life of the interested party, namely: name, residence, academic performance, image, among others. In this sense, the General Data Protection Regulation is directed at the protection of personal data, having a more personal and intimate character, as foreseen in art. 1/1. (Quinn & Malgieri, 2021) When concerning the processing of data

designed to harmonize community provisions and national rules, according to community and national law, the treatment must be substantiated by one of the principles set out in article 5/1. (Lamprecht et al., 2020)

In the context of handling personal information, safeguarding and categorizing „children’s personal data“ are especially important. This refers to data that can identify a child, such as their name, birthdate, address, and contact information. Both the General Data Protection Regulation and the Legal Regime of the Processing of Personal Data in Criminal Matters allow police to register children for quickly locating them if they go missing. In criminal investigations, the legal regime also allows telecommunications operators to provide information to the police to protect individuals with physical or mental disabilities, but this process must follow specific security measures set by law enforcement.

Ethical Use of Social Media

Reasons for ethical use of social media include the fact that it can be permanently viewed by anyone, posts can be disseminated quickly, mass proliferation of information can be inaccurate, and people can easily target or find information. All too often, students do not see the consequences of sharing anything and everything through the digital landscape. It is up to the teachers to help guide students into making wise decisions, in both word and action, as they function in their everyday digital citizenship. While social media can provide a means for students to access and connect with others around the world, it is also creating a serious issue that schools are requiring more time to address. When relationships are initiated online, sharing personal information, and/or privacy issues, the relationships can have serious implications, given that they are often with individuals they have not engaged with or met face-to-face. Teachers should take the opportunity to use modeling, conversations, and role-playing to help prepare students for the role of the digital citizen.

To engage students in conversations about their digital locality, it is important for teachers to model appropriate and ethical use of social media. Teachers can guide students through reflection and discussions about how the messages they post on social media contribute to the digital identity that others see. Teachers are encouraged to help students realize that by focusing on contributions or accomplishments, they can best portray themselves in a positive and ethical manner. Additionally, keeping personal

and private lives separate from the public profile portrayed on a social network is also an important conversation that teachers can have with students. Students should understand that they need to be mindful of their content because „Your information travels faster and further (potentially reaching more people than you realize), stays longer (in fact, forever)...and is recorded, dense, and indexable by a variety of technologies and tools“ (Buchanan, 2020). The ability to learn from and interact with students in positive ways will provide students with alternative options for addressing issues that they might face.

Future Directions and Implications

This article demonstrates also the potential impact of digital identity formation on future political participation and how political socialization is beginning to change in Generation Z due to their use of social media. First, a further understanding of the role of digital platforms in shaping political attitudes and behaviors is needed to reveal that shapeless open source news organizations use their constituent identities are still major form of media. These groups are frequently able to access the organization in real life as well as forums online. Second, it was found already that users often reflect the information presented about a particular party back to show their own political values. That is called „node reflection. (Huang et al., 2024) Again, this is important for the underlying respect/understanding concept of digital citizenship. Third, further study finds that media actors in the news and social media context are highly divided. This could provide a method for those interested in avoiding hostile encounters. We suggest that the ultimate goal for social media users is a type of collective action that changes European political systems.

Acquiring the knowledge, mindset, and abilities to effectively consume political news and information from a young age could result in informed and engaged citizens later in life. It’s probable that students whose parents and family members are politically involved will also become politically active as adults. By incorporating educational methods that utilize up-to-date resources and include the perspectives of the students’ peers, teachers can connect with their students in the environments they are most comfortable in. Although these strategies are specifically for social studies teachers in high school classrooms, educators in other disciplines can adapt and apply these practices as well. (Holbein & Hillygus, 2020).

Further Research Areas

The relationship between young people and new media can be examined using various research paradigms and international and interdisciplinary aspects. It is important to consider the political communication contexts when discussing the potential and limitations of political socialization of the younger generation in online communities, requiring a comprehensive approach from political and educational sciences.

Current research on virtual political communities lacks key theoretical and political arguments. Future research should explore the impact of digital identity creation and consider the influence of social group characteristics, such as gender, age, social status, income level, and geographic location. This will help create a better understanding of the involvement of young Russians in digital information, communication, and practical training opportunities.

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