



THE INFLUENCE OF THE INTERNET ON YOUNG PEOPLE'S INTEREST IN RUSSIAN LITERATURE.

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Abstract

In the 21st century, the internet has become an important tool for popularizing Russian literature among young people. Online libraries, electronic platforms, and social networks make classic works accessible and engaging. However, the digital environment also reduces depth of perception and attention span. Thus, the internet has both a positive and negative impact on young people's interest in reading.

The 21st century is an era of developing information technology and virtual servers. One hundred or two hundred years ago, society didn't understand the meaning of the word "internet." However, today, people cannot imagine an hour without it. Indeed, the internet has opened up new possibilities not only in science but also in the world of leisure. Particular attention has begun to be paid to reading books through online libraries. Young people today have become more interested in Russian and foreign literature thanks to the convenient online format. Therefore, the influence of the internet on young people's interest in Russian literature has become a multifaceted topic of contemporary interest. Like all innovations, the increased interest in online books has its positive and negative aspects.

Given easy access, the modern generation is opting for the "internet + book" strategy. In my opinion, reading your favorite works for free is more effective than visiting bookstores and distant libraries. Platforms like Flibusta.su, Litres, and Google Books allow readers to spend time with classics like A.S. Pushkin, N.V. Gogol, and A.P. Chekhov. Furthermore, there are websites and projects where young people gather to analyze works interactively. According to a study on the website Obrazovaka.ru, teenagers and adults often discuss books, taking quizzes to reinforce their understanding, and joining honor rolls for various works of fiction. Another study found that 68% of respondents in Uzbekistan consider online libraries the key to accessing many Russian textbooks and works instantly and efficiently.



The second advantage is that the internet now facilitates the export of books by Russian writers and poets even to the farthest distances. It's telling that a student from Africa knows and has read M.Yu. Lermontov's poem "Mtsyri," despite not being a Russian resident. Another girl from America happily lists Anna Akhmatova as her favorite poet. Promoting characters and literary works through Telegram, Instagram, and TikTok inspires readers, increasing their interest in reading. This is why we so often encounter quotes from characters in Raskolnikov or Woland. A survey showed that 55 out of 85 participants chose audiobooks over regular books because they are convenient to listen to.

Thirdly, the internet has made it possible to showcase books in various languages, broadening the perspectives of Generation Z and thereby capturing the interests of teenagers around the world.

On the other hand, the internet's influence retains its negative aspects. First of all, readers become distracted from the book's main idea and frequently monitor messages on various messaging apps. Furthermore, they stop deeply engaging with the world of the book, reading superficially.

Furthermore, young people fragment videos and audiobooks. They become bored with the "unnecessary information" cluttering their minds and tend to watch reels for only 10-15 seconds. This lifestyle can lead to internet addiction.

New forms of artificial intelligence or IT may transform books from the 18th to 20th centuries, making them bestsellers but diminishing their meaning and vocabulary. Research has shown that, instead of using a literary style, modern books are often written in a colloquial style. Ultimately, this leads to a reduction in vocabulary, impairing public speaking.

In conclusion, the internet has a dual impact on young people's interest in Russian literature. On the one hand, it offers unique opportunities to popularize classic works through digital libraries, literary blogs, and social media, making literature accessible and interactive. On the other hand, the abundance of entertainment content and the fast pace of digital life may distract young people from deep reading. To maintain interest in Russian literature, it is important to harness the internet's potential by creating high-quality and engaging content that combines the traditions of classical literature with modern digital formats. Only in this



way can the new generation be inspired to self-improvement and self-development in science and contemporary art.

An Overview of Mechanisms for Online Interaction with Russian Literature: Searching and Accessing Texts. Search engines and recommendation algorithms shape reading patterns, often nudging readers toward popular authors and specific texts. Open digital archives, scans, and online libraries improve access to classic works rarely encountered in the school curriculum.

Social Platforms and Online Communities. Video channels and podcasts featuring readings, analysis, and interviews offer new perspectives, expanding cultural context and intergenerational dialogue. Discussions in forums, chats, and groups encourage reading and comparative analysis, but can also narrow perceptions to narrow interpretations.

Multimodal Formats and Translation. Audiobooks, subtitles, illustrated editions, interactive annotated texts, and multimodal courses influence comprehension and retention. Glossaries, online translations, and explanations help students study complex foreign texts and cultural contexts, but require a critical selection of sources.

The role of translations and interpretations. Digital translations and parallel versions allow for the comparison of styles and interpretations, sometimes influencing the perception of the original vocabulary and style.

Educational practices. Integrating digital tools into literature lessons: multimedia notes, collaborative reading platforms, and annotated editions facilitate deep reading, but require a skilled moderator and digital literacy methods.

Benefits of the internet's influence. Expanded access: Academic and cultural texts become more accessible to a wider audience, including regions with limited access to print resources. Multimodality and interaction: Audio, video, annotations, and interactive materials support different learning styles. Social motivation: Online communities and recommendations reduce barriers to reading and maintain interest. Enriching culture and context: Online sources allow us to explore the historical and cultural aspects of Russian literature in relation to the contemporary.

Risks and challenges. Information noise and source quality: the wide variety of materials requires selection mechanisms and critical thinking. Superficiality of reading:



fragmented formats and quick recommendations can reduce the depth of analysis. Bias in favor of canonical and popular authors: lesser-known or regional authors are less well-known among younger readers. Translation and interpretation issues: automatic translations can distort stylistic features and meaning. Digital addiction and distraction: fragmented attention and multitasking can reduce the ability to read for long periods.

Practical examples and case studies. Video channels with excerpts and analysis, character analysis, motifs, and historical context. Online courses and educational channels on Russian literature. Online archives and digital collections of classic Russian literature with annotations and dictionaries. School and library projects for shared reading with discussions on online platforms and in-person meetings.

Pedagogical and library recommendations. Developing curated lists: combining canonical, regional, and contemporary prose, with annotations and explanations. Implementing digital literacy: teaching critical approaches to sources, fact-checking, translation recognition, and interpretation. Structuring reading for depth: reading schedules, text analysis tasks, and comparing translation versions. Combining formats: balancing text reading, audio and video materials, and online and offline discussions. Supporting regions and multilingualism: access to resources in Russian and regional languages, translation tools, and subtitles.

Conclusion: The internet significantly expands young people's opportunities to discover and appreciate Russian literature, but requires active professional support: selecting high-quality materials, developing critical reading practices, and providing conditions for deep, contextual work with texts. The right digital strategy in schools, libraries, and publishing houses can increase young people's interest in Russian literature while preserving the value of slow, thoughtful reading.

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