

## Secondary Linguocultural Consciousness in the “Instaworld”: Modern Teenager’s World Outlook Forming by Means of the “Picture Creative Thinking” Technology

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### Abstract

*The aim of this research is to investigate the shift to audiovisual thinking method, by the example of “Instagram” usage, as well as explanation of this thinking type’s naturalness and productivity in the process of information perceiving. It is important to understand, how secondary linguocultural consciousness of modern teenagers from all over the world is formed by means of this popular social network. The answers of the experiment’s participants (schoolchildren) let us affirm the theory of Instagram an obvious advantages in “secondary language consciousness” development. The so-called “alliance” of a picture and a text message makes a creolized text, which is the basis of modern youth language and thinking formation. Analysis, comparison, linguocultural method, generalization, analogy, deduction and mainly induction (making the basis of the experiment, realized in the question-answer form) were used as the research methods in the article. The described experiment proves the idea that foreign language and culture acquisition is possible through Instagram creolized text perception. Due to the visual data prevalence and minimum text messages, information is acquired easier and leads to the teenagers’ “secondary language consciousness” formation. Taking into account all mentioned results and ideas, we can make a conclusion that “picture creative thinking” allows young people to achieve the object in view, being widely used in schoolbooks, as well as constituting an integral part of creolized communication in the informational-entertaining social network Instagram: both studying and leisure in the modern world appeal to the natural processes in the human brain – the tendency towards radiant thinking.*

**Keywords:** Secondary Linguocultural Consciousness, Picture Creative Thinking, Instaworld, Audiovisualisation, Radiant Thinking.

### 1. Introduction

Instagram (a free social network application, meant to provide a non-stop photos and short videos exchange) has become one of the most popular photoblogs among the youth all over the world through its more than 5,5 years history. According to Kevin Systrom, the co-founder and CEO of Instagram, it has 300 million followers every month (official data, published in December, 2014) (Systrom, 2014). Its main operating principle includes seizing a moment and easily sharing it with other followers in the form of 6:6 size pictures or videos, as well as a wide range of other options, like editing of uploaded files with the original filters and creative tools, 24-hours worldwide communication with other followers, quick followers search and subscription to their pages, following and creating hobby or even business communities, instant sharing your files among all the followers of Instagram, directly with some special users by means of the private image messages function and in other social nets (Twitter, Facebook, Vkontakte, etc.). Pew Research Center conducted a thorough research, showing that the quantity of Instagram followers reaches 26% of all the Internet users worldwide and the major part of them include teenagers (Pew Research Center, 2014). Anyway, the nature of such “Instapopularity” among young people, primarily schoolchildren and college students in every corner of the globe, still wants a thorough exploration.

We presume that the answer to this question can be found in human brain’s operation principles.

### 2. New Era of Thinking Technology

The matter is that the process of knowledge acquisition techniques development is gradually entering a new era. The previous education system, based on books reading and writing, is being replaced by the audiovisual culture, which

implies priority in usage of ready-made pictures, as well as audio and video files, rather than lots of text in a new-to-learn information. This phenomenon is called *picture creative thinking technology*. A picture can perform several cognitively important functions: attract attention, make us interested, systematize visual and verbal information into a common system of creative thinking, which guarantees its total mastering for a long time. Modern multimedia-art exhibitions, like "Van Gogh alive" and "From Monet to Cezanne: the French Impressionists" ("Artplay", Moscow) prove this idea. Screen displayed works of art replace each other to the world's classical heritage music. The effect of visual perception can be enhanced by some additional to the video series options, like "alive installation", created at the "Artplay" "Monet-Cezanne" exhibition: Dega's blue ballerinas' dance was performed by real ballet artists (picture 1).



**Picture 1.** Alive installation at the "Monet-Cezanne" exhibition, "Artplay", Moscow, 2015

Altogether, these techniques help us get deeper into the world of these great painters by means of maximal visualization and minimum text information (some artists' original short quotations were given above screen displayed pictures). The ease of perception and vividness of given information attracts far more visitors than classical excursions, full of mostly orally offered text.

### 3. Literature Review

Nowadays a wide variety of both Russian and foreign research work is being performed in the sphere of effective knowledge mastering, which makes the basics of the audiovisualisation predominance thesis.

