AWARENESS OF STUDENTS OF GIANG UNIVERSITY OF INFORMATION ON SOCIAL NETWORKS AND MAIN INFORMATION CHANNEL TO THE PROBLEMS OF TERRITORIAL RIGHTS, NATIONAL BORDER

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Article info	Abstract
	Territorial sovereignty and national borders are hot news topics, receiving significant attention from public opinion. For Vietnam, building and defending its territorial sovereignty and national borders is a struggle on many fronts, including information and media. Information and communication media not only act as a means to assert sovereignty over the whole world but also to guide public opinion, especially for domestic people, including students, correct and correct in this regard. Within the framework of the article, the authors present an overview of territorial sovereignty, national borders, social networks, and information channels and assess the impact of social networks and information channels on the perceptions and actions of An Giang University students on territorial sovereignty and national borders. From there, propose some solutions to raise students' awareness and efforts on building and protecting national sovereignty and borders against the impact of information channels.

NHẬN THỨC CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC AN GIANG VỀ CÁC THÔNG TIN TRÊN MẠNG XÃ HỘI VÀ KÊNH THÔNG TIN CHÍNH THỐNG ĐỐI VỚI VẤN ĐỀ CHỦ QUYỀN LÃNH THỔ, BIÊN GIỚI QUỐC GIA

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Thông tin bài viết	Tóm tắt
	Chủ quyền lãnh thổ và biên giới quốc gia là vấn đề thời sự chính luận nóng bỏng, nhận được sự quan tâm rất lớn của dư luận. Đối với Việt Nam, xây dựng và bảo vệ chủ quyền lãnh thổ, biên giới quốc gia là một cuộc đấu tranh trên nhiều mặt trận, trong đó có thông tin truyền thông. Thông tin truyền thông không chỉ đóng vai trò là phương tiện để khẳng định chủ quyền đối với toàn thế giới, mà còn đóng vai trò định hướng để dư luận, đặc biệt là đối với nhân dân trong nước, trong đó có sinh viên nhìn nhận đúng đắn, chính xác về vấn đề này. Trong khuôn khổ bài viết, nhóm tác giả trình bày khái quát các vấn đề về chủ quyền lãnh thổ, biên giới quốc gia, mạng xã hội, các kênh thông tin và đánh giá tác động của mạng xã hội và các kênh thông tin đến nhận thức, hành động của sinh viên Trường Đại học An Giang về chủ quyền lãnh thổ và biên giới quốc gia. Từ đó, kiến nghị một số giải pháp nâng cao nhận thức, hành động của sinh viên về xây dựng và bảo vệ chủ quyền lãnh thổ, biên giới quốc gia trước tác động của các kênh thông tin.

1. Introduction

Researching the impact of social networks and official information channels on the perceptions and actions of An Giang University students on building and protecting national sovereignty and borders is a critical issue, an essential and urgent role. Because the issue of territorial sovereignty and national boundaries is sensitive and has extremely complicated developments, it is challenging for students of An Giang University to have a correct understanding of this issue. While finding information about territorial sovereignty and national borders is a great need and happens daily for students, communication channels have yet to promote their full potential. That includes official media as well as social networking sites. The problems of rampant information, lack of authenticity, and many errors have been directly affecting the perception of students of An Giang University and the whole society. Therefore, the article provides the survey results on the perception of students of An Giang University about the information on social networks and the main channel of official information

about the problem to assess the current state of awareness about the issue from students of An Giang University.

In this article, the authors only focus on researching the object of awareness and action on building and protecting national sovereignty and the border of An Giang University students today. Those are the expressions of understanding and efforts on building and protecting students' sovereignty over territory and national borders against the impact of social networks and official information channels. The authors will randomly survey 300 samples (300 students) of An Giang University in eight faculties (Law and Political Science, Pedagogy, Agriculture - Natural Resources, Foreign Languages, Information Technology, Engineering - Technology - Environment, Tourism and Culture - Arts, Economics - Business Administration)..

2. Research Methods

2.1. Material research methods

2.1.1. Purpose: to learn about works, articles, and publications related to the subject, including documents on the Internet, to make objective and dialectical evaluations and judgments about the object.

2.1.2. Techniques for conducting: Collecting, gathering, and surveying references, scientific works, publications, and articles related to the topic. Recording and summarizing scientific judgments from sources to serve as a basis for comparison and comparison.

2.2. Survey method

2.2.1. Purpose: Collect detailed information about students' awareness and actions to build and protect the international community management system, the national library against social networks' impact, and the main official information channel.

