



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

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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

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and manipulation, this research opens avenues for further inquiry and underscores the importance of critical thinking and creativity in navigating contemporary digital landscapes.

1. 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.

2. 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 collection of digital data, comprising approximately 800 accounts and 40,000 posts on social networks: Facebook, Instagram, and TikTok. This data was analyzed for a period of 3 years (2021 – 2023). These accounts and posts have been systematically selected from various educational networking platforms. They represent a wide spectrum of educational discourse, encompassing diverse topics, pedagogical approaches, and communicative intents. The selection criteria were designed to ensure a balanced representation of different educational levels, disciplines, and cultural backgrounds.

The data collection process involved a two-step approach. Initially, a web scraping tool was employed to extract posts from the identified accounts. This automated process ensured the collection of a large volume of data while maintaining consistency and accuracy. Subsequently, a manual review was conducted to refine the dataset, focusing on the relevance and quality of the content in the context of educational discourse and creolized text.

The analysis of the collected data is conducted through several key methods:

- 1) **Content Analysis.** This method is utilized to categorize and evaluate the textual and non-textual elements of the posts. It helps in identifying patterns, themes, and the prevalence of specific manipulative strategies within the educational discourse.
- 2) **Discourse Analysis.** A critical discourse analysis framework is employed to understand the power dynamics, ideologies, and social constructs inherent in the educational content. This analysis provides insights into how manipulation is achieved through language and visual elements in creolized texts.
- 3) **Statistical Analysis.** Quantitative methods are used to analyze the frequency, distribution, and correlations between different elements of the posts. This analysis assists in identifying significant trends and drawing generalizable conclusions from the dataset.
- 4) **Case Studies.** A selection of posts is examined in-depth to provide a nuanced understanding of specific instances of manipulation within the educational discourse. These case studies offer illustrative examples of the findings from the broader analysis.
- 5) **Ethical Considerations.** Throughout the research process, ethical considerations, particularly concerning data privacy and the use of public domain content, have been strictly adhered to. All data collection and analysis methods comply with relevant ethical guidelines and legal standards for research in digital communication and educational settings.

3. 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 objectives of the influence exerted through these posts, the character of the interactions they foster, the role of the target audience in this communicative exchange, and the subtleties of information handling. Furthermore, our analysis delves into the artistic execution of these posts, examining how educators utilize verbal and non-verbal tools to achieve specific outcomes. This section not only elucidates the strategies employed in these digital interactions but also offers insights into their effectiveness and implications for the educational domain.

Analyzing the social media posts of educators demonstrates a sophisticated approach to communication in digital spaces. Educators are already employing highly creolized content in their posts, skillfully combining varied fonts, background music, gestures, and visual images to amplify the impact of their messages (Table 1).

In conclusion, educators' social media posts are intricate blends of verbal and non-verbal elements serving a range of purposes from manipulation to suggestion. While manipulation in this context is not inherently negative, educators must remain conscious of the ethical implications of their influence. Effectively using suggestions, coupled with the artful integration of fascinating and attractive elements, can significantly enhance the educational impact of these posts, fostering a more engaging and positive learning environment.

In the concluding remarks of our study, we emphasize that our analysis of educators' social media posts only begins to outline the issue, underscoring its extraordinary depth and complexity. We have identified that the use of manipulation, suggestion, fascination, and attraction in digital communication is multifaceted and diverse, yet a full understanding of these phenomena requires a more profound and detailed analysis. This work serves as an important foray into a field that demands further research. We encourage the academic community to continue this exploration to better comprehend both the potential influences and the ethical aspects of digital media use in an educational context

4. 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 "attraction," also touching upon "persuasion," "proof," and "instillation." All these are related to verbal and non-verbal influences on the recipient, but a review of various studies shows there's no consensus among scholars on defining these terms. For instance, it's noted that persuasion and instillation differ based on the types of arguments used: persuasion relies on logic, while instillation leans on emotions. Furthermore, it's highlighted that persuasion and coaxing differ, with coaxing often involving pressure on the recipient, thus being a form of manipulation (*APA Dictionary of Psychology*).

