Reading Culture of Teenagers in Social Media: A Study of Reading Habits and Perception of Online Literary and Educational Content by Teenagers

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Abstract

The article is devoted to the study of teenagers' reading culture on social media. The study aims to explore the reading culture of adolescents on social media platforms and assess the educational potential that these platforms (Instagram, TikTok, and YouTube) offer for teenage reading and education. As part of an effective study of teenagers' reading habits, the authors surveyed respondents. The survey results revealed the adolescents' perception of literary and educational content online. The study outlines the main trends in the reading culture of teenagers. It defines the preferences of adolescents in the literary aspect and describes the main factors influencing the reading culture. The paper describes the specifics of social media's influence on adolescent reading culture. In particular, it describes the role of book bloggers and book communities in shaping teenagers' tastes in reading. This study aims to investigate the reading culture of teenagers on social media and to assess the educational potential of these media platforms (Instagram, TikTok, and YouTube) for teenage reading and education. The object of the study is the reading culture of teenagers. The study applied such research methods as description, analysis and synthesis, comparison, generalization, modelling, and content analysis. The article examines the reading culture of adolescents on social networks. The authors describe the place of reading and social networks in teenagers' lives in the information society. The essence of blogging and digitalization in terms of book trends is described. The study of reading habits and perception of literary and educational content online by adolescents is analyzed. In addition, the authors summarize the main results of the study and assess the educational potential of social networks. The main age, gender, and social parameters of the respondents are determined.

Keywords: reading, the culture of reading, reader culture, media consumption of teenagers, online reading, teenagers, teenage reading, juvenile literature, young adult fiction, teenagers' reading

1. Introduction

Today, social media is an essential part of everyone's life. Through media platforms, anyone can find the necessary information and communicate, entertain themselves, and share personal stories with others. In the modern world, social media also effectively supports the educational process. In particular, students can find quality educational content on various specialized websites and use it in their activities. However, the question arises as to whether social media can influence the reading preferences of teenagers. The reason for this is that teenagers share different opinions and positions on social media so that they can change their reading preferences. Furthermore, the issue of teenage reading is vital since this age group is unique in terms of psychological and social aspects, which can affect their preferences. As a result, the problem of adolescent reading culture on social media and the assessment of its educational potential is relevant.

It can be argued that the problem of reading on social networks is not acute enough. Yes, we have many online bookstores and bloggers exploring the issue of reading on social networks, but still, virtual reading cannot replace reading a book in paper format. This can be justified by the fact that reading a virtual book does not replace the impressions that you can get

from reading a paper one since when you turn the page, you understand how much is left to read, which is impossible with a virtual book. However, a virtual book is more convenient and can be read at any time.

The study aims to explore the reading culture of adolescents on social media platforms and assess the educational potential that these platforms (Instagram, TikTok, and YouTube) offer for teenage reading and education. The article is based on empirical research, employing a survey of Ukrainian teenagers. The obtained data pertain to reading habits, literary preferences, and teenagers' perception of books both online and offline, as well as independent learning by teenagers on social media.

The study of reading culture is a way to determine the main trends in the development of modern literature and social media. This is directly because teenagers who read books now will be the main social group in the future who will read various kinds of literature. In addition, looking at social media as an instrument for presenting information about education allows you to determine the main aspects of educational content in social networks.

According to the aim of the study, it has the following goals:

1. To highlight the main trends and the influence of social media on reading activity among adolescents.

2. To identify which literary genres and authors are popular among teenagers on social media.

3. To analyze the role of influencers and trends on social media in shaping the reading preferences of adolescents.

4. To investigate the positive impact of social media as a tool for promoting reading among youth.

5. To assess social media's educational potential in enhancing adolescents' reading literacy and general education.

6. To explore the possibilities of using social media as an additional educational resource to support the learning process and foster the reading habits of teenagers.

2. Literature Review

The issue of researching adolescent reading culture in social networks has been addressed in the works of national researchers such as L. Hrishchenko (2014), O. Slyzhuk (2023), M. Tsyura (2018), and T. Yatsenko (2019). According to their views, the matter of adolescent reading has received only limited attention. In particular, there is a reason for this. By reading books and other literary texts during their studies, pupils and students already acquire basic knowledge of classical literature and literature in a particular field. Therefore, it is considered to be quite enough to assert a sufficient reading level in teenagers.

It is worth noting that T. Yatsenko, in her article "The Problem of Reading in the Conditions of the Information Society: Social and Methodical Aspects," emphasizes that digitization both positively and negatively affects the reading culture of adolescents (Yatsenko, T., 2019, p. 6). On the one hand, the virtual space and social networks provide access to a variety of literature while also fostering reading literacy. On the other hand, having access to various virtual tools, adolescents have low motivation to read books.