2.2.2. Survey object: regular university students of An Giang University. Number of students surveyed: 300 students [6].

2.2.3. Survey content: Find out An Giang University students' specific perceptions and actions on building and protecting national sovereignty and borders against the impact of social networks and main information channels in the system, specifically:

Content and importance of territorial sovereignty and national borders;

The role of social networks and main channels of official information for students today;

Expression of awareness and actions of students of An Giang University;

Students' attitudes towards international, regional, and domestic events and fluctuations;

Specific movements and responses to participate in constructing and defending national sovereignty and borders.

In addition to the above methods, in the research process, the authors also apply several other ways, such as analytical and synthesis methods, logic and history, etc., to systematically study the object.

3. Research results

3.1. Research-related concepts

3.1.1. Students' awareness and awareness

3.1.1.1. Awareness

Due to the requirements of labor and life, people are often in contact with surrounding objects and phenomena, through which people perceive the basic features of things and phenomena. According to the Vietnamese Dictionary, perception is understood: "1. Understanding external things; 2. What people perceive about the external world" [7, pp.774]. According to dialectical materialism's philosophical point of view, "perception is the process of positively, creatively and dynamically reflecting objective reality into people's minds based on historical-society realities possible" [11, pp.63].

Thus, in perceiving the world, people can reach different levels of awareness, from low to high, from simple to complex. Human cognitive activities include many processes that reflect objective reality with varying levels of reflection (feeling, perception, memory, thinking, imagination) and bring us products (images, images, symbols, concepts, etc.). Based on the nature of reflection, all cognitive activities can be divided into two major stages: sensory perception and rational perception. Sensory perception and reasonable perception are closely related. Sensory perception is the basis of sound perception, the source of raw materials for rational perception. In contrast, rational perception dominates and affects emotional perception, helping people to correctly and fully perceive the world. From

this relationship, V.I. Lenin summed it up as a rule of cognitive activity as follows: "From vivid intuition to abstract thought and from abstract thinking to reality - that is the dialectical path of the perception of truth, of perception of objective reality" [8, pp.103].

3.1.1.2. Students' awareness

Student perception is the process of personal discovery, understanding of the characteristics, and understanding of the laws of things and phenomena in the objective world. If you have excellent cognitive ability and quickness, by objective laws, it will help the process of adapting to students' learning activities take place quickly and easily. Conversely, if the cognitive ability is limited, it will be a "barrier" that makes students grasp the problem more slowly, not comprehensively, and adapting to learning activities is more complicated.

There are three groups of factors affecting students' perceptions:

One is the characteristics of the perceiving subject

When an individual student looks at an object and tries to interpret what he sees, that interpretation is heavily influenced by the unique characteristics of the perceiver. Students' factors that affect perception include attitudes, personality, motivations, interests, past experiences, expectations, qualifications, culture, etc.

Secondly, the characteristics of the perceived object

The features of the perceived object can influence what is perceived. Lively people are more likely to get noticed in a group than quiet people. Things arranged close together tend to be perceived together rather than when they stand alone.

Thirdly, the environment and specific situations also affect the individual's perception.

The environment in which we consider objects or events is also critical. When an object or event is considered, location, light, heat, and other detailed factors can all influence cognitive processes.

3.1.2. The issue of territorial sovereignty, national borders

3.1.2.1. Sovereignty of national territory

Territory, population, and government are the three essential elements constituting an independent sovereign state. In which territory is the most critical issue, the necessary space, and the actual basis for

national existence. Today, the concept of national territory is defined as "The national territory is part of the earth that includes the land, water, airspace above the land and waters as well as the subsoil under them that is under the complete Sovereignty of the country and specific to each given country" [1, pp.11]. According to the National Defense - Security Education Textbook (For students of universities and colleges), "National territory is a spatial extent limited by national borders, under complete Sovereignty and full of a country. Vietnam's national territory includes national land, national sea area (internal waters and territorial sea), national airspace, in addition to special national territory" [10, pp.131).

National territorial Sovereignty is a part of the national territory; it is the supreme, absolute, complete, and exclusive right of a state over its territory. The state's supremacy over the region is the right to decide all matters of the state over the environment; it is a sacred, inviolable right.

3.1.2.2. National border

Countries worldwide have developed the concept of a national border and officially recognized it in a border law. Although the images are different, they generally show two distinctive signs:

First, national borders are the territorial limits of a country.

Second, national borders determine the country's complete and absolute sovereignty over its territory (land, water, airspace, and underground).

Thus, the national border is a legal barrier defining the limits of land, water, airspace, and underground under national sovereignty; a state's power is divided with another state or the sea areas under its authority and jurisdiction.

