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## Teenagers' attitudes toward Instagram

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**Abstract.** *The article is devoted to the question of how the social network Instagram affects young people, and what feelings and emotions it causes. The topic is relevant, since, in the modern conditions of the transformation of society, the most mobile and dynamically reacting group is the youth. Social networks are very popular among young people, which largely form their communication culture. Social networks do not have an axiological orientation and attract the possibility of self-expression and virtual communication. The research topic is theoretically and practically significant, applicable not only in psychology but also in the modern education system, as well as in marketing and sales.*

*The psychosemantic aspect of the perception of information from social networks by young people on the example of Instagram is relevant for consideration due to the need to identify the mechanisms of involvement of modern youth (millennials) in social networks, the need to minimize their negative impact and the formation of purposeful educational impact using social networks. The survey and empirical methods were used in the work.*

**Keywords:** *Instagram, youth, psychosemantics of understanding, perception, self-esteem, identity.*

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### Introduction

In modern society, there is an era of innovations and the Internet, since now, according to statistical studies, the Internet occupies the first place in demand, which supplanted television and radio and other mass media, therefore the topic of research on the psychosemantics of the perception of social networks, in particular Instagram, is very relevant. The adult population also actively uses the Internet resources, along with young people - all these are important components of the development of society. In connection with the above, in modern Kazakhstani society, which is dynamically developing, as in the whole world, there is a tendency that more and more companies offer their goods and services on the Internet, Instagram is especially popular among them.

Now in Kazakhstan, the most qualified sources of information, media, and mass media, which are also in the virtual space, are radio «Azzatyk», «Nur portal», «Tengrinews», «Zakon», all of them carefully and strictly refers to the information that is disseminated by some extremist organizations and radicals, precisely with the use of social networks. Now virtual space is gradually replacing information space by a large percentage, in particular television and radio. The championship remains with Internet portals and Internet resources.

### The main part

According to the results of Bikenov's social research in Kazakhstan, the topic of the development of civil society is becoming more and more relevant among young people and society.

Also, now in the media, in their virtual space, the issue of controlling the information that goes there, and issues of replicating inaccurate information remains relevant. The scientist psychologist Sultangalieva conducted a lot of research here.

In terms of psychosemantics, according to research, not only the information provided in social networks affects the recipient, the audience in this case, but also the comments attached to it.

Interactive discourse is important here, more and more attention is paid to the reactions of authors, context, and audience, and all of this is spontaneous.

For example, articles on people's media people cause great resonance. Young people are trying to imitate them, according to research, young people spend at least 2.5 hours a day on social networks every day. Their production of the pleasure hormones dopamine and serotonin increases currently by 10-15%.

Using content analysis, it was revealed that advertisers often use psychological triggers to make people respond better and buy certain goods and services. For example, according to the results of a survey by the Institute of Sociology, 43% of respondents like them on their Facebook pages daily and on Instagram. The trigger, in this case, is the desire to increase their self-esteem because it increases among young people and depends on the opinion of friends on social networks. They sort of evaluate themselves through the eyes of other users of social networks. This is especially true for various accentuated personalities. Such as schizoid, paranoid personality disorder, anxiety and suspicion, and neurosis. Anxiety increases and contacts in real society are greatly reduced, according to statistics, it is easier for young people to meet and communicate on social networks than in the real world. Dating through Instagram and other social networks is becoming more and more popular.

Results of research on the attitude of young people to Instagram

**Among respondents:**

Men	20%
Women	80%

Signed to Instagram:	99%
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Living in the country	16%
Living in the city	84%

Attitude to social networks Instagram:

Хорошее	69%
Среднее	19%
Негативное	12%

To which other social networks you are signed:

Face book	23%
Odnoklassniki	5%
Vkontakte	32%
Other	40%

What do you like about Instagram:

News	27%
Information	18%
Everything	9%
Getting knowledge	9%
Video content	2%
Movie's information	2%
Politics	2%
Advertisement	5%
Money, the possibility to earn	5%
Photos	5%
Nothing	14%

How much time do you spend on Instagram:

2-3 hours per day	22%
1 hour per day	13%
Less than 1 hour per day	27%
Very little	15%
More than 3 hours per day	12%
Don't spend time in it	11%

Do you support friends who have signed on to Instagram?