Meanwhile, as pointed out by O. Slyzhuk in the article "Development of Reading Interests of Younger Teenagers in the Process of Studying Ukrainian Literature in the New Ukrainian School," social networks contribute to the formation of literary preferences among adolescents (Slyzhuk, O., 2023, p. 6). By following book bloggers' recommendations and reading book reviews on social networks, teenagers quickly shape their literary preferences and make book choices faster than if they didn't have access to the virtual space (Lytvyn et al., 2022).

Therefore, the existing literary base allows for comprehensive research. Moreover, the conflicting opinions on the impact of social networks on adolescents' tastes make it possible to assert the relevance of working on this article.

3. Methodology

The following research methods were utilized in the study: description, analysis and synthesis, comparison, generalization, modelling, and content analysis. The description method was employed to elucidate the essence of teenagers' reading culture and the key influencing factors. Analysis and synthesis were used to present the research findings. The comparison was utilized to juxtapose respondents' answers. Generalization was applied to summarize the conducted research.

Specific methods were crucial in the study, namely modelling and content analysis. The modelling method was employed to construct models of respondents' responses in the form of diagrams and tables. It allowed for the representation of the relationship between specific responses among the total number of respondents. Content analysis was used to present book communities and pages of book bloggers on social media. This facilitated an understanding of the impact of social media on the primary reading preferences of teenagers.

4. Results

At the current stage of the development of the information society, significant attention is paid to the issue of reading. This is primarily due to the active integration of computers and innovative technologies into our lives, which reduces the interest of many people in reading literature. In the past, books were the primary source of knowledge. Still, nowadays, essential information can be obtained from mass media, by watching movies or relevant videos, or by visiting specialized resources in the virtual space. However, it cannot be claimed that reading has lost its relevance (Hrishchenko L., 2014, p. 2).

It is worth noting that the reading habits of teenagers should receive special attention. It can be explained by the fact that adolescents represent a unique category from a psychological and sociological perspective. Adolescents are people aged 11 to 18 years who can be both students and attend vocational or higher educational institutions. Moreover, this age group is characterized by changes in social status, which can affect their emotional and psychological well-being. Therefore, it is commonly believed that adolescents read less due to their focus on studies and forming social circles, which hinders their time for reading (Slyzhuk O., 2023, p. 5).

Furthermore, social media platforms have become teenagers' primary information sources. Therefore, adolescents tend to read less as they spend more time in the virtual space, especially on messengers and video-sharing platforms. This is due to both a lack of time and the opportunity to access short book reviews and condensed versions of literary works. Additionally, social media often feature excerpts from books that help understand the work's main aspects (Yatsenko T., 2019, p. 6; Grøn R., 2020, p. 124).

Moreover, the use of social media significantly contributed to the emergence of bloggers. Bloggers actively maintain blogs on various topics, including reviews of classic and new books. Therefore, by following book-related blogs, adolescents can quickly familiarize themselves with the content and plot of books, learn about vital key points, and understand the opinions of experts or literary critics. It's important to note that the opinion of a book blogger is crucial for adolescents since they often review new and popular books, helping readers decide whether a book is worth reading and whether they can recommend it to their friends (Tsyura M., 2018, p. 60).

In general, social media and book bloggers allow teenagers to form a new reading culture. Since electronic books are available in various formats and can be accessed on all devices, adolescents' reading habits are highly influenced by which new book releases enter the virtual space quickly. Additionally, bloggers' recommendations affect teenagers' reading preferences as they shape their understanding of literary culture (Manuel A., 2012, p. 28).

Furthermore, the digitization of reading can also affect how adolescents perceive education. As they consume books in the virtual space, adolescents develop a unified view of knowledge in electronic format. This perception of literature and education in digital format significantly influences their perception of online learning. This is because by perceiving reading as an activity that can be done electronically, adolescents open up to the idea of receiving knowledge entirely in a virtual format. As a result, skills in working with electronic libraries allow them to develop and acquire the ability to navigate electronic educational resources (Thomson, S., 2018, p. 7; Ibáñez, E., 2019, p. 40).

The foregoing information significantly influenced the idea of researching teenagers' reading habits and perceptions of online literary and educational content. The study included a Google form survey of 186 adolescents aged 11 to 18. Among the respondents, there were 102 female and 84 male. As for the age group, the number of respondents breaks down as follows: 11-13 years old - 80 persons, 14-16 years old - 41 persons, 17-18 years old - 65 persons. In addition, the respondents noted that most of them live in the city (122 people), one-third live in villages and towns (63 people), and 1 respondent lives in a hamlet.