List of the most popular works on this topic includes John Medina's "Brain Rules". The American evolutionary biologist offers his readers the idea of the image predominance effect, that explains an easier visual data retention and usage, rather than when dealing with textual one. He offers the results of the experiment, aiming at comparison of grounded knowledge level, acquired by means of pictures, oral representation or texts. It turned out, that people can remember more than two thousand pictures; moreover, they will not forget about 90% of the acquired that way information, in spite of the fact that they were given about ten seconds for looking through each picture. In a year they could remember 63% of the information offered that time. John Medina believes that textual and oral representation are far less effective than a visual rank, especially from the point of view of memorized information quality. After 72 hours people could remember up to 65% of visual and about 10% of oral information. As for texts, their effectiveness in the memorizing quality area provides somewhat better results, due to our brain's nature phenomenon: it perceives textual information as a number of tiny images. A word's sense is understood only after our brain is able to identify characteristic features of separate letters. J. Medina writes: "Instead of words, we see complex little art-museum masterpieces, with hundreds of features embedded in hundreds of letters. Like an art junkie, we linger at each feature, rigorously and independently verifying it before moving to the next". A text is perceived better, not because it has nothing in common with pictures, but because it is too much like pictures: our brain's core doesn't understand what "a word" is, though it can be unnoticeable for us, as a brain obtains a stable adaptation tendency (Medina, 2009).

The British psychologist Tony Buzan offered his own point of view on this problem. He is the author of "radiant thinking" and "mind maps" theory. He considers building so-called "bridges" between thinking and written data representation as the key factor of scientific work success (Buzan, 1994). He studied our brain's capability and functions, memory and reading skills, creative teaching techniques and a better elderly people brain's performance: all this let him come to a conclusion, that a ready image – an association – helps a quick and productive acquisition of a bigger data amount. Tony Buzan proved it innumerable quantity of times while both holding a record in memorizing lots of

information himself and arranging numerous mind reserve usage competitions, that are so popular in modern cultural life and sports all over the world.

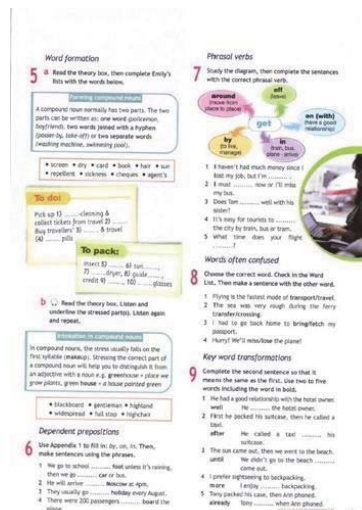
In "The Mind Map Book" Buzan offers the term "radiant thinking" (originates from the word "radiant", which means the point in the sky, from which meteors appear to originate), which is related to associative thought processes with a central object, being a starting memory point. "...the Mind Map... is the external expression of Radiant Thinking. A Mind Map always radiates from a central image. Every word and image becomes in itself a subcentre of association, the whole proceeding in a potentially infinite chain of branching patterns away from or towards the common centre. Although the Mind Map is drawn on a two-dimensional page it represents a multi-dimensional reality, encompassing space, time and colour" (Buzan, 1994: 57). According to the author's words, this new thinking technique can be practically used by means of mind maps, which are the direct application and graphic expression forms of radiant thinking. "A Mind Map is an graphic technique, which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance" (Buzan, 2011). Tony Buzan brings to focus the thought that radiant thinking – image and association thinking – is the natural and automatic way, used by human brain throughout the entire world's history. During the thought process evolution some people used the full potential of their brains and became outstanding personalities – Albert Einstein, Leonardo da Vinci, etc.; others used only separate rays of the radiant instead of the whole powerful mechanism. This way the author speaks about Leonardo da Vinci, giving his students the great artist', giving his students the great artist's signature characterization: "He used words, symbols, sequence, listing, linearity, analysis, association, virtual rhythm, numbers, imaginery, dimension amd gestalt – an example of a complete mind expressing itself completely" (Buzan, 1994: 40), which means that he used all possible methods of visual representation for his thought potential.