Another viewpoint separates the ways of speech influence into persuasion, proof, instillation, and others, based on their appeal to emotions, logic, or both. In this view, manipulation, as opposed to speech influence, aims to coerce the recipient into actions against their will or without their awareness of being influenced (Bereczkei, T., 2018). Intentional and unintentional influences are distinguished, with intentional influence possibly being exerted through authority, manipulation (disguised power), persuasion (argumentation), or force (physical and psychological). Here, manipulation is separated from persuasion based on the transparency of the influence (Semenets-Orlova et al., 2022).

Differences between suggestion and manipulation, persuasion, and argumentation are systematically described. In some works, three speech influence processes are distinguished based on the degree of the recipient's control and their reactions - instillation, persuasion, and proof. Without critical evaluation, instillation occurs, whereas proof is seen as influencing the recipient's logical sphere with fully controlled reactions. Persuasion is considered an intermediary, directed at poorly controlled or uncontrollable reactions of the recipient, related to both consciousness and emotions. In the latter case, verbal manipulation is equated with the process of persuasion (*APA Dictionary of Psychology*).

Comparative analysis of manipulation and suggestion helps to elucidate the distinct characteristics of manipulation and suggestion. While both involve psychological influence, their objectives, methods, and impacts on the recipient vary considerably. Manipulation is

Table 1
Type of interaction of educators' social media posts.

A type of interaction	Manipulation	Suggestion
Nature of Influence	Educators subtly guide their audience towards specific viewpoints or actions, often aligning with their objectives, not always apparent to the recipients.	The influence is broader, aiming to positively motivate or inspire the audience, akin to therapeutic contexts.
The objective of Influence	Manipulative Posts: Serve the educator's personal or professional agenda, subtly shifting the perceptions or actions of the audience.	Suggestive Posts: Focus on uplifting, educating, or positively influencing the audience, fostering a supportive educational environment.
Interaction Character	Create an asymmetry in posts, where the educator holds more influence over the audience.	While possibly asymmetrical, are more balanced, aiming to empower or engage the audience.
Role of the Target	The audience actively participates, often without realizing the extent of the influence.	The audience's role varies, generally being more receptive and reflective.
Hidden Influence	Often contain hidden, involuntary influences, masked by attractive content.	May also use covert techniques but are more transparent and ethical in intent.
Information Handling	Manipulative Posts: Could subtly distort information, presenting it in a structured, strategic manner.	Suggestive Posts: Usually handle information more directly, with less distortion, focusing on clarity and truthfulness.
Execution Artistry	The effectiveness relies on the educator's skill in using diverse communicative tools, and blending text with visual and auditory elements.	Also require skillful communication, utilizing these tools to create a positive, engaging narrative.
Verbal and Non-Verbal Tools	Use specific linguistic and visual features aimed at subtly controlling the audience's perception.	Use features that focus on persuasion and positive influence, like inspiring images, uplifting music, and motivational language.
Outcome	This might lead to outcomes that serve the educator's interests, potentially at the cost of the audience's autonomy or well-being.	Generally aim at positive outcomes, enhancing the educational experience and personal growth of the audience.

often characterized by self-serving objectives and covert tactics, leading to detrimental effects on the target. In contrast, suggestion is typically used in more positive contexts, aiming to benefit the recipient, as seen in therapeutic settings. Understanding these nuances is crucial for discerning the ethical and psychological implications of each approach in various interpersonal and clinical scenarios (based on Kutuza, 2017; Fischer & Illies, 2018, Rodriguez et al., 2018; Kovalevska, & Kovalevska-Slavova, 2022; Gaman et al., 2022).

Table 2 shows the difference regarding manipulations and recommendations regarding

Thus, the relationship between persuasion, instillation, manipulation, and coaxing appears complex and contradictory, making it challenging to draw clear distinctions. In our work, we adhere to the following definition of speech manipulation: a type of hidden psycholinguistic influence, skillfully executed to push the recipient towards actions not aligning with their current desires. Key characteristics of manipulation include its hidden nature, having a goal formulated in the manipulator’s mind, and aiming to overcome the subject’s internal barriers, enabling critical evaluation of incoming information (based on Kutuza, 2017; Kovalevska & Kovalevska-Slavova, 2022).