The National Boundary Law of the Socialist Republic of Vietnam stipulates that "The national border of the Socialist Republic of Vietnam is the line and the vertical plane along that line to determine the boundary of the country mainland territory, islands, and archipelagoes including the Hoang Sa and Truong Sa archipelagos, the sea, underground and airspace of the Socialist Republic of Vietnam" [3, pp.3].

In short, the national border of Vietnam is determined by a system of national landmarks on the field, marked by coordinates on the chart and shown by the vertical plane according to the territory of Vietnam. Vietnam's national borders include land, sea, air, and ground.

3.1.3. Social networks and official information channels

3.1.3.1. Social Networks and Types of Popular Social Networks Today

Social networking for more than ten years has become a familiar term. The use of social networks has also become more widespread and popular than ever; social networks appear in all ages and all classes. A social network is a concept that many researchers in many fields have defined with many different perspectives and interpretations, but there is yet to be an official standard definition.

Social networks are specified in Clause 22, Article 3, Decree 72/2013/ND-CP on management, provision and use of Internet services and information on the network, according to which "Social network is an information system that provides the network user community with benefits of storing, providing, using, searching, sharing and exchanging information with each other, including the service of creating personal websites individuals, forums, online chats, audio and video sharing and other similar services" [2, pp.4].

Thus, a social network is an open website where users can build their content to connect and interact with people through separate features of social networks. Social networks have features such as live calling, video calling, email, movies, sharing blogs and editorials. Social networks were born to help people connect more conveniently, becoming an indispensable part of each person for hundreds of millions of members worldwide. These services have many ways to find friends and partners based on groups, such as school or city names, or personal information, such as (email addresses) or nicknames, to find friends.

With the current information technology development, many social networks exist. Today, some social networks, such as Facebook, Zalo, YouTube, Instagram, and Zing Me, are commonly used in Vietnam.

3.1.3.2. Information and official information channels

Today, in daily life, we see people talking about Information everywhere: Information is the source of development; we live in the Information age; an Information industry, an Information society is forming, etc. Indeed, Information is the basic concept of science and the central concept of society in our time. Along with the development of society, the concept of Information also develops.

Four factors affect the quality of Information and give it value: accuracy, content coverage, up-to-dateness, and frequency of use. The most important of which is the content, followed by accuracy.

In Vietnam, in Clause 1, Article 2 of the 2016 Law on Access to Information, it is evident that the concept of (official) Information "is news and data contained in documents, records and documents that are available, existing in writing, in print, in electronic form, in paintings, in photographs, in drawings, on tapes, on discs, in video recordings, in sound recordings or other forms created by state agencies" [4, pp.1], and Information created by a state agency "is Information and data created in the course of a state agency's performance of its functions, tasks and powers as prescribed by law, which a competent person authorizes signed, stamped or certified in writing by that state agency" [5, pp.1].

3.2. An Giang University students' interest in territorial sovereignty and national borders

Current students of An Giang University are young people born and raised in the period of national renewal. The outstanding feature of students of An Giang University, in particular, and the young generation of Vietnam, in general, is that they "have dreams, ambitions, knowledge, skills, dynamic thinking, creativity, optimism, confidence, enterprising; made many important contributions to the cause of renewal, national construction, and defense" [9, pp.1]. All children have high educational attainment, scientific and technological levels, stable material and spiritual life, and improved health and physical condition. Regarding the issue of territorial sovereignty and national borders, students of An Giang University were interested in and aware of the value of territorial sovereignty and national borders.

The survey results in Figure 1 show that about 7% of students have little or no interest in Vietnam's territorial sovereignty and national borders. However, more than 90% of students are interested in the issue of territorial sovereignty and the national borders of Vietnam today.
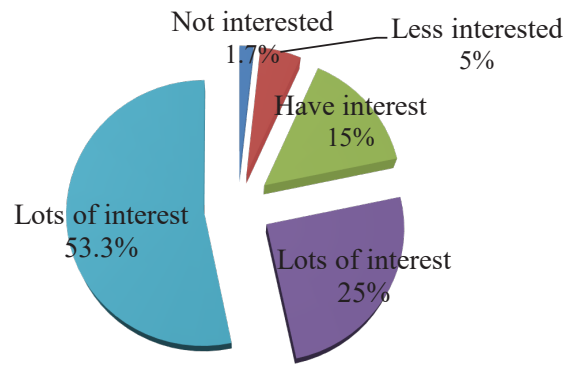
Figure 1: Interest in the local government, the National Board of Directors