#### 4. "Picture Creative Thinking" in Russian Schools

Associative (visual, picture) thinking is considered as a natural brain process in the common European and universal school teaching. The idea that a visual image (a picture) is perceived easier than a text and therefore helps quicker studying, has formed the basis of different schoolbooks, especially in foreign languages both in Russia and abroad. The main aim of modern foreign language schoolbooks is not only giving pupils language skills, but also his/her "secondary" language personality skills (the term was invented by the doctor of philology, prof. Irina Khaleeva, MSLU, Moscow), i.e. forming pupils' historical, cultural and traditional background about the country of the language studied. This leads to the maximum schoolbook information visualization – textual information is accompanied by a great number of colorful illustrations, diagrams and even associative radiants (Khaleeva, 1990).



Picture 2. Spotlight 6: visualized textual information



Picture 3. Spotlight 10: phrasal verbs as radiants

One of the most popular Russian curriculum and instructional kits "Spotlight" can be taken as an example of this idea. It is based on the second federal state educational standard requirements (the newest edition of the common Russian educational system requirements to the pupils' school knowledge level) and includes student's books, workbooks, readers, audio-video- files and text booklets for the students of all forms.

"Spotlight" books are aimed at children's communicative skills forming, being able to satisfy personal and professional needs of the future modern world society members. Students' books consist of several thematic modules with their own set structure. Any information given is accompanied by illustrations, photos, colored lines, italics or patterned boxes. The majority of them can be found in the elementary and middle school books (picture 2; Spotlight 6,- p.18 – the example of visualized textual information).

However, it's important to note that high school students' books also contain about 50% of given new information in the visualized form. The authors of this curriculum and instructional kit deliberately use color associations (picture 4 – Spotlight 6), show phrasal verbs as radiants and their rays (picture 3 – Spotlight 10), offer bright photos to the texts and reading tasks (picture 5 – Spotlight 10). Elementary school pupils are given a wide range of tasks, based on matching words and pictures, that are also to be colored and then describe in the foreign language studied; middle school children are interested in making environmental pollution projects, that are placed on a separate bright green page in every module.



Picture 4. Spotlight 6: colour associations



Picture 5. Spotlight 10: bright photos to the tasks

school. Teachers use special picture-based tests in order to check a child's logic normal development and whether a child's skills correspond to the age. A.N. Bernstein's picture-based test (picture 6) for preschool children, included into a series of educational books (Horsand, 2013).

Therefore, modern textbooks of this kind have formed a "picture creative thinking" generation, preferring a picture (as a quick, ready and analyzed image) to reading a text themselves, getting into its plot and forming an image on their own.

"Picture creative thinking" is also helpful in a big amount of data mastering, as the schoolchildren are given a wide variety of information sources due to the internet, though on the other hand, it makes future modern world's society members unable to make their own opinion and understand, whether they have it or not. Young people perceive the worlds as a series of "clips", i.e. a set of interchanging facts and events, being hardly interconnected, that is why children are under the informational manipulation danger. Sociologists, psychologists, culturologists, linguists and philologists all over the world make vast investigations into advantages and disadvantages of "picture creative thinking" theory. Nevertheless, the shift to audiovisual culture has already begun and the nowadays Russian school undergraduates are the representatives of this process.



Картинный тест предназначен для изучения уровня развития логического мышления и речи ребенка.

Ребенку дают картинки с инструкцией: «Все эти картинки связаны между собой, все они про бабушку, двух мальчиков и их собак. Разложи их, пожалуйста, на столе по порядку так, чтобы было видно, где начало и где конец и придумай по ним рассказ». Если ребенок разложил картинки с нарушением порядка, не нужно обращать на это внимания, поскольку даже при нарушении порядка картинок рассказ может оказаться связным (или ребенок в процессе рассказа изменит порядок картинок). Однако, если логика в рассказе нарушается, нужно обратить внимание ребенка на то, что картинки разложены неверно.

Взрослый раскладывает картинки в правильном порядке сам только в том случае, если ребенок самостоятельно не может этого сделать.