No	4%
Yes	91%
I cant say	5%

The results of the study showed that almost one hundred percent of respondents regularly use the social network Instagram. Most of them are urban residents [1]. Mostly Instagram is used by young people to learn news, search for useful interesting knowledge, and the percentage of those who indicated that Instagram helps them earn money is also high, it is also a source of advertising and political knowledge. Based on the survey conducted, it was concluded that some respondents indicate this social network as a reason to communicate with friends and that here they follow the lives of celebrities, and stars, that young people spend more and more time on social networks.

In particular, Instagram. In general, the attitude towards Instagram among young people is positive, and the majority of respondents approve of friends who use this social network [2]. However, it is of concern, in this case, whether the excessive fascination with the social network Instagram becomes an addiction, because of the level of oxytocin.

In general, teenagers have a positive attitude to the Instagram social network, this network is very popular among them for self-realization, self-development, for obtaining new knowledge and new information. Teenagers also tend to maintain and find many friendships on the social network Instagram. The negative attitude of some is characterized in such a way that the information contained here is not interesting, or spending time on social networks is considered empty and one does not want to waste time [3].

1. More Instagram is used by residents of the city than the village.

2. Dependence on the social network Instagram was revealed. This is due to adolescence in such a way that it is easiest to broaden your horizons through communication. People from other social

strata, cultures, and countries can tell a child a lot, and help him in forming his worldview and moral and ethical guidelines. And international social networks even help to learn languages - after all, a new friend can live on the other side of the earth,

3. You can keep in touch with friends and family with help of Instagram [4].

Can keep in touch with friends and family. Moving, changing schools - there are a great many reasons why a child can part with his usual environment. But now this traumatic transition can be smoothed out because on social networks the user can contact the interlocutor anywhere in the world. It is easier for a child to receive psychological support from close and pleasant people, he feels protected and does not seek solace from strangers on the Internet.

4. Communication training. If a child is shy about the details of his appearance if his shyness prevents him from getting along with peers, honing communication skills, trying different styles of behavior, and getting confirmation of his best sides on the Internet. Here, only what he says and thinks matters, and opinions can be expressed more freely, without fear of the pressure of the environment. Here he does not risk losing his reputation due to unsuccessful experiments. Scientists have already proven the positive influence of social networks on children - they help develop kindness, a sense of humor and a sense of beauty, and a sense of social justice! [5].

5. Room for self-expression. Post a poem or drawing? Upload a video of a dance or a song? Social media is perfect for making a bold statement and getting feedback and attention! This is a great incentive to continue doing what you love.

6. Access to new information for self-development. Free courses, videos, films, books, and news materials are shared on social networks through thematic groups - and subscriptions help the child to study systematically [6].

7. Safe pastime. Statistics show that children who spend time on social networks are less likely to walk at night, and are less likely to use cigarettes, and alcohol and have sex during



adolescence. Parents are calmer - after all, the child is at hand [7].

What is a method of semantical differential?

1) A method of analyzing images or descriptions of words, situations, states, and relationships. The essence of the method: the subjects are asked to draw what is indicated by the word, or in any way to depict (describe) what is indicated by the word. For example, subjects are asked to draw associations with basic emotions (joy, sadness, fear, anger). Image analysis makes it possible to understand and describe the sets of expressive means used and the wide associative context of the depicted.

2) The method of definition of concepts. The essence of the method: when using by this method, the subject is asked to determine the meaning of the word (object). For example: What is «happiness»? What is «psychology»? What is «love»? The method of definition of concepts allows to identify, describe and explore at the verbal level the connections of this meaning used by the subject with others. This method is used to diagnose the child's level of development, the level and composition of students' knowledge, the level of generalization, as Serkin V.P. Methods of the psychology of subjective semantics and psychosemantics (Moscow) [8]:

PCHELA Publishing House, 2008. pp. 235-236.8 a developmental exercise, as a method of developing understanding, for studying professional, regional and other slang.

