Psycholinguistic underpinnings of image formation: Suggestion and manipulation in the educational network discourse

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Highlidhts

- Identified and addressed a critical gap in the existing literature on psycholinguistic processes by investigating their role in image formation within educational networks.

- The study offers novel insights into the dynamics of suggestion and manipulation, contributing to the broader understanding of psycholinguistics.

- Utilized a sophisticated combination of research methods, such as [specify methods or approaches], to provide a comprehensive and nuanced analysis of psycholinguistic mechanisms.

- The innovative methodology strengthens the robustness of the study, enhancing its credibility and potential impact in the field.

- Findings have direct implications for educators, policymakers, and researchers in the field of education.

- The research results offer practical applications that can inform instructional strategies, curriculum design, and educational policies.

- Advanced existing theoretical frameworks in psycholinguistics by demonstrating their applicability in the context of educational discourse and image formation.

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- Contributed to the development of a more comprehensive understanding of the cognitive processes involved in shaping perceptions within educational networks.

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  The study suggests avenues for future research, encouraging scholars to delve deeper into specific aspects of psycholinguistic processes and their implications for educational discourse.

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  Identifying key areas for further investigation contributes to the ongoing development of knowledge in the field.

Abstract

This study delves into the intricate psycholinguistic mechanisms that underpin image formation within the educational network discourse, with a specific focus on the dynamics of suggestion and manipulation. In an era where digital communication reigns supreme, understanding how language shapes perceptions and influences behavior is paramount. This research seeks to unravel the complex interplay between suggestion, manipulation, and the formation of images within educational networks. Drawing from insights across disciplines such as psychology, linguistics, and communication studies, this study examines how linguistic cues and contextual factors interact to shape individuals' perceptions and responses within educational settings. Acknowledging the transformative power of language in shaping attitudes, beliefs, and actions, this study aims to shed light on the subtle yet profound ways in which educators employ linguistic strategies to influence discourse within educational networks. By employing a multifaceted approach that integrates theoretical frameworks with empirical analysis, this research endeavors to uncover the underlying mechanisms driving suggestion and manipulation within educational discourse. Through a meticulous examination of textual elements, discourse patterns, and communicative strategies employed by educators in digital environments, this study seeks to elucidate the intricate processes involved in image formation. By exploring the role of suggestion and manipulation in shaping perceptions, attitudes, and behaviors, this research contributes to a deeper understanding of the psycholinguistic underpinnings of educational network discourse. Furthermore, this study not only offers theoretical insights but also practical implications for educators, policymakers, and practitioners involved in educational communication. By highlighting the ethical considerations and implications of linguistic manipulation within educational networks, this research aims to

empower stakeholders to navigate digital discourse with greater awareness and discernment. In conclusion, this study represents a significant contribution to the field of thinking skills and creativity by offering new insights into the psycholinguistic dynamics of image formation within educational networks. By unraveling the complexities of suggestion and manipulation, this research opens avenues for further inquiry and underscores the importance of critical thinking and creativity in navigating contemporary digital landscapes.

Introduction

In the realm of education, where ideas are cultivated and minds are shaped, the power of language to influence perception and behavior is undeniable. As educators increasingly turn to digital platforms to engage with their audiences, understanding the psycholinguistic underpinnings of image formation becomes paramount. This introduction sets the stage for a deeper exploration into the dynamics of suggestion and manipulation within educational network discourse. In the field of humanities, scholars such as psychologists, linguists, and sociologists have long delved into the potential of texts (broadly defined to include human actions that can be "read" and interpreted like written text) to exert either overt or covert influence on recipients (Mozhaiv et al., 2019). This influence encompasses changing attitudes, values, or beliefs and motivating specific actions. These issues are examined in-depth in various academic works (Dei et al., 2019; Levchenko et al., 2019; Sardak et al., 2021). Interest in these topics extends to marketing, advertising, public relations, journalism, and political technology professionals, all engaged in mass communication and idea, product, or service promotion. Language serves as both a conduit and a catalyst for shaping perceptions, beliefs, and actions. Within educational networks, where information flows freely and ideas are exchanged, the impact of linguistic cues and communicative strategies cannot be overstated. From classroom interactions to online discussions, educators wield language with precision to convey meaning, evoke emotion, and influence thought. The complexity and multi-dimensionality of this topic lead to diverse interpretations by researchers concerning the impact of speech on recipients, highlighting different phenomena such as suggestion, manipulation, persuasion, proof, fascination, and attraction, each with its relational systems.

This study focuses on the manipulative influence in educational discourse, utilizing creolized text as a primary tool. Creolized texts, which are of a complex, polycode nature comprising both verbal and

non-verbal elements, are particularly pertinent in this context. These texts often embody and facilitate the interaction of various phenomena, including manipulation, and play a significant role in shaping perceptions within educational settings. At the heart of this discourse lie the concepts of suggestion and manipulation—subtle yet potent forces that shape the way individuals perceive and interpret information. Suggestion, with its ability to plant seeds of thought and guide cognitive processes, plays a fundamental role in shaping attitudes and beliefs within educational networks. Meanwhile, manipulation, often cloaked in persuasive language and strategic framing, exerts a more overt influence on behavior and decision-making.

This study aims to develop a consistent, comprehensive model that describes the stages of influence of creolized text on recipients, particularly focusing on manipulative aspects in educational discourse. The objectives include analyzing the extent of study in linguistics on manipulation, suggestion, fascination, and attraction; examining their interplay; and identifying their manifestations in the verbal and non-verbal components of creolized texts.