Currently, there are many ways for students to access the content and issues related to Vietnam's territorial sovereignty and national borders; the authors have surveyed the above range through many approaches:
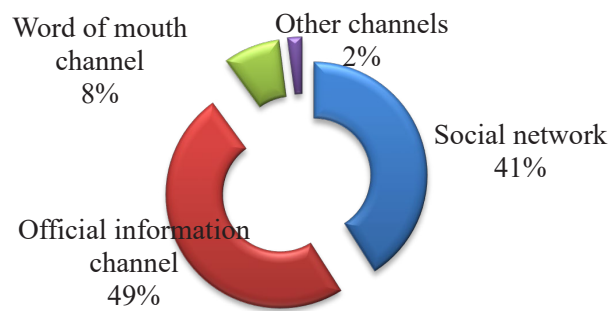

Figure 2: Students accessing information on territorial sovereignty and national borders

Through the survey in Figure 2, students of An Giang University access information on territorial sovereignty and national borders through many different channels, especially on official information channels and social networks. All tracks have nearly 50% access to students to learn about territorial sovereignty and national borders.

3.3. Perceptions of An Giang University students about the Information on social networks and official channels on the issue of territorial sovereignty and national borders

3.3.1. Information on social networks about territorial sovereignty and national borders

We must admit the benefits social networks have brought students today, such as supporting their studies, helping them find Information, establishing personal relationships, or entertaining themselves, including research on issues of interest such as territorial sovereignty and national borders. What social networking sites do you usually use to monitor this issue? Do you believe in it or not? Do you follow its instructions or not? The group of authors surveyed this content as follows:
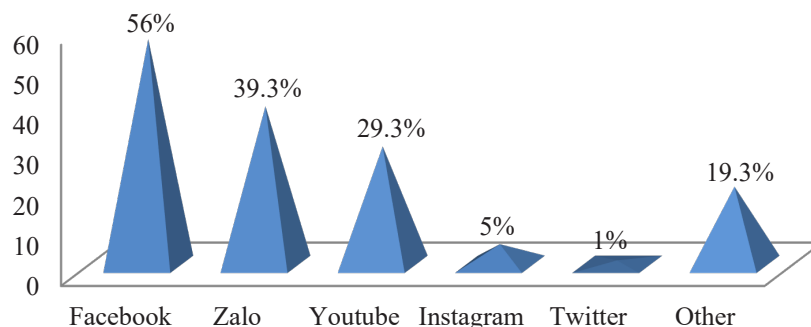

Figure 3: Students using social networks to access the content of territorial sovereignty and national borders

The survey results in Figure 3 show that 56% of students use Facebook to learn about territorial sovereignty and national borders; 39.3% use Zalo to access content about territorial sovereignty and national boundaries; there are 29.3% use YouTube network to find out the above range; have 5% Instagram usage rate; 1% use Twitter and 19.3% use other social networking sites.

To find out the level of trust of students in information on social networks with content about territorial sovereignty and national borders, the authors divided it into five groups of confidence to get survey opinions from student members; level 1 is not confident, level 2 is less secure, level 3 is likely to be trusted, level 4 is satisfied, level 5 is entirely sure.
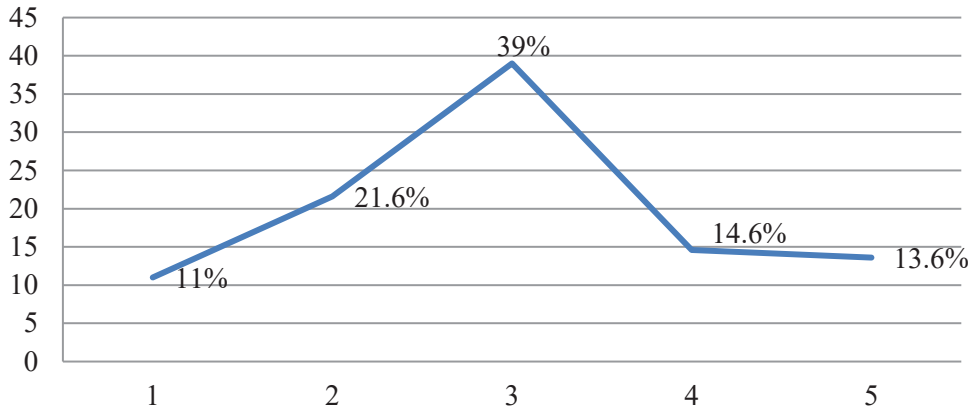

Figure 4: The level of trust of students in information on social networks about the content of territorial sovereignty and national borders