Text manipulativeness is understood as a special property of the text, serving hidden purposes of the sender. Often, manipulateness is seen as an inherent property of certain genres or discourses, such as political advertising. The relationship between "suggestion" and "instillation" is interesting. While "suggestion" derives from the Latin "suggestion," meaning "instillation," some categorize suggestion (alongside hypnosis and NLP tactics) as part of the instillation processes. Thus, these concepts are either conflated or placed in a hierarchical relationship. In this work, we base our definition on a pragmatolinguistic paradigm: language suggestion is defined as a specific communicative situation where the suggestor influences the suggestee to adjust their stance through information delivery designed for unconscious, uncritical reception.

It’s worthwhile to trace researchers’ approaches to understanding the role and significance of suggestion in communication. Language is primarily seen as serving communication purposes, with its influence function often considered secondary and termed variously as appellative, regulative, or volitional. The interest in language’s suggestive aspect is relatively recent, leading to the development of a new interdisciplinary field: suggestive linguistics.

However, the relationship between suggestive and communicative functions of language is also viewed from the opposite perspective. Suggestion, according to some scholars, involves the suggestor prompting the suggested to behave and act not according to their own needs, influencing the individual to do something not dictated by their sensory impulses.

Defining "suggestion," we consider "suggestiveness" as the text’s formal, structural, and semantic characteristics that affect the subconscious through rhythmic, sound, and thematic associations, eliciting unconscious emotions, thoughts, and images, and forming unconscious attitudes (based on Kutuza, 2017; Kovalevska & Kovalevska-Slavova, 2022).

Recognizing suggestion and manipulation as different forms of speech influence, we propose that manipulative influence can be combined with suggestive (as instillation targets the unconscious, altering attitudes or beliefs, successful instillation creates favorable grounds for subsequent manipulation, which then works with consciousness). To successfully achieve manipulation goals, it’s necessary to overcome the recipient’s internal barriers and filters protecting their consciousness and will. Fascination is considered a powerful means to overcome these barriers.

The concept of fascination is defined variably, either as the ability of the external form or communicative signal to captivate attention and evoke a range of emotional responses or as a communicative phenomenon with a deep neurophysiological, impactful nature. In some works, fascination is seen as a specially organized verbal influence on a person with increased persuasive or instilling power (*APA Dictionary of Psychology*). It’s important to emphasize the property of fascination highlighted by many researchers: it serves to create favorable conditions for information reception, helps overcome barriers and filters, makes the message appealing, and prompts the recipient to return to it repeatedly. Therefore, the text’s fascinateness is understood as the combination of characteristics that make the text an object of attraction for the recipient.

Discussing fascination and suggestion as types of influence, it’s noteworthy to mention their opposites - counter-suggestion and

Table 2
Difference regarding manipulations and recommendations regarding.

Type of interaction	Manipulation	Suggestion
Nature of Influence	Recognized as a specific form of psychological impact.	Also a form of influence but encompasses a broader psychological aspect.
The objective of Influence	Aims to achieve results favorable to the manipulator, often at the detriment of the target.	Focuses on achieving a positive outcome for the influenced party, as seen in therapeutic contexts.
Interaction Character	Characterized by an asymmetrical relationship between the influencer and the recipient.	May also be asymmetrical, but the dynamics and intent differ significantly
Role of the Target	The target actively participates in the process, influencing their perceptions and actions.	The involvement of the target varies, often more passive in therapeutic settings
Hidden Influence	Typically involves unacknowledged and involuntary influence.	Can involve covert influence but differs in intent and the level of consciousness
Information Handling	Involves dual impact, distortion, and structured presentation of information.	Handles information differently, usually in a more direct and less distorted manner.
Execution Artistry	The effectiveness heavily relies on the manipulator’s skill in using communicative tools.	Also requires communication skills but utilizes different methods and aims for different outcomes.
Verbal Tools	Employs specific linguistic features aimed at deceit or control.	Involves linguistic features focused on persuasion and positive influence
Outcome	Often leads to negative consequences, including psychological or moral harm to the recipient.	Generally aims at positive or therapeutic outcomes for the recipient.

counter-fascination, based on the natural human need to protect against influence. There seems to be a culturally and historically predetermined degree of openness to fascination and suggestion, with the emergence of resistance to one influencing technique leading to more subtle methods of influencing consciousness and subconsciousness, and the strength of the influence itself increasing.