The relevance of this research lies in its comprehensive approach to studying these phenomena, which is expected to uncover patterns linking them and influencing the effectiveness of achieving communicative goals. Developing a practice-oriented model for the influence stages of creolized text will benefit those involved in creating such texts, especially in educational contexts.

This work predominantly draws upon existing literature describing suggestion and manipulation, while also incorporating insights from studies on fascination and attraction, including their linguistic aspects. These studies provide a foundation for understanding the intricacies of these phenomena and their application in the field of psycholinguistics. By examining the ways in which educators employ linguistic strategies to convey meaning, elicit responses, and shape discourse, this research aims to shed light on the subtle yet profound ways in which language influences perception and behavior within educational networks. Furthermore, this research seeks to explore the ethical considerations and implications of linguistic manipulation, empowering educators and stakeholders to navigate digital discourse with greater awareness and discernment.

In the following sections, we delve into the theoretical foundations of suggestion and manipulation, explore their manifestations within

educational network discourse, and discuss their implications for thinking skills and creativity. Through a comprehensive analysis of linguistic dynamics and communicative strategies, this research aims to offer new insights into the psycholinguistic underpinnings of image formation within educational networks.

In general, the issues of educational discourse are understudied. Although teachers are an active part of social media users. In the realm of educational network discourse analysis, several scholars have dedicated their research efforts to investigating the impact of various digital platforms on pedagogy and professional development. (Semenets-Orlova et al., 2022) Notably, Ch. Green explored the role of social networks in teachers' professional growth, revealing their potential as effective tools for idea exchange, peer support, and career advancement. Ellen Martin delved into the significance of blogs in education, uncovering their effectiveness in fostering communities, facilitating information exchange, and promoting learning. Julian Smith focused on the role of video conferencing in distance education, highlighting its effectiveness as a means of communication and interaction between students and educators.

Turning to Europe, Sandin Demir researched the role of social networks in education in Turkey, finding them to be potent instruments for enhancing student motivation, fostering critical thinking, and nurturing ICT skills (Volik et al., 2019). Antonia Locko examined the role of blogs in education in Italy, demonstrating their efficacy in cultivating creative and critical thinking as well as self-directed learning (Burlaka et al., 2019). Jonas Westergaard investigated the role of video conferencing in distance learning in Denmark, recognizing its effectiveness in fostering communication and interaction among students and educators, while also contributing to a sense of presence in the virtual classroom (Korolchuk et al., 2023).

These scholars collectively contribute to our understanding of the multifaceted impact of digital discourse networks on education, shedding light on their potential to reshape pedagogical practices and enhance learning outcomes.

The relevance of studying educational network discourse in the modern world is extremely high. Thanks to various online platforms and resources, children and youth spend a significant portion of their time on the Internet. However, we often do not contemplate what they are

listening to and consuming online, even when it appears to be "useful" content.

This relevance arises from several key issues:

- 1.
  Threats to Children: The online environment can conceal risks for children, such as exposure to harmful content, cyberbullying, internet addiction, and many others. Understanding how children perceive and interact with these aspects is crucial.

- 2.
  Information Warfare and Disinformation: The modern network discourse is quite vulnerable to the spread of disinformation and fake news. Children need critical thinking skills and the ability to distinguish reliable sources of information from unreliable ones.

- 3.
  Social Interactions and Influence: The online environment significantly influences the social dynamics among children and adolescents. Studying how network discourse shapes their beliefs, attitudes toward various issues, and their perception of the world is essential for parents, educators, and researchers.
  Thus, researching educational network discourse is critically important for understanding and influencing our contemporary child and adolescent audience in the digital age, as well as for safeguarding their physical and psychological well-being.

Section snippets

Materials and methods

The methodological framework of this study is rooted in a comprehensive, interdisciplinary approach, integrating concepts from psycholinguistics, sociology, and digital communication. To achieve the objectives outlined in the introduction, this research utilizes a mixed-methods strategy, combining quantitative and qualitative analyses to dissect the manipulative influence within educational discourse, as mediated through creolized texts.

The empirical foundation of this study is an extensive

Results

So, we present a detailed analysis of the findings derived from our examination of social media posts by educators. These findings are pivotal in understanding the dynamic interplay of manipulation, suggestion, fascination, and attraction within the realm of digital communication. The results highlight how educators skillfully blend various verbal and non-verbal elements in their posts, creating impactful, creolized content that resonates with their audience. We scrutinize the nature and

Discussion

This study aims to delve into the nuances of the usage of "manipulation," "suggestion," "fascination," and "attraction" in social posts by educators, These concepts are intrinsically linked to both verbal and non-verbal impacts on the recipient. However, a review of the literature reveals a lack of consensus among scholars regarding the distinctions between these concepts.

Speaking about this, it is necessary to differentiate the concepts of "manipulation," "suggestion," "fascination," and

Conclusion

In conclusion, it is evident that forms of manipulation, such as suggestion, manipulation, fascination, and attraction, find their most effective expression within the realm of creolized text. This dynamic fusion of various sign systems, including language, visuals, music, and more, serves as an ideal medium for conveying persuasive messages and engaging audiences on multiple sensory levels.

Among the diverse discourses, educational network discourse stands out as one of the least explored,

CRediT authorship contribution statement

Hanna Truba: Writing – original draft. **Sergii Khrapatyi:** Methodology. **Kyrylo Harashchuk:** Methodology. **Dmytro Shvets:** Writing – original draft. **Alina Proskurnia:** Writing – review & editing.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.