Picture 6. A.N. Bernstein's picture-based test for preschool children

On the basis of the mentioned above theories we can assert that this process is natural for human brain. If the “picture creative thinking” skills are cultivated in minds since childhood (Bernstein's picture-based tests, used at kindergartens), modern youth chooses “Instagram” as a fashionable social networks passion.

## 5. Instagram as a Means of “Secondary Language Personality” Creation

Its operating principle implies the following steps: users upload photos and videos and writes some short notes under it (if they want). Sometimes these messages are followed by hashtags – #-signed phrases, functioning as a website link and thus giving Instagram users the access to similar marked files. This way we have an opportunity to share information about their life with the whole world, as well as getting it and discuss different interesting topics by means of simple and mostly visualized messages. This entertainment can satisfy any modern youth demands, connected with social networks. These demands can be grouped into the following scheme: “share quickly – get a quick reply – give a quick answer – learn something new – find like-minded people – see lots of interesting things – got new acquaintances and ideas”.

Square pictures and short videofiles in this case function as visualized means of creolized language – images, kind of radiants, by means of which active foreign culture and language knowledge forms; commentaries under each post (visualized message) evidences their new semiotic status: even the shortest comment contents information about the sender and whether he understood the message or not (what associations appeared in his mind, due to the offered radiant) and if the sender's message reflects his or foreign culture reality.

Instagram has formed a unique and original cultural society and its main distinction is its globality. Children share cultural information and often even don't realize that they suck in features of foreign culture and language in the process of active communication with their followers (interlocutors-subscribers). Using scientific terms, their “language personality” undergoes “inoculturation” (formation of knowledge about different cultures), and thus their “secondary language personality” creation. The so-called “alliance” of a picture and a text message make a creolized text, which is the basis of modern youth language and thinking formation.

### 5.1 Experiment Description and Methods

We conducted an experiment with 6<sup>th</sup> – 11<sup>th</sup> form Russian schoolchildren that can evidence the above mentioned idea. The induction method, making the basis of the experiment, was realized in the question-answer form. The answers of the experiment's participants (schoolchildren) let us affirm the theory of Instagram an obvious advantages in “secondary language consciousness” formation.

All in all 203 schoolchildren took part in the experiment. They were divided into groups of about 15 people each. During the experiment they were offered three Instagram publications (pictures 7-12) and asked to make their opinion about them with the help of some questions.

The questionnaire tasks looked the following way:





Picture 7. Publication 1.



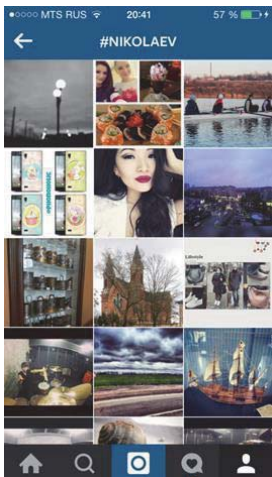
Picture 11. Publication 2.



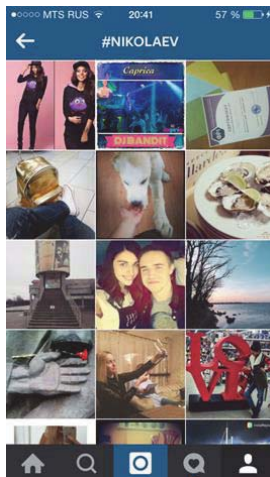
Picture 12. Publication 3.

Task 1. Publication 1. (picture 7)

- 1) Do you have an Instagram account? If you do, write, why you use it; if not – why and whether you are going to get registered there.
- 2) Look at the publication 1. Answer the questions:
  - a) Give a description of what you see;
  - b) Do you like the picture?
  - c) What new have you learnt from the picture and the given comment?
  - d) What comment would you write to it?
  - e) What picture would you upload in reply?
- 3) Imagine the following situation: you like the picture with the Roman-Catholic church (because you didn't think that there are any in the Ukraine) and followed the hashtag #Nikolaev. You saw several pictures (show the pictures 8, 9, 10). What conclusion can you make about the modern culture of Nikolaev and the Ukraine?



Picture 8. #Nikolaev hashtag results



Picture 9. #Nikolaev hashtag results



Picture 10. #Nikolaev hashtag results

Task 2. Publication 2. (picture 11)

Here is a picture, taken by a German. It shows a traditional Japanese cuisine dish – sushi and has a comment "My

favourite food". What conclusion can you make about the modern Germany culture?