The question "How much time do you spend on social media every day?" was asked to understand how much time respondents spend on social media. The respondents provided the following answers:

- less than 1 hour - 10 people;
- 1-2 hours - 26 people;
- 2-3 hours - 29 people;
- more than 3 hours - 41 people;
- I hardly ever leave social media - 80 people.

Accordingly, they were asked which social networks adolescents use more frequently. The most popular social network among teenagers is Instagram (108 respondents), followed by TikTok (57 respondents), then YouTube (7 respondents). Facebook is a less popular social network (only 4 respondents). Teenagers explained this choice by noting that Instagram is a social network that offers broad opportunities and a wide range of tools for entertainment and learning. Furthermore, this social network contains many educational contents promoted by famous bloggers.

Therefore, the obtained information confirms that social media significantly influences the development of teenagers. Spending predominantly 2-3 hours on social media daily, teenagers quickly absorb popular trends and shape their reading preferences. Moreover, social media have an impact on the educational process, as teenagers receive a substantial amount of information from social media platforms ().

It is worth adding that teenagers most often read audiobooks or excerpts from them on social media. It allows them to perceive information through listening or get acquainted with it partially when there is no opportunity to read a book in its traditional form or entirely. Besides, social networks have many tools for perceiving such information. In fact, 103 respondents read audiobooks or some of their fragments on social media. Another 50 respondents read short text reviews of books, while 32 respondents watch lectures or webinars on educational topics. Finally, 1 respondent watches videos about learning and education on social networks.

The survey revealed that teenagers only occasionally browse book communities on social media. They attribute it to their limited knowledge about book communities and their lack of popularity. Moreover, such communities rarely post content regularly. It mainly consists of updates about new book arrivals in bookstores or libraries, news from the literary market, and announcements of book exhibitions, which appear once every 1-2 weeks. According to teenagers, these communities do not invest enough time in expanding their audience and improving their content. Nevertheless, respondents highlighted specific book communities such as "Library 25," "Library Px," "Your Living Library," "Urban Library," and "Literary Lviv." In their opinion, these communities consistently publish relevant and engaging information related to book markets, literature, and publishing, contributing to the development of Ukrainian youth's interest in reading books.

The survey results on book communities are shown in Figure 1.

However, respondents also noted that they only occasionally consume content related to books and education. They explained this by the scarcity of such content, which mainly covers trending topics that gained public attention during a specific period. They expressed interest in content that could have a positive impact on education and motivate them to read books. However, teenagers believe such content is not widely distributed because bloggers may not find it appealing or commercially viable to their audience.
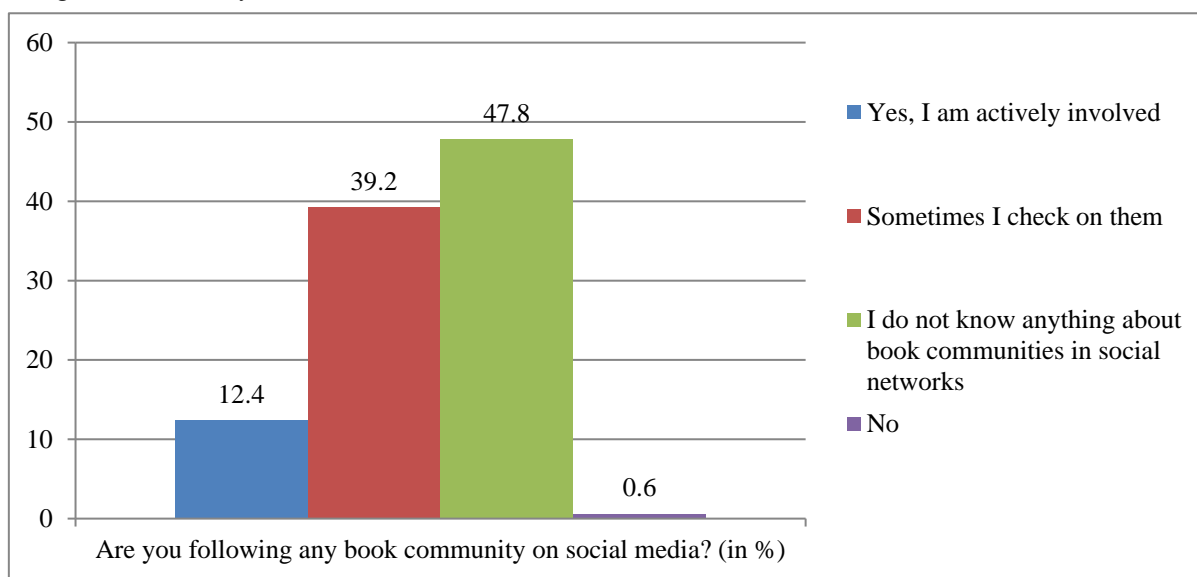