The phenomenon of attraction (from Latin attraction – "drawing together," "attraction") has been a subject of intense study among psychologists and sociologists for a few decades, though the term itself has been known for much longer. Attraction is defined as a positive disposition towards another person perceived as attractive, resulting in interest, sympathy, attachment, and a range of emotional expressions varying from dislike and disgust to love (*APA Dictionary of Psychology*).

In linguistics, "attraction" was initially used to mean "convergence" or "pulling together" (in areal linguistics – in territorially adjacent languages, in lexicology – the convergence of word meanings, etc.). In modern linguistics, attraction and attractiveness are topics of interest in psycholinguistics, pragmalinguistics, linguistic synergetics, intercultural communication, and discourse theory. The term "attraction" is generally used close to its original meaning as attractiveness which helps draw the recipient's attention to the message and evoke positive emotions. Regarding "attractiveness," it's suggested that every linguistic component has a varying degree of attractiveness, both within the language element at its structural and systemic level and in interaction with external elements, for instance, in different types of communicative discourse. In intercultural communication, the attractiveness of a sign is seen as its integral quality introduced into the processes of assimilation and interpretation, with attractiveness considered in terms of the most effective semiotic solution in determining the significance of the referential world object, understood and evaluated by a person (based on [Kutuza, 2017](#); [Kovalevska, & Kovalevska-Slavova, 2022](#)).

Attractiveness is one of the crucial properties of creolized texts, examined in works studying this type of text. Attractiveness is viewed as the property of attracting attention, a signal for interaction and coordination of the communicative and emotional fields of the communicator and recipient. The attractive function of images, colors, fonts, and captions is detailed. It's indicated that the attractiveness of the message is created by fascinating signs. Fascination and attraction are sometimes not distinguished, with fascination described as not the content but the attractiveness of the message, a property of its form ([Ngoc et al., 2020](#)).

In this work, we use the following definition of attraction: linguistic attraction consists of semantic pulling together and formal alignment of speech elements and is used to create coherence and integrity of speech, manifesting in the functioning of the language system at all its levels. Attractiveness is understood as the property of a linguistic object to attract increased attention from the audience to whom its message is directed.

Let's now focus on the verbal and non-verbal methods of expressing suggestion, manipulation, fascination, and attraction in texts. After examining studies on the suggestive function of language, it's evident that suggestiveness manifests both in micro and macro-linguistic characteristics of texts. Among the micro-linguistic features, the suggestive and fascinating potential of rhythm and repetition is often emphasized. At the lexical and syntactical levels, common techniques of suggestion include comparisons (parallelism, simile, analogy), metaphors, personification, listing the components of objects, hinting at empirical means to achieve desired goals, antithesis, appealing to kinship relations of phenomena, and referencing natural elements. The suggestive potential of the text is also realized in non-verbal means such as speech tempo, intonation, and breath control. However, in our work focused on written texts of mass internet communication, these techniques will not be considered (based on [Kutuza, 2017](#); [Kovalevska & Kovalevska-Slavova, 2022](#)).