The survey results in Figure 4 on the level of students' trust in information on social networks with the content of territorial sovereignty and national borders show that at level 1, 11% of students select; level 2 has a 21.6% selection rate; level 3 has 39% selection rate; level 4 has 14.6% selection rate; level 5 has 13.6% pick rate. The general opinion is that the level of trust of students about the content of territorial sovereignty and national borders on social networks is less than 50% because the highest rate of choosing, 39%, is trustable. However, more than 10% said that they completely believed.
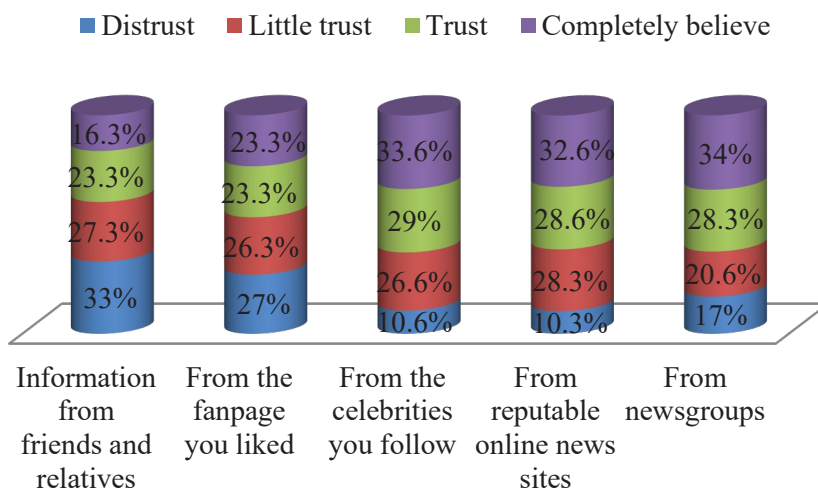

Figure 5: Students accessing information about territorial sovereignty and national borders on social networking sites

The survey results in Figure 5 indicate that, when receiving information with content about territorial sovereignty and national borders, they can believe, or believe at about 50% of the rate, in the level of complete trust you choose from high to low is the sites that specialize in this issue, followed by reputable sites, and famous people's sites. Still, the level of complete trust is high, only 34%.

3.3.2. Information on official channels about territorial sovereignty and national borders

The official information channel on territorial sovereignty and national borders is the place to broadcast the correct Information by the provisions of the law and is the foundation for educating students. What channels do you usually use to access this content? The authors have listed a few tracks where students can choose to broadcast Information that is considered official.

The survey in Figure 6 shows that students of An Giang University have a high rate of access to information about territorial sovereignty and national borders on official information channels: television stations, radio stations, bars, and the websites of the Party and State. For books, newspapers, and magazines, only 10% of students choose; this is also an issue we need to pay attention to help students increase their interest in reading and learning.
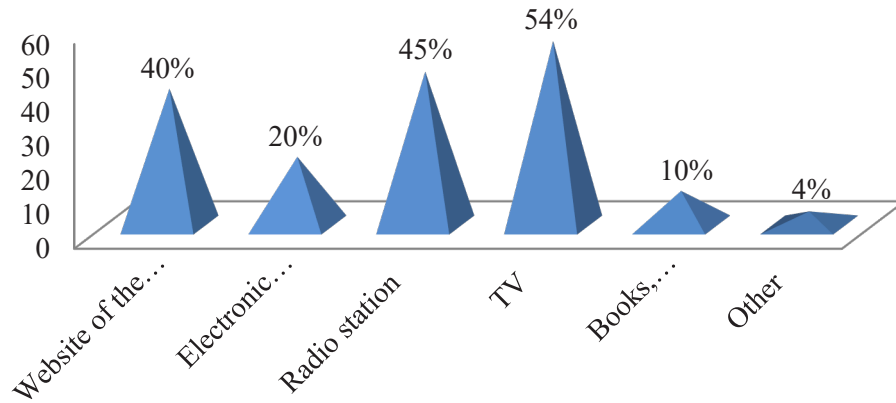
Figure 6: Official information channel for students to access information on territorial sovereignty and national borders