Figure 1. Are you following any book community on social media? (in %)

Since such content is lacking, the book reading level may also be low. Respondents mentioned that they rarely read physical books, usually only when they have free time. They primarily attribute the lack of free time to their education and difficulties in accessing the literature they want to read. Some respondents mentioned the absence of bookstores in their vicinity. At the same time, others emphasized the complete lack of bookstores in their area. Meanwhile, libraries mostly store books that were published 20-50 years ago, and the information they contain is outdated (Zayed et al., 2022).

Regarding e-books, the situation is more favorable. Thus, 108 respondents noted that they read e-books once a week, and 30 respondents read them on a daily basis. Survey participants explain their choice by stating that e-books are convenient to read and accessible on any device. They can be read at any time without worrying about the format, as they have no physical dimension, eliminating the need to carry heavy books. Additionally, e-books are often available in

audiobook format, allowing information to be consumed while commuting or in crowded places.

An important question was about the types of books that adolescents like. The majority of responses were received in genres such as "science fiction/fantasy," "adventure/fantasy," "contemporary poetry," and "historical literature." Teenagers explain their choice by stating that books in the fantasy genre allow them to escape to another world where they can be anyone and where there is no war. The adventure genre allows them to be heroes and have significance for others. Contemporary poetry appeals to those who appreciate frank expressions on current topics. Additionally, 2 respondents mentioned reading apocalyptic literature, and 1 respondent mentioned pilgrimage literature.

After February 24, 2022, there was a sharp increase in teenagers' interest in historical literature. In particular, adolescents began to show interest in Cossacks and the XX century topics, primarily the era of the Central Rada and the First World War. The teenagers sought to learn more about the complex history of Ukraine, attempting to analyze the conflicts. At the same time, the demand for such literature has grown from historians who have professionally written about the events in their books. In addition, the popularity of certain genres by respondents is shown in Figure 2.

Regarding how teenagers choose books, most respondents indicated that their main criterion is oral recommendations from friends. They are accustomed to trusting the tastes of acquaintances, so they have a very positive attitude towards the advice of those around them. The respondents also mentioned that they recommend books they have read on social media. They always recommend books so their peers can read a fascinating story, as limited content is dedicated to this topic.
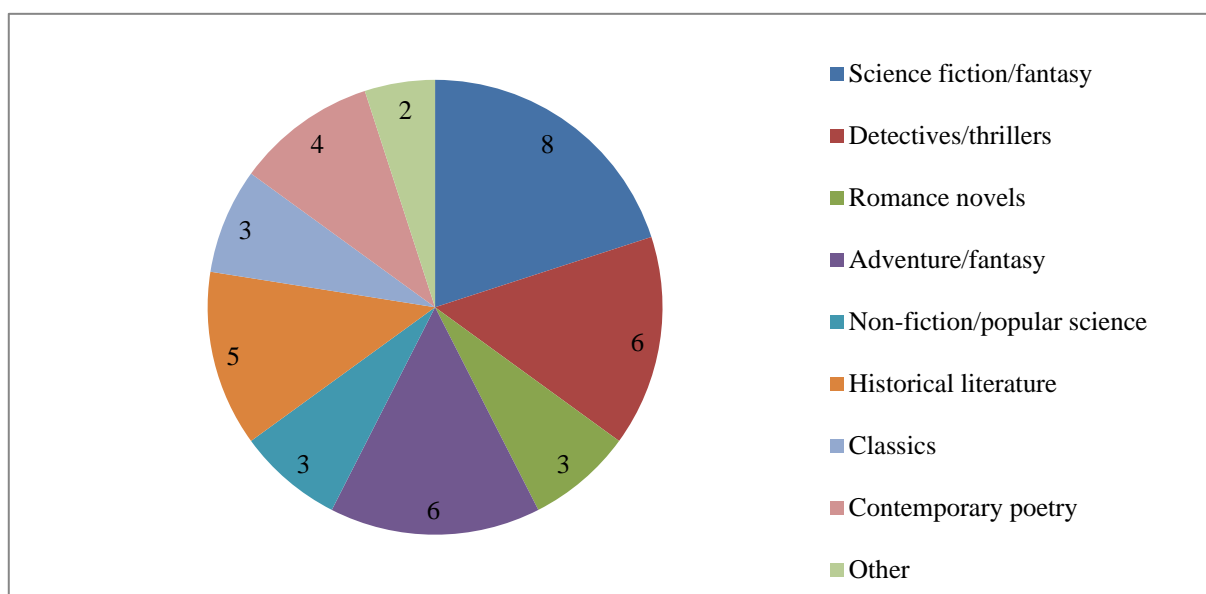

Figure 2. Answers to the question #12, "What kind of books do you like?"