*Task 3. Publication 3. (picture 12)*

You visit your Russian friend's Instapage and saw this post. A monument to Yuri Gagarin in Lyubertsy (Russia, Moscow region) is depicted in this picture. What attracted your attention first: the picture, the message or the hashtag? Are you interested in this publication? Will you read the sender's comment to it? Have you learnt anything new from the picture and the comment?

*Task 4.*

Is one picture enough for you to understand the main point of any publication?

*Task 5.*

Which author of the three shown publications do you like most and would gladly communicate in the future? Who of them attracts most of your attention and interest?

## 5.2 Main Results

After a thorough analysis of the pupils' answers the authors came to the following conclusions:

- 1) Middle school pupils (6<sup>th</sup> – 9<sup>th</sup> years students) often use Instagram as a means of getting different kinds of information: from their classmates' curriculum till global news; they try to give as many "likes" as possible and upload lots of photos in order to express their own opinion to what is going on both in our country and abroad. Senior school students (10<sup>th</sup> and 11<sup>th</sup> forms) are less enthusiastic in sharing their private information, explaining it by lack of time and other reasons; some of them keep their accounts empty and use the application just to learn news from the followed or (seldom) random Instapages.

That is how the children answered the question "Do you have an account in Instagram?"

Ekaterina, 9<sup>th</sup> form: "I do. I believe, Instagram is a social network, where people share their opinion and something special, that someone has never seen. Here are many people from all over the world, who upload photos of their cities, towns and countries, and they help us learn new culture and life".

Tatiana, 6<sup>th</sup> form: "I do share my photos and browse through people's news, where they were and spent their holidays and so on. I follow famous people's accounts, like Martina Stoessel or Jorge Blanco, put likes under their photos and videos".

Ivan, 6<sup>th</sup> form: "I don't have an account there, but I'm going to, because I want to share photos of my father's car "Volga".

Pavel, 7<sup>th</sup> form: "I use it to upload my selfies and observe photos of my friends, celebrities and the world's places of interest".

Sergei, 7<sup>th</sup> form: "I haven't registered there, but it's so cool to share your life with others! I just have no time".

Alexandra, 9<sup>th</sup> form: "I subscribe celebrities' accounts, find out their lives' facts, new communities and much more different interesting things".

Polina, 10<sup>th</sup> form: "I do. I don't like uploading my photos, but it's interesting to follow other people's (especially sportsmen and those, who keep to a healthy lifestyle) accounts. I'm fond of reading about sports and health. People share different recipes, advices, I don't care about their private life".

Alexander, 11<sup>th</sup> form: "I use it very seldom. I don't have time to fill this "online diary"".

Anton, 10<sup>th</sup> form: "I do comment my friends' messages and try to keep track of events, communicate and learn news".

Daria, 10<sup>th</sup> form: "I like sharing my pictures with friends, enjoy their photos and find something new from accounts, connected with music, sports, cuisine; I'm inspired with accounts of photographers, which make about 40% of all of my following-list".

- 2) Having their first look at publications, the majority of pupils pay attention to the picture (183 out of 203 people, who took part in the experiment). First of all, they are attracted by an image, then they read the text message under it (only if they liked the picture itself) and sometimes follow hashtags or find some extra information on the topic in other sources. According to the pupils' answers, a picture is usually not enough for a total understanding of the shared creolized message, i.e. visual information without any text satisfies about 8% of all the questioned children; 92% of them say that they need at least a short comment to a shared picture. Therefore, a total understanding of the offered new information can be provided by the complex of visual and textual data, or creolized message only.