After surveying on the priority and choice of accessing information from official information channels, the author group studied the students' trust level in this information source, and the authors divided into five levels of confidence to get survey opinions from students; level 1 is not confident, level 2 is little confidence, level 3 can be trusted, level 4 is trust, level 5 is believed entirely.
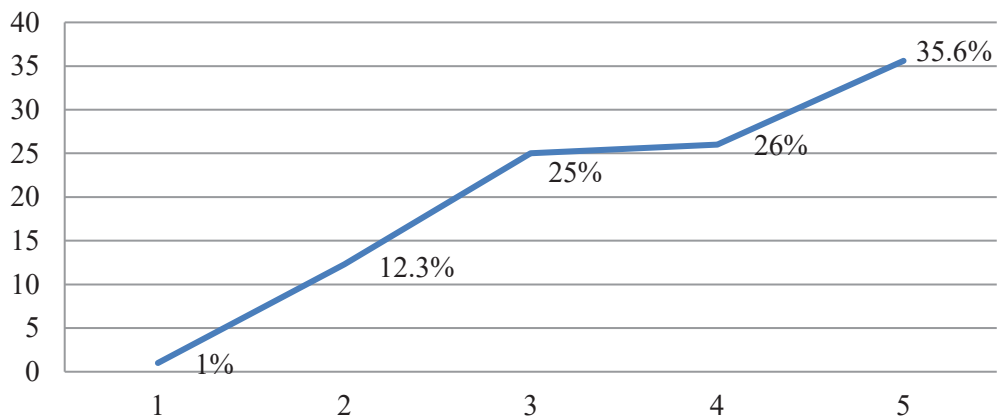
Figure 7: Students' confidence in information on official news channels with content

Survey results in Figure 7 on the level of students' trust in information on official channels with content of territorial sovereignty and national borders, 1% of students choose level 1; 12.3% of students select level 2; 25% of students prefer level 3; 26% of students select level 4; 35% of students choose level 5. This means students' trust in the official information channel

is high, from trusting to completely trusting over 80%. Besides, a tiny percentage of 1% still do not believe.

When the author's team surveyed each official information channel about students' confidence level about the sovereignty of territory and national borders, the survey results in Figure 8 show that information

from the Party's and State's websites has the highest trust rate and the lowest is entertainment websites. In addition, there is still a distrust rate of about 10%, and information on entertainment websites has a distrust rate of over 20%.
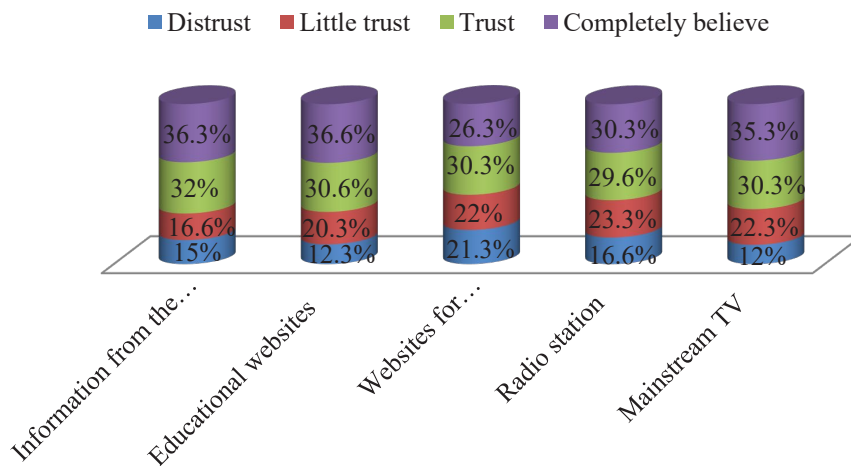

Figure 8: Students accessing information about territorial sovereignty and national borders on official information channels

3.4. Impact of information channels on perceptions and actions of An Giang University students on territorial sovereignty and national borders

To find out the impact of social networks and official information channels on the perceptions and actions of An Giang University students on current territorial sovereignty and national borders, as well as assess this impact on students, the authors put forth some content related to Vietnam's territorial sovereignty and national boundaries, with the desire to find out what the students are interested in.

Table 1: The content students are interested in territorial sovereignty, national borders

Content	Plan	Result	
		Frequency of selection	**Ratio %**
What specific content are you interested in about Vietnam's territorial sovereignty and national borders?	Issues related to banning border landmarks	135	45
	Sovereignty of Hoang Sa - Truong Sa	178	59.3
	Disputes are happening in the East Sea	178	59.3
	Declarations, policies, and measures to protect the sovereignty of the territory and national borders of the Vietnamese government	142	47.3
	Issues of strengthening national defense, building the arm	102	34
	Problems of socio-economic development of the country	121	40.3
	The world's reaction and attitude to Vietnam's dispute	119	39.6
	Other:…………………………….	12	4

The survey results in Table 1 about the students' concerns about Vietnam's territorial sovereignty and national borders show that, in general, students of An Giang University have a deep awareness of the sovereignty territory, and national borders of Vietnam, they are interested in all the content of this issue, and their interest is at a high level.