An important question was whether book bloggers are interesting to teenagers. The significance of this question is due to the fact that book bloggers not only express their opinions about a particular literary work but also serve as thought leaders and can shape teenagers' overall perception of the book market and literature in general. This, in turn, affects the reading culture of teenagers and the main trends in writing. In general, 123 respondents stated that they occasionally check out posts from any blogger they come across. 51 respondents follow specific bloggers on a regular basis, while 12 people do not know any book bloggers. Figure 3 illustrates these findings.

Such responses are influenced by the fact that contemporary book bloggers are not very popular in the information space. Their content on social media is limited, so teenagers rarely come across book blogs or websites related to the topic. However, teenagers mention that they would like to see more of such content, which they consider informative and useful.
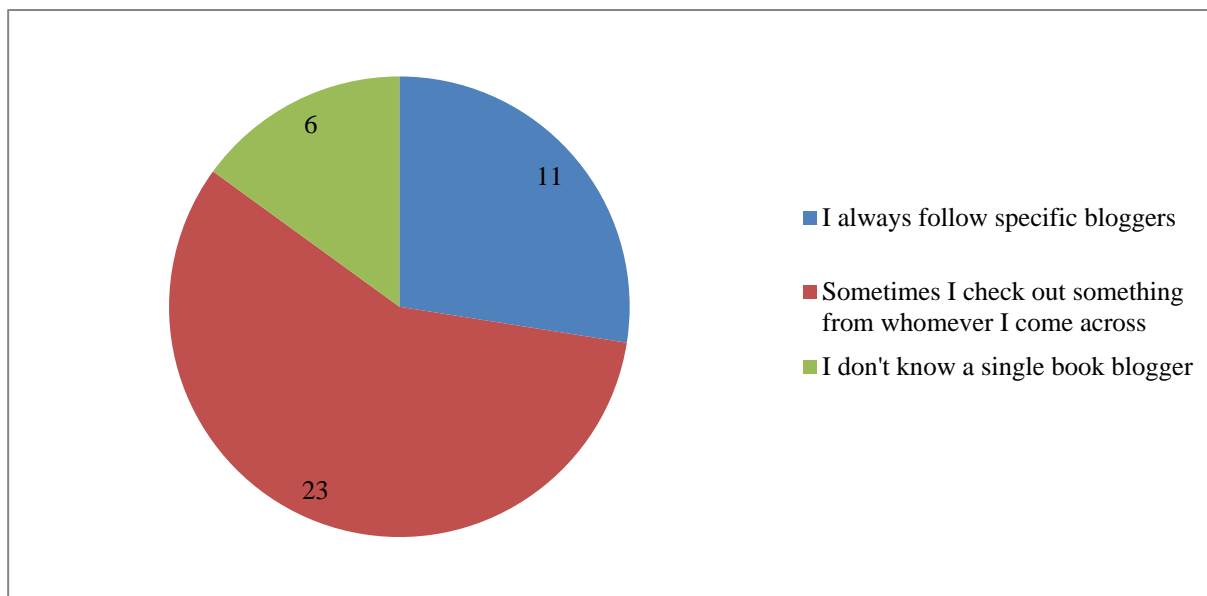
Figure 3. Answers to the question #14, "Are you interested in book bloggers?"

Regarding famous book bloggers, respondents mentioned Irina Boratinska (Book Vampire), Darya Kravchenko, and Anna Severyn. They believe their content is engaging and primarily focused on informing the audience about book releases. However, the respondents consider the main drawback of these bloggers is that they publish information only in specific genres. Specifically, Irina Boratinska covers content about fantasy and thriller novelties, Darya Kravchenko shares information about psychology books, and Anna Severyn provides updates on contemporary poetry and romance novels. Therefore, teenagers would like to see a broader representation of different genres (Popovych et al., 2022).