These are the children's comments on the questionnaire tasks 1, 2 and 3:

Andrei, 10<sup>th</sup> form: (comments on the publication 1) "I can see a European castle in the picture, which therefore

- turned out to be a church. If there were no comment, I would have never understood its location. I needed the comment. (comments on the publication 3) I recognized this place in the picture. The comment helped me learn new information about the twin-memorial in London. I would gladly read about the reasons of its appearing in the British capital when I have free time and follow the hashtags #гагарин and #лондон".
- Vlad, 10<sup>th</sup> form: (comments on the publication 2) "Text was the first for me to spot, because of its size; then I looked at the photo. I needed the comment to recognize the place. I didn't know about this statue before and its London copy... The picture is quite interesting, but it's enough. I don't want any more information".
- Iliia, 6<sup>th</sup> form: (comments on the publication 1) "With the help of the picture I understood, that this was a catholic church. The comments let me know that it is situated in the Ukraine, in Nikolaev... I think, that the photo and the message are very important, you can learn lots of new... (comments on the publication 3) I would check whether the Royal Observatory really has this memorial on its territory".
- Denis, 6<sup>th</sup> form: (comments on the publication 1) "I saw, what a catholic church looked like, in the picture. The hashtag gave me more information, than the photo (that the church is located in Nikolaev). Anyway, the picture is very nice, I like rainy weather and views with churches".
- Nikita, 10<sup>th</sup> form: (comments on the publication 1) "I don't like leaving comments, but here I would gladly do this, as the place is very beautiful, especially it should be in spring and autumn, I would even visit it".
- 3) The children take an enthusiastic part in the process of the so-called "visual-textual communication", as more than 60% of the questioned pupils would eagerly write a comment under the offered publications and even upload a photo in reply.
- Denis, 6<sup>th</sup> form: (comments on the publication 1) "I would leave a message "Since when are there catholic churches in the Ukraine?" and upload a picture of Saint Isaac's Cathedral in Saint Petersburg".
- Tatiana, 6<sup>th</sup> form: (comments on the publication 1) "I respect foreign culture, though I wouldn't write anything, but a picture response might be loaded".
- Vlad, 7<sup>th</sup> form: (comments on the publication 1) "I would write "A picturesque place" and send a photo of some nice church".
- German, 7<sup>th</sup> form: (comments on the publication 3) "I would write "I live there!"
- Daria, 10<sup>th</sup> form: (comments on the picture 1) "I wouldn't deal without the comment and post a pic of a Moscow catholic church".
- Daria, 11<sup>th</sup> form: (comments on the picture 1) "I would send a photo of Notre Dame de Paris in reply".
- Mikhail, 10<sup>th</sup> form: (comments on the picture 1) "I would add the hashtag #церковь".
- 4) 50% of the 203 pupils agreed with the idea that a full understanding of modern foreign culture can be possibly made by means of observing Instagram followers' photos, because we can see how people live non-stop. The other 50% have doubts about it: according to their opinion, Instaworld is overloaded with fashionable selfies, food and goods displays, and photos of legs.
- That is what the children think about the cultures of modern Germany and the Ukraine.
- Alexander, 11<sup>th</sup> form: (comments on the photo series under the hashtag #Nikolaev) "The city tries to be equal to other big cities, like Moscow, Kiev, Minsk, Milan, London and so on, and so forth".
- Andrei, 11<sup>th</sup> form: (comments on the photo series under the hashtag #Nikolaev) "Some photos show that some citizens have hobbies and share their works with others here. Others offer quite an ordinary content, which doesn't have any important sense, just everyday pics, sometimes being of none concern with the city itself".
- Daria, 11<sup>th</sup> form: (comments on the publication 2) "Sushi is the most popular food with teenagers in the majority of European countries and maybe in the whole world. Among the Nikolaev-hashtagged pics we can easily find sushi, too".
- Deniz, 10<sup>th</sup> form: (comments on the publication 2) "Looking at the picture of sushi, I can hardly make any conclusion about the culture of modern Germany as a whole". (comments on the photo series under the hashtag #Nikolaev) The city's culture is on the same level, as in the rest of the world".
- Anton, 10<sup>th</sup> form: (comments on the photo series under the hashtag #Nikolaev) "Nikolaev city is absolutely various and dynamic. There are many different interesting things, from food to entertainment, but, to my mind, it lacks some spirituality, some moral culture. Selfies are most popular with youth, they are made in different styles. Nikolaev's life is full of events".
- Ivan, 10<sup>th</sup> form: (comments on the picture 2) "There are no traditional dishes, like Bavarian sausages, wiener sausages, beer... their society have absolutely different values!"
- Nikita, 10<sup>th</sup> form: (comments on the picture 2) "I like sushi, too, that's why I don't condemn them. Sushi is a delicacy (for the Europeans), so German people can love it the same way as sausages".