Using social networks has become an indispensable need for students of An Giang University; they have many different purposes to use. However, in the process of using and interacting, if they encounter information with content about Vietnam's territorial sovereignty and national borders, they will make specific comments and reactions:

**Table 2: Students encounter information about Vietnam's territorial sovereignty
and national borders on social networks**

Content	Plan	Result	
		Frequency of selection	**Ratio %**
When you see information about Vietnam's territorial sovereignty and national borders on social networks, what do you usually do?	Just read it, then skip it	85	28.3
	Press the "like" button	63	21
	Share	13	4.3
	Comment	3	1
	Find and read relevant information on official information sites	125	41.6
	Ask friends and people around to see if the information is true or false	66	22
	Other:…………………………..	27	9

Through the survey in Table 2, we can see that, encountering information about territorial sovereignty and national borders on social networks, more than 40% of students will verify that the data is true or false; the second largest percentage is nearly 30% of students who only read and then ignore, for reference, not yet trust; and the third largest share, more than 20% of students ask relatives to verify the above information.

In the process of interacting on social networking sites, students will encounter a lot of content about Vietnam's territorial sovereignty and national borders, such as the country's socio-economic development issues, the country's socio-economic development issues, and the related issues the topic of strengthening national defense, building the army, protecting the border, policies, and measures to protect Vietnam. The authors conducted a survey highlighting some content that students can respond to and take action on after interacting on social networks or encountering slogans and calls on social networks.
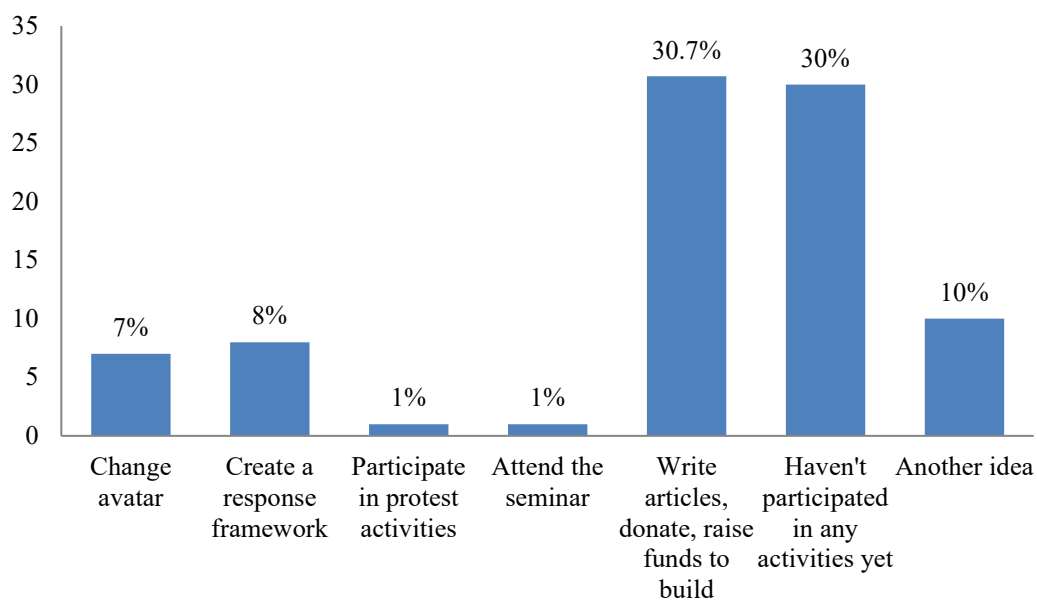

Figure 9: Students respond to events and calls from social networks

Through the survey in Figure 9, we can see that the impact of social networks on students is yes, but the implications and actions of students are not high.

Social networks give students a lot of information to learn about territorial sovereignty and national borders because they update information quickly and richly, which is very convenient for students to study, play, entertain, and learn at any time and space. However, social networks also hide a lot of false and uncensored information, through which some students believe, leading to wrong knowledge about Vietnam's territorial sovereignty and national borders has an incorrect stance and ideology and needs to be educated and oriented promptly.

4. Conclusions and recommendations

4.1. Conclude

Based on the expression of perceptions and actions of An Giang University students about Vietnam's territorial sovereignty and national borders against the impact of information channels. Stemming from the practical activities of An Giang University, the authors draw several assessments:

Firstly, most of An Giang University's students have a background of knowledge about territorial sovereignty and national borders. Most students have strong political will, high awareness to distinguish right or wrong knowledge about territorial sovereignty and national borders from social networks, and a heightened sense of research this information from official channels.