The respondents mentioned that they occasionally recommend books they enjoy on social media. They explain this by the fact that they believe that such content will not be attractive to subscribers and friends, as posts with information about personal life get more views and likes. Another noteworthy fact is that 126 respondents mentioned reading books as an "entertainment or leisure activity." At the same time, 60 respondents chose "education or a source of knowledge." In other words, for a quarter of those surveyed, reading cannot be perceived as a source of knowledge or education because they associate the act of reading with relaxation and getting lost in their own thoughts while acquiring knowledge requires concentration and focus. Moreover, there are various ways to gain knowledge nowadays, not just through books.

However, subscribers also recognize the vital role of social media in popularizing literature. In response to the question, "Which book have you read thanks to social media?" the following responses were obtained, as demonstrated in Table 1.

Table 1. Answers to the question #18, "Which book have you read thanks to social media?"

Respondent's number	Book and author	Respondent's number	Book and author
1	"Leave if You Love" (Colleen Hoover)	22	"The Perfect Stranger" (Megan Miranda)
2	"Tilky nikomu ne kazhy" ("Just Don't Tell Anyone," Irena Karpa)	23	"Equal Rites" (Terry Pratchett)
3	"Murder on the Golf Course" (Agatha Christie)	24	"November 9" (Colleen Hoover)
4	"Creative Confidence" (Tom and David Kelley)	25	"Booba" (Barbara Kosmowska)
5	"Witches" (Terry Pratchett)	26	"The Kiss Was Not the Last" (Oksenia Burlaka)
6	"On Writing" (Stephen King)	27	"Mesopotamia" (Serhiy Zhadan)
7	"Soniakhy" ("Sunflowers," Andriy Zelensky)	28	"The Big Bang" ("Wielki Wybuch," Barbara Kosmowska)
8	"History of Crimea and the Crimean People" (Gulnara Bekirova)	29	"Boarding School" (Serhiy Zhadan)
9	"Tilo. Seks. Shliub" ("Body. Sex. Marriage," Irina Ignatenko)	30	"Gymnasium Student" (Andrei Kokotiukha)
10	"Our King of the Valley" (Maria Lang)	31	"A Room of One's Own" (Virginia Woolf)
11	"Influence: The Psychology of Persuasion" (Robert Cialdini)	32	"The Goldfinch" (Donna Tartt)
12	"The Night Breathes Tenderness" (Scott Fitzgerald)	33	"Reminders of Him" (Colleen Hoover)
13	"The Churchill Factor" (Boris Johnson)	34	"Buy Yourself That Damned Bouquet" (Tara Shuster)
14	"Reminders of Him" (Colleen Hoover)	35	"The Road to Unfreedom: Russia, Europe, America" (Timothy Snyder)
15	"Spytai Miiechku" ("Ask Miechka," Yevheniya Kuznetsova)	36	"Breaking the Habit of Being Yourself" (Joe Dispenza)
16	"1984" (George Orwell)	37	"Nightingale" (Kristin Hannah)
17	"Verity" (Colleen Hoover)	38	The Alice Network (Kate Quinn)
18	"Hunger" (Tracy Wolff)	39	"Life Alone" (Kristin Hannah)
19	"Nightingale" (Kristin Hannah)	40	"Winter Garden" (Kristin Hannah)
20	"The Perfect Child" (Lucinda Berry)	41	Blood and Ash. Book 1: From Blood and Ash (Jennifer Armentrout)
21	"Book Thieves" (Anders Rydell)		

Regarding the question of whether respondents use the bookmark function for educational content, 122 respondents replied that they use it when needed, 40 people use it regularly, while 24 persons do not use them at all. These answers can be explained by the fact that they have access to educational content from different devices. In this case, they do not need to save specific information. However, they use this function if the content is only available in a certain format or is difficult to find (Akimova et al., 2022).

Additionally, we can highlight the question, "Do you perceive educational content on social media as a replacement for traditional education at school or university?" 124 respondents believed that traditional education could be replaced only in some cases. Figure 4 illustrates this point.