3) A method of comparison (distinction). The essence of the method: the subject is asked to describe the common (different) of two (three or more) stimuli. Groups of common features are described as signs of similarity, and individuals - as signs of difference. There are common essential signs, common non-essential, and various signs. For example: Name the common essential features of «human» and «animal». This method is used to diagnose the ability to distinguish signs, the ability to distinguish essential and generalize. It is most often used to diagnose a child's development, as a developmental exercise, in a pathopsychological experiment, to compile educational material [9,10].

4) Classification method (methods «the fourth extra», «free classification», «group classification»). This method was developed by Miller in 1969 [11]. It is based on the assumption that the forms of classification of the material corresponding to the internal semantic connections of this material and that the structure of the latter can be expressed in the classification procedure. The essence of the method: the subjects are asked to classify the material (usually words) an arbitrary number of groups, while the group may include an arbitrary number (words). Classification results are summed up in a matrix, where the measure of semantic similarity of a pair of objects is the number of assignments of their subjects to one class [12]. Similarity matrices are subjected to the procedure of cluster or factor analysis.

The «fourth extra» technique. The essence of the technique: the subject is given four objects or images. It is proposed to combine three into a group, which can be defined by a common feature (concept), and highlight the fourth. For example, items: a shovel, a log, an axe, a chisel. An axe, a shovel, and a chisel are tools, a log is not. Used for studying the process of concept formation (whether the subject uses essential, categorical or visual, situational features), learning to identify essential features, diagnosing the level and features of generalization, as a developmental exercise (develops the ability to distinguish the general and particular). The methodology of «free classification» [13]. The essence of the technique: the subject is given a large set of cards with images of objects or other stimuli. Classification, in this case, is carried out in 3 stages: first, the subjects are asked to group the items so that each the group could be named in one word; after completing the first task, the subject is asked to name each group and explain why he chose such a name; then the subjects are asked to enlarge the groups of objects allocated to them (for example, to make two or three groups instead of eight), name the groups again and explain the name. Used for diagnostics 4 Serkin V.P. Decree. op. p. 236-237. 5 Serkin V.P. Decree. op. p. 237-238 [14]. 9 levels of generalization (visual, conceptual, situational, functional, contextual, etc.) [15], as a

developmental exercise (generalization training, classification hierarchy training). Methodology: «group classification». The essence of the methodology: a task for the free classification of identical sets of stimuli is given to a group of subjects. Based on the classification results, a square group matrix is constructed. It is used for group classification of small groups of stimuli. The advantage of the method is the simplicity of the instructions and the ability to work with any kind of incentive material. Large groups of stimuli with a complete cluster processing procedure are used, as a rule, only in research procedures due to the complexity of processing, a large number of mathematical processing tolerances, and, accordingly, difficulties of interpretation 6.

5) The method of subjective scaling. This method is borrowed from classical psychophysics and is a simple and direct method of obtaining a matrix of semantic similarity. The essence of the method: the subjects are asked to evaluate the similarity of stimuli using a graded (scores, marks, levels) scale. There are known studies where five-digit and ten-point graded scales were used. Based on the evaluation results, a group matrix is constructed. For example, a group of subjects is asked to evaluate the «size» of the following birds on a five-point scale: sparrow, eagle, chicken, ostrich, hummingbird, capercaillie, duck, owl. Multidimensional scaling as a mathematical data processing procedure is most typical of the subjective scaling method. But it is not excluded that the data obtained by subjective scaling, factor, and cluster analysis procedures may be applied to the matrix. The method of subjective scaling in practical and research work is used for group scaling of small groups of stimuli. The technique is easily modified for expert tasks of comparison and classification.

6) The method of concept formation (methods: «formation of artificial concepts», «formation of natural concepts», «formation of pseudo-concepts»). «Formation of artificial concepts». The essence of the method: the subject is asked to form a working concept for working (choosing) with a set of artificial stimuli. Usually, the concept is formed from a set of (totality) visual signs of stimulus material conceived by the experimenter.

Observation of the work of the subject allows tracing the forms (stages) of the formed concepts, their sequence and the strategies used for the formation of concepts. The obtained material also allows us to study the principles (justifications) combining incentives into groups (classes, subclasses). The most well-known methods include Vygotsky-Sakharov (Vygotsky, 1982) and J. Bruner (1977). The advantage of methods of forming artificial concepts. It is their «liberation» from the influence of previous experience, the disadvantages are the inability to study the actual mechanisms of the formation of concepts: the signs (components) of an already formed concept are not given initially in perception (extra-sensory), as is done when using sets of stimuli for methods of forming artificial concepts.