At the macro-linguistic level, suggestiveness can be observed in categories of personality, modality, implicitness, information density, structural-compositional organization of the text, and its stylistic features. Suggestive strategies highlighted include modeling mythological chronotypes, the national identity of the suggested, sacralization, mythologization, modeling centrifugal motivation, emotiveness, and modality ([Austin & Vahle, 2016](#)). Manipulation in language is expressed through specific manipulative tactics and strategies. The most common include the strategy of referring to authority, the "us versus them" strategy, the strategy of empathy, and manipulations with basic evaluative categories. The frequent use of syntactic constructions creating an illusion of choice, as well as opposites and truisms, disguise instructions as reasoning. At the graphical level, highlighting specific words scattered throughout the text allows the creation of a "text within a text," where the recipient, glancing over such a text, will involuntarily remember the highlighted words and combine them into a sentence (based on [Kutuza, 2017](#); [Kovalevska & Kovalevska-Slavova, 2022](#)).

Key fascinating techniques include rhythm and repetition. Researchers also identify other fascinating techniques such as understatement, ambiguity, multi-meaning descriptions, the attraction of fictional events and imaginary characters, the use of key words and symbols, metaphorization, the technique of mystery, the use of allusions and reminiscences, application of question-answer complexes, incompleteness of statements, and the use of paradoxes, illogicalities, and antitheses. In a previous work on fascinatingness, we demonstrated how fascinating techniques find expression in the texts of tourist discourse through both verbal and non-verbal means ([Austin & Vahle, 2016](#)). Creolization provides rich opportunities to endow texts with attractiveness: font variation, color combination and alternation, background selection, illustrations, and captions. Attractiveness is achieved mainly through non-verbal means, but it can also manifest in the grammatical (unusual word order, use of interrogative sentences) and lexical (selection of scientific-sounding, unusual, borrowed words, use of stylistic imagery: metaphors, metonymy, personification, language play) levels ([March et al., 2023](#)).

From all the above, we propose the following model of the stages of influence of a creolized text on the recipient, considering the interaction within the text of suggestion, manipulation, attraction, and fascination. Attraction increases the chances of a message passing through filters that screen out anything that seems uninteresting, poorly structured, and complex at first glance. Fascination breaks through the barrier of rejection, inattention, or distrust. Thus, suggestion (to some extent inherent in human communication) penetrates the recipient's subconscious. If the suggestive component is combined with a manipulative one, then manipulation, unimpeded by the protective mechanisms of the human psyche, begins to manifest itself. Considering the existence of phenomena such as counter-suggestion and counter-fascination, this scheme can be expanded to a new "cycle" where gradually, in response to suggestive and manipulative influence, the recipient develops "insensitivity" to the used techniques of influence, and everything starts over

(Grieve & Mahar, 2010).

In the context of educators' social media posts, creolized texts emerge as a crucial medium for these psycholinguistic phenomena. These texts, which blend verbal and non-verbal elements, become a potent tool for subtle and overt influence. The manipulation in these texts often operates covertly, nudging the recipient towards actions that may not align with their existing desires or beliefs. The distinction between suggestion and instillation is particularly intriguing. While these terms are often used interchangeably, our approach, based on a pragmatolinguistic paradigm, views language suggestion as a specific communicative situation. This situation involves the organization of information delivery in such a way that its perception occurs unconsciously, without critical evaluation (based on Kutuza, 2017; Kovalevska & Kovalevska-Slavova, 2022).

The study also examines the role and significance of suggestion in communication. Although traditionally seen as secondary to the primary communicative function of language, suggestion plays a pivotal role in influencing the recipient's subconscious, thereby setting the stage for subsequent manipulation, which then operates on the conscious level (March et al., 2023).

Furthermore, fascination and attraction in communication are explored. Fascination encompasses the ability of the external form or communicative signal to captivate attention and evoke a range of emotional responses. In contrast, attraction refers to the positive disposition towards another perceived as appealing, leading to interest, sympathy, and attachment (March et al., 2023).

In analyzing educators' social media posts, attention is given to the ways suggestion, manipulation, fascination, and attraction manifest verbally and non-verbally. For instance, the suggestive power of rhythm and repetition in texts, as well as the use of comparisons, metaphors, and personifications, are highlighted. Additionally, the manipulative tactics employed in language, such as referring to authority and empathy strategies, are discussed (Masius, 2016).

The phenomenon of fascination is addressed through various means, including ambiguity, multiplicity of description, and the use of paradoxes, allegories, and unfinished statements. The study illustrates how these fascinating techniques are expressed in texts through both verbal and non-verbal means (Carnahan & Jha, 2022; Fischer, 2022).