Daria, 11<sup>th</sup> form: (comments on the photo series under the hashtag #Nikolaev) "According to the photos, very few teenagers are interested in their city. Most of them don't care about memorials, architecture or nature in Nikolaev. Only their friends, love and food mean everything to them".

Artem, 7<sup>th</sup> form: (comments on the photo series under the hashtag #Nikolaev) "So many useless photos don't let us understand the city's culture".

Julia, 9<sup>th</sup> form: "Nikolaev is a modern, bright, colourful city with its traditions, culture, history, museums, churches and memorials".

- 5) Pupils perceive foreign culture by means of both publications and private communication with their authors. Here are their answers to the question "Which of the authors would you like to communicate with?"

Anastasia, 10<sup>th</sup> form: "I would visit the first author's page, because his photo was harmonious and considered".

Eldar, 11<sup>th</sup> form: "I would follow the third author, as she wrote a colourful and informative comment".

Ekaterina, 9<sup>th</sup> form: "The first message author is my choice; another country's life is interesting to me".

- 6) Hashtags in English involve no comprehension difficulties of 99% children (2 of them couldn't translate the words "church" and "My favorite food"), that evidences easy participation of the majority Instagram users in the process of intercultural visual-textual communication.

Maria, 7<sup>th</sup> form: (comments on the publication 1) "If it's a Russian user, I will write "Очень красиво", and if an English-speaking one – "Cool".

The above described experiment proves the idea that foreign language and culture acquisition is possible through Instagram creolized text perception. Due to the visual data prevalence and minimum text messages/hashtags, information is acquired quicker and easier and leads to the teenagers' "secondary language consciousness" formation.

## 6. Linear and Non-linear Thinking

It has already been mentioned that the social network Instagram is a powerful means of "picture creative thinking" development. Creolized text in the "picture + comment" form allows users make their own associations, connected with publications they see (radiants), stimulates their personal opinion appearance and motivates for a more detailed investigation into the concerned topic.

However, in spite of the audiovisual culture prevalence nowadays, radiant thinking is not the only technique; a modern person has to acquire: abstract-logical thinking is not of less importance in this case.

The matter is that radiant thinking is non-linear. It allows us think in a creative way, find new means of problem solution from different points of view, avoiding strict logical frames and using intellect and imagination in choosing the most successful variant. Non-linear approach gives us a chance to develop our mind in all possible directions and therefore supports people's personality and "secondary language consciousness" formation and improvement. Though, this thinking method does not show a person's thinking logic, because of its totally concrete nature (it reveals in different forms, subject to every individual situation) and it is based on personal associations, which often are not connected with common rules of this process development. Non-linear thinking is widely used in radiants interpretation (as in the mentioned above examples from Russian student's books), as well as in associations forming while browsing through Instagram publications.

In spite of the non-linear radiant thinking, a modern person should acquire linear abstract-logical one, based on singling out integral characteristics of a thing/process among the variety of others. Linear thinking is logical, coherent and phased. Linear thoughts follow each other, as if being in one straight line. Such thinking method implies a ready problem solution presence, gives certain universal frames/rules that inevitably lead to a predictable result. Linear thinking is supported by texts – letters, books, press. Its main advantage resides in a person's ability to come to a logical conclusion and justify the choice in respect to accuracy and appropriateness. However, linear approach only is limited, because its formality makes new ideas creation impossible.

On the evidence of the mentioned problem, regarding "secondary language consciousness" forming in the "Instaworld", it is important to tackle two issues: the interconnection of radiant and abstract-logical thinking and if Instagram supports development of the second.

If a future adult wants to form his own points of view and offer new approaches, he has to learn common schemes of such problem solution, develop the ability to see the logic of different reactions appearance, be able to single out integral parts in the process in question (abstraction) and make predictions, basing on common laws of its development. All these abilities form a person's "creative thinking", which means offering non-standard approaches and a good rational proof for them.