Indeed, the current security situation significantly affects the learning process, and distance learning is often the only option for receiving education. However, even considering the current situation, it does not allow for a complete replacement of traditional learning. Respondents explain this by the fact that traditional education is aimed at clear knowledge acquisition. Instead, the information in the curriculum on social media mostly contains unpopular theses that need to be proven.
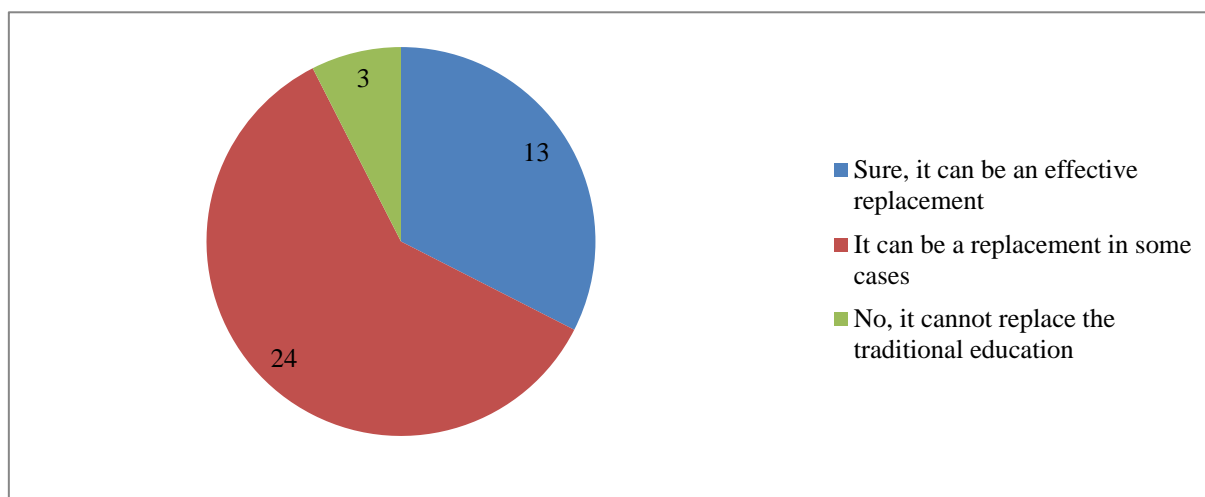
Figure 4. Answers to the question #20, "Do you perceive educational content on social media as a replacement for traditional education at school or university?"

Thus, it can be argued that the conducted research has allowed us to identify the main trends in the reading culture of teenagers. It is worth noting that reading culture, in many cases, is influenced by recommendations from friends or bloggers and social media advertising. In other words, feedback affects what teenagers will read and what information they should absorb. Social networks not only serve as a place for entertainment but also as a platform for finding like-minded people and hobby enthusiasts. Therefore, teenagers' preferences are determined by which books are popular among social media readers, effectively making them representatives of a virtual book club.

An unexpected result was found regarding the popularity of historical books. If previously these books were not widespread among young people, now teenagers are passionate about the history of their country and compare what is presented in textbooks with historical literature. That significantly impacts the development of critical and abstract thinking. This trend allows us to speak about a sharp change in reading preferences after February 24, 2022.

For people engaged in self-education, the use of social networks offers the following opportunities:

- To learn what is necessary and what is needed.
- To improve proficiency in foreign languages.
- To facilitate job searching, and so on.

The value of social networks for learning and development is still underestimated. Many educators are skeptical about the possibility of using this information technology object as an educational tool, as social networks are traditionally seen as an environment for leisure and entertainment (Adekeye, O., 2015, p. 279).

However, in pedagogical activities, the possibilities of social networks can be used to solve many different issues, such as effectively organizing the collective work of a split learning group, long-term project activities, and international exchanges. This includes scientific and educational exchanges, continuing education and self-education, as well as networking among people from different countries and continents (Boerma, I., Mol, S., Jolles, J., 2018, p. 250).

Among the positive aspects of using social media in education, we can highlight the following ones:

1. Comfortable environment. The interface, communication tools, organization, and content presentation formats are understandable and familiar to students (Asif, M., 2021, p. 40).

2. Various forms of interaction and communication. They provide a wide range of educational engagement opportunities (Bakar, A., 2019, p. 111).

3. The ability to share links to other educational resources (Cochrane, L., 2022, p. 85).

4. Based on a student's profile, instructors can develop personalized approaches and provide higher-quality content delivery (Tran, T., Le, T., Nguyen, T., Pham, A., Vu, T., Nguyen, M., & Vuong, Q., 2019, p. 45).

5. The ability to easily find the necessary content through filtering by specific criteria (Zhang, S., Inoue, T., Shu, H., & Georgiou, G., 2019, p. 5).

6. The possibility of involving experts, consultants, and specialists in specific disciplines in the learning process (Yuxin, X., 2021, p. 160).

7. Extensive demonstration capabilities. The ability to share any content with students effortlessly and students can access it at any time (Dahl, R., Allen, N., Wilbrecht, L., Suleiman, A., 2018, p. 442).

8. Information and communication support for the educational course on a social network enables students to participate in discussions and complete tasks from any location, ensuring thorough knowledge assimilation (Rutherford, L., 2017, p. 15).