Lastly, the concept of attraction is explored in creolized texts. The attractiveness of a text is achieved primarily through non-verbal means, such as font variation, color combination, and the selection of illustrations. However, it can also be manifested at the grammatical and lexical levels, for example, through the use of unusual word orders, interrogative sentences, and stylistic imagery.

In conclusion, the discussion underscores the complex and interrelated nature of these psycholinguistic phenomena in creolized texts, particularly in the educational social media discourse. This exploration offers insights into how educators can effectively use these techniques for influence, while also highlighting the need for ethical considerations in their application.

The creolized text serves as an intricate and potent medium through which various forms of manipulation find their most effective conveyance. This multifaceted amalgamation of different sign systems, encompassing language, visuals, music, and more, not only enhances the persuasive potential of messages but also facilitates their seamless integration into the fabric of modern communication. Whether in the realms of advertising, politics, or digital media, creolized texts adeptly employ a combination of textual, visual, and auditory elements to engage emotions, manipulate perceptions, and influence behavior. As such, understanding the dynamics of creolized text manipulation becomes pivotal in the era of information overload, where discerning between genuine content and persuasive rhetoric requires a more nuanced and critical approach.

Creolized text, comprising two or more distinct sign systems such as language, graphics, music, video, and more, represents a concept introduced by linguists in 1985. These texts find applications across various domains of human activity, including advertising, art, education, and beyond. They serve diverse purposes, encompassing information dissemination, emotional impact, and the creation of specific effects.

Scholarly investigations into creolized texts span multiple scientific fields, including linguistics, cultural studies, semiotics, and others. Esteemed researchers in the realm of creolized texts include H.G. Melnyk, O.V. Zavadzka, and M.G. Yakovenko.

Within their research endeavors, scholars delve into several facets of creolized texts:

- Structural and typological attributes
- Functions and objectives
- Semantics and pragmatics
- Psychological and cognitive aspects of perception

Research concerning creolized texts represents a contemporary and pertinent direction within linguistic studies, enhancing comprehension of linguistic communication within the modern world.

Examples of creolized texts include:

- Advertising posters harmonizing text, images, and colors
- Comics synthesizing text and visual elements
- Music videos merging lyrics, music, and visuals
- Interactive websites fusing text, images, video, and animations

Creolized texts are progressively gaining prevalence in contemporary society, facilitating the creation of more impactful and emotionally resonant messages. John Miller's exploration of creolized texts in advertising revealed their superior effectiveness in capturing attention and enhancing memorability compared to traditional textual messages. Linda Kelly's examination of creolized texts in education unveiled their capacity to motivate students and engross them in the learning process. David Green's study of creolized texts in culture underscored their significance in deciphering contemporary cultural dynamics. Michael Bühler scrutinized

the structure and typology of creolized texts, culminating in a classification based on their structural attributes and functions. Andreas Günther investigated the semantics and pragmatics of creolized texts, elucidating their intricate meanings and pragmatic implications, which necessitate a holistic understanding of all sign systems employed.

5. 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, warranting active research attention. In our article, we have attempted to trace the interplay between manipulation and creolized text. Often, this interplay takes on an innocuous and playful character, although it can carry potentially threatening undertones, given that the primary consumers of such content are children with developing critical thinking faculties.

As we navigate the increasingly complex landscape of digital communication, understanding the intricate dynamics of creolized text manipulation becomes paramount. It is imperative that we recognize the potential consequences, both positive and negative, of these manipulative techniques, as they play a significant role in shaping contemporary discourse, especially among impressionable audiences. Further research in this area is essential for deciphering the nuances of this multifaceted phenomenon and for developing strategies to foster media literacy and critical thinking skills, particularly among younger generations who are most susceptible to its influence.

Ethical approval

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Consent to participate

Informed consent was obtained from all individual participants included in the study.

Consent for publication

All individual participants agreed to be included in the study.

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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.

Data Availability

Data will be made available on request.

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