### Conclusion

«Formation of natural concepts». The essence of the method: the descriptions of concepts about a previously unknown stimulus are compared by the subjects at the first acquaintance, in the process of mastering the methods of cultural use of the stimulus (object), and after mastering the method of use. The comparative description makes it possible to identify the systems of landmarks (signs) by which descriptions are structured, the transition from one system of signs (evaluative, perceptual) to another (functional, denotative). The advantage of this method is the possibility of studying the natural process of concept formation in the process of using the subject (in the broad sense of the word) in activity, the disadvantage is the wide influence of the contexts of experience. «Formation of pseudo-concepts». The essence of the method: the subject is taught incorrect use of the subject and compare descriptions, as in the method of forming natural concepts. Usually, this method is used for different groups of subjects in conjunction with the method of forming natural concepts. Comparison of descriptions makes it possible to identify the dependence of descriptions (concept formation) on the activity context and to distinguish the systems of perceptual and functional features more clearly. The advantage of the method (paired with the method of forming natural concepts) is the

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possibility of a more subtle analysis of systems of the subjects of many emotional and evaluative signs and processes of concept formation, the signs associated with the inconvenience, disadvantage is the presence in the description «unnatural» use of the subject.

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### **Жастардың Instagram-ға қатынасы**

**Аңдатпа.** Мақала Instagram әлеуметтік желісі жастарға қалай әсер етеді, қандай сезімдер мен эмоциялар тудырады деген сұраққа арналған. Тақырып өзекті болып табылады, өйткені қоғамды трансформациялаудың қазіргі жағдайында жастар ең мобильді және қарқынды әрекет ететін топ болып табылады. Әлеуметтік желілер жастар арасында өте танымал, олар көбінесе оның коммуникациялық мәдениетін қалыптастырады. Әлеуметтік желілерде аксиологиялық бағыт жоқ, олар өзін-өзі көрсету және виртуалды қарым-қатынас жасау мүмкіндігімен тартады. Зерттеу тақырыбы теориялық және практикалық жағынан маңызды, тек психологияда ғана емес, сонымен қатар қазіргі білім беру жүйесінде, маркетинг пен сатылымда қолданылады.

Instagram мысалында жастардың әлеуметтік желілерден ақпаратты қабылдауының психосемантикалық аспектісі қазіргі жастардың (милениалдар) әлеуметтік желілерге тартылу тетіктерін анықтау қажеттілігіне, олардың теріс әсерін азайту және әлеуметтік желілер арқылы мақсатты тәрбиелік әсерді қалыптастыру қажеттілігіне байланысты қарастыру үшін маңызды. Жұмыста сауалнама және эмпирикалық әдістер қолданылды.

**Түйін сөздер:** Instagram, жастар, түсіну психосемантикасы, қабылдау, өзін-өзі бағалау, сәйкестілік.

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### **Отношение молодежи к Instagram**

**Аннотация.** Статья посвящена вопросу о том, как социальная сеть Инстаграм влияет на молодежь, какие чувства, эмоции вызывает. Тема является актуальной, так как в современных условиях трансформации общества наиболее подвижной и динамично реагирующей группой является молодежь. Большой популярностью у молодежи пользуются социальные сети, которые во многом формируют её коммуникационную культуру. Социальные сети не имеют аксиологической направленности и привлекают возможностью самовыражения и виртуального общения. Тема исследования теоретически и практически значима, применима не только в психологии, но и в современной системе образования, а также в маркетинге и продажах.

Психосемантический аспект восприятия молодежью информации из социальных сетей на примере Инстаграм актуален для рассмотрения в силу необходимости выявления механизмов вовлеченности со-

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временной молодежи (миллениалы) в социальные сети, необходимости минимизации их отрицательного влияния и формирования целенаправленного воспитательного воздействия с помощью социальных сетей. В работе использовались анкетирование и эмпирические методы.

**Ключевые слова:** Инстаграм, молодежь, психосемантика понимания, восприятие, самооценка, идентичность.

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