Additionally, there is a concept known as mobile learning or m-learning. Mobile learning involves the use of smartphones as a learning tool. Mobile learning can be combined with traditional education, as human interaction is still essential. For mobile learning to be effective, educators need to be prepared for it and be knowledgeable about all aspects and methodologies of mobile learning. In the future, new social networks may emerge, and the number of helpful learning applications may increase (Reddan, B., 2021, p. 15).

Based on their studies, the scholars can develop new teaching and information retention methods essential for becoming professionals in their field. These methods can lead to the creation of new websites and applications. Of course, motivation plays a significant role in knowledge acquisition. Learning will be more effective if a person has a balanced internal reason (beliefs, values, or personal goals) and external motivation (income and rewards).

5. Discussion

The study revealed the main trends and the impact of social media on teenagers' reading activity. However, the study itself could be improved by including additional questions. For example, it would be advisable to ask respondents which educational websites they visit and how often. Also, respondents could be asked whether they see educational content in social media recommendations and how it is shared on the websites. It is also possible to ask them how they evaluate the content of book bloggers' pages and how much such content may interest teenagers.

At the same time, the question about the age of the respondents could be replaced with the question about which educational institution they attend (school, vocational school, college, university, etc.) to better understand the academic and social status of the respondents. Moreover, it would be helpful to pay attention to the reading preferences of middle and high school students since most scientific papers are devoted to studying the reading preferences of younger adolescents.

At the same time, it is worth noting that the issue of reading for teenagers and young people should be resolved at the state level of education regulation. In particular, this can be done by increasing the list of books by modern authors, which schoolchildren should familiarize themselves with in lessons on Ukrainian and foreign literature. Given that they will read books virtually, they will also be able to familiarize themselves with other authors' works. In addition, schoolchildren can get acquainted with the opinions of book bloggers and book experts in a virtual format, which will increase interest in reading certain literature.

For the development of the reading culture of teenagers, it is possible to propose the creation of projects that would stimulate young people to read more. It can be both educational exhibitions and the development of the book market in such a way that books are presented to teenagers in a convenient format. In addition, the modern presentation of knowledge should also take place in cooperation with popular authors and owners of educational content on social networks.

6. Conclusions

The research allowed us to draw the following conclusions within the set goals. In particular, the work made it possible to determine the significance of reading books by teenagers in the virtual mode. In addition, it identifies factors that affect the level of reading of teenagers on social networks. All this contributed to the discovery of the following results.

The authors highlighted the main trends and the impact of social networks on reading activity among teenagers. It can be noted that social networks significantly influence the reading activity of teenagers. This is mainly due to the fact that teens spend a lot of time on social networks. This has also influenced teenagers' reading preferences, especially as the content of book bloggers and influential figures in the literary world often shapes their preferences.

The authors of this article identified popular book genres and authors among teens on social networks. On social networks, teens most often read books in genres such as "science fiction/fantasy," "adventure/fantasy," "contemporary poetry," and "historical literature. Historical fiction became popular after February 24, 2022. Famous authors include Kristin Hannah, Colleen Hoover, and Terry Pratchett.

At the same time, the role of influential people and trends on social networks in shaping teenagers' reading preferences was analyzed. Recommendations from book communities and book bloggers significantly influence teens' reading preferences. Among famous book bloggers, respondents mentioned Irina Boratinska, Darya Kravchenko, and Anna Severyn. Respondents also highlighted book communities such as "Library. 25," "Library Px," "Your Living Library," "Urban Library," and "Literary Lviv. Their recommendations influenced the reading of specific books.

The article examined the positive impact of social networks as a tool to promote reading among youth. Social networks

influence teenagers to read more often. For example, based on social media recommendations, teens read books by authors such as Kristin Hannah, Colleen Hoover, and Terry Pratchett. In addition, respondents actively recommend books to their acquaintances and friends.

This paper evaluates the educational potential of social networks in improving teenagers' literacy and general education. Social networks have a positive impact on increasing adolescents' reading literacy. They learn more about specific books and recommend them to others. They also shape perceptions of quality and exciting content.

In addition, the possibilities of using social networks as an additional educational resource to support the learning process and the development of reading habits among teenagers have been explored. Social networks can be used to present graphic and practical material. Thus, the use of social networks allows for the visual presentation of specific knowledge.

Further research should investigate which books in the curriculum are attractive to teenagers. In addition, more attention should be paid to book bloggers and their content. In particular, comparing the information presented by Ukrainian and foreign book bloggers would be helpful.

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