Meeting a radiant in any form, students make first associations, basing on their logical background about the

thing/process (what it is in general, its sense/purpose) and then they come to a variety of other thoughts, trying to offer some special explanation. Logical structures acquisition gives students the ability to distinguish standard and non-standard, logical, abstract, linear and concrete, new, non-linear. Therefore, the interconnection between linear (abstract-logical) and non-linear (radiant) thinking is evident.

Radiant thinking prevalence in the process of Instagram usage does not exclude abstract-logical thinking development techniques. Each user knows that he has to follow hashtags (special short links) to get detailed information. It is important to mind that such publications constitute not just simple pictures, but creolized texts ("picture + short text" combination) and thus provide users with the main information about the issue, which means that using Instagram, a person develops not only radiant thinking (making associations, connected with what he sees in the picture, and getting motivated for the topic's further investigation), but also acquires abstract-logical thinking (creates first associations on the basis of common background (abstraction), finds logical interconnections and then comes to understanding of hashtags necessity in finding detailed information: thematic profiles, comments of usual people and professionals). E.g. when a student sees the publication 3 (picture 12) for the first time, he understands that it is a memorial, a man on a the globe, and makes a logical supposition that it is probably a cosmonaut; a student also knows that the publication's author lives in the same city with him, that is why he logically understands that the memorial can be situated in his city. Then a student reads the comment and sees there the proof of his suppositions (the memorial in honour of the famous Russian cosmonaut Yuri Gagarin; it is situated in Lyubertsy). The student is interested in the fact that the same memorial was recently founded in London and follows necessary hashtags for detailed information. He singles out the main (and leaves out less important things) in the publication (uses abstract thinking) and uses corresponding hashtags, because he wants them to give as accurate and detailed results as possible for his inquiry. After following hashtags and getting primary visual information, he selects the most interesting publications, explores them, reads comments (the student's actions are logical, according to this social network's operation principles). If publications do not provide him with enough textual information, the student turns to more "rich in text" Internet resources.

Therefore, the interconnection between linear (logical, textual) and non-linear (picture, radiant) thinking is evident, as well as the fact that, in spite of the audiovisualisation prevalence and forming on its basis "picture creative thinking", Instagram develops abstract-logical thinking by means of singling out the main in publications (in the process of hashtag search/creation and appropriate publications\thematic profiles selection), short and sufficient textual comments creation to publications (reveal the sense in the thing/process in question) and following a certain search algorithm in this social network structure.

## 7. Conclusions

Therefore, it's very important to understand what processes are going in the non-stop Instagram messages stream, as well as finding possible ways of their regulation in order to save the nation's cultural identity and last, but not least – make young Instafollowers feel necessity of doing this. Nowadays we can speak about some united global internet-culture formation, which connects teenagers in the "Instaworld". The evidences of this culture's prosperity can be found in the fact that large masses of Russian schoolchildren use English barbarisms, colloquial words and abbreviations, like "hashtag" (Rus. «хэштэг»), "follower" (Rus. «фолловер»), "direct"/"DM" (Rus. «директ»), "giveaway" (Rus. «гивевай»), "tbt"/"throwback Thursday" (Rus. «тбт»), "flashmob" (Rus. «флэшмоб»), "postcrossing" (Rus. «посткроссинг») and "swapbreak" (Rus. «свэпбрейк») in their everyday speech. The information, shared in Instagram, is mostly unchecked and often represents an advertisement or agitation, so teenagers are always under danger of wrong world outlook formation, which proves the necessity this internet-community regulation means.

Taking into account all mentioned above results and ideas, we can make a conclusion that quick acquisition of big amount of foreign culture and language information is becoming a priority task for a modern successful person, especially in terms of the developing international integration and globalization processes. Young people aim at learning as much as possible about both native and foreign culture and try to use a wide variety of the Internet opportunities for it. "Picture creative thinking" allows them to achieve the object in view, being widely used in schoolbooks, as well as constituting an integral part of creolized communication in the informational-entertaining social network Instagram: both studying and leisure in the modern world appeal to the natural processes in the human brain – the tendency towards radiant thinking. The mentioned above mobile application provides the linear and non-linear (radiant and abstract-logical) thinking methods development and therefore supports secondary linguocultural consciousness formation.

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