Secondly, students who use social networks to access territorial sovereignty and national borders is enormous, and a large percentage of students trust content reflecting on territorial sovereignty and borders national world on social networks and consider the above information to be true.

Thirdly, the rate of accessing information about territorial sovereignty and national borders from social networks and official information channels is nearly equal. The ability to distinguish true or false information is not high. Students are not interested in learning and passively accessing official sources on the above issue.

Fourth, a few students need to correct awareness of the content of Vietnam's territorial sovereignty and

national borders and have expressed liking, sharing, and responding to inaccurate information on the Internet Social networks, possibly due to unverified subjectivity with official information sources.

Fifthly, there is a small number of students. However, they know the content of territorial sovereignty and national borders but have minimal action, and the role of youth in the task needs to be demonstrated to contribute to the construction and protection of national sovereignty and borders.

The manifestations of the limitation in awareness and action of An Giang University students are due to the limited understanding of some students themselves, or it may be due to the passive in acquiring knowledge. Or because the communication of the teaching staff to the students has not met the set requirements, the Party Committee and the School Board of Directors need to pay attention to organizing, orienting, having action plans, and creating a playground to grasp and introduce ideas to help them master this content.

4.2. Propose

From the research results, analysis, and evaluation, to raise the awareness and actions of students about territorial sovereignty and national borders against the impact of information channels, the authors propose some necessary solutions to be implemented shortly:

Firstly, to fulfill the role of the school in raising awareness of territorial sovereignty and national borders in response to the impact of information channels on students, the Ministry of Education and Training needs to incorporate knowledge of seas and islands and education on Vietnam's territorial sovereignty and national borders into the curriculum at all levels, especially learning about the historical and legal basis for territorial sovereignty and National border.

Secondly, the content on territorial sovereignty and national borders must have a commensurate position and capacity, especially for relevant subjects such as History, Geography, Literature, National Education room and security, or majors: Geography, History, Political Education, Vietnamese Studies, Culture - and Tourism. Besides, the school must actively research the training program and adjust and supplement the curriculum, textbooks, study materials, and references on Vietnam's territorial sovereignty and national

borders, serving both teaching and learning for both lecturers and students.

Thirdly, schools and society must also form their information channels to disseminate and propagate knowledge about Vietnam's territorial sovereignty and national borders, helping students access and update news regular and timely formality, helping them to have a correct and profound awareness of issues related to economic potential and sovereignty of the sea and islands, alertness and bravery in the face of all conspiracies and tricks "peaceful transformation" or being taken advantage of, incited by hostile forces, and rejected news against the State of Vietnam. Only in this way can we contribute to the education of the knowledge base and the right and steady political orientation for each future owner of the country.

Fourthly, the program duration of majors and main courses is relatively stable and reasonable. Class time for students is limited; it is difficult for lecturers to convey all the knowledge in textbooks and textbooks and sensitive current issues on territorial sovereignty and border issues. Vietnamese national. Therefore, it is necessary to organize the implementation of extracurricular activities in various attractive forms to attract the participation of students.

Fifthly, the school needs to focus on building a specialized apparatus that is capable, trained and fosters professional skills that are "sufficient" and strong enough to manage the process of political and ideological education and guide students' awareness and actions against the impact of information channels; create favorable conditions for forces to participate in the process of ideological and political education, raise awareness and action for students to complete their tasks.

Sixthly, the Youth Union, Student Union, and other unions of the school should pay more attention to propaganda and renovate forms, contents, and methods so that political and ideological educational activities aiming to carry out the task of building and defending the Fatherland, building and protecting the sovereignty of the territory and national borders for students with actual values, suitable to the needs of students, enough to can attract and entice all subjects to healthy and

rewarding activities. Specifically, the movement: "Contributing stones to build Truong Sa"; building scholarships for "Vitality of the sea and islands of Vietnam", raising funds to support the soldiers towards the border, sea, and island dear...; organizing forums and seminars on propaganda about Vietnam's seas, islands and sovereignty over seas and islands; research contests, writing contests to Truong Sa soldiers, border and island soldiers; organizing cultural shows, showing films on construction and protection of national sovereignty and borders.

Seventhly, departments and faculties, including lecturers, need to pay more attention to education, raising awareness, and taking action to participate in the construction and defense of the Fatherland, building and defending territorial sovereignty and national borders for students before the impact of social networks, information channels and are specific in the functions, tasks and operational regulations of the unit.

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