

THE BOOK AS MEDIA FOR CHILDREN AND TEENAGERS, OR INTERNET: ARGUMENTS PRO AND CONTRA

Zukhra Mansurova,
University of Journalism and Mass Communications of Uzbekistan Saida

Javokhir Gairatov,
University of Journalism and Mass Communications of Uzbekistan

Saida Bekova,
University of Journalism and Mass Communications of Uzbekistan

Robiyakhon Toshmuhamedova,
University of Journalism and Mass Communications of Uzbekistan

Ozoda Raufova,
University of Journalism and Mass Communications of Uzbekistan

Abstract: This article is devoted to studying the place of the book and reading in the lives of children at a time when information technologies are rapidly developing and the Internet is becoming widespread. Considering the fact that modern mobile phones are increasingly displacing the position of traditional printed sources (books, magazines, newspapers, etc.), this paper explores the interest in reading and the emergence of the "digital generation". The goal of the work is to identify the role of reading for developing logical and critical thinking, as well as to prove that children are more predisposed to reading than adults.

Keywords: reading, children, social networks, book, internet.

1. Introduction and Hypothesis

Today, humanity is surrounded by a world experiencing the rapid development of information technologies. We see a smartphone in the hands of even the youngest member of society, through which they learn about the world. Means of communication have replaced everything for us—cameras, video cameras, laptops, and most importantly, they are displacing the role of books. Previously, in their free time, children and teenagers read books, solved crosswords, or read newspapers with comics and interesting stories. Newspapers and magazines were considered the main sources of information that contributed to the development of intellectual and informational growth.

Now the Internet has taken its place—it has become an integral part of human life. It has become as important as television, public transport, or household appliances. The modern young generation has even been given the names "digital generation," "native residents of the digital society," and "Internet generation" in literature (Myaeots, 2014). Today, children use it not only for leisure or communication but also for studying with cognitive goals. At the same time, one cannot forget that among the wide range of

DOI:

[https://doi.org/10.62499/](https://doi.org/10.62499/ijmcc.vi11.258)

ijmcc.vi11.258

Citation:

Bekova, Saida; Gairatov, Javokhir; Mansurova, Zukhra; Toshmuhamedova, Robiyakhon; Raufova, Ozoda. 2025. THE BOOK AS MEDIA FOR CHILDREN AND TEENAGERS, OR INTERNET: ARGUMENTS PRO AND CONTRA

International Journal of Media and Communications in Central Asia. 11: 60-72

opportunities for self-development, education and learning, self-expression, communication, creativity, and entertainment, certain risks also exist on the Internet (Davletshina, 2022).

According to research, teenagers who use the Internet differ greatly in their level of preparation and motivation for working online. Yes, they have basic computer skills, but they are not entirely proficient in using the deeper tools. Based on this, it can be noted that acquiring various knowledge, creative self-expression, developing critical thinking, and the ability to properly organize the information process require knowledge that can also be obtained through reading books and periodicals. Reading helps a person develop a personal culture, which is expressed through a developed worldview (Sánchez-García, 2021).

Observing these changes in children's preferences, we can note that every year, reading and interest in print publications are fading more and more, and the habit of reading books is decreasing.

A plethora of studies on reading habits are available in Pakistan. Much has been published on the reading habits of newspaper readers. However, the widely discussed worldwide issue of reading behavior in a digital context has largely been ignored in local literature (Asif, 2021).

Mothers' awareness of available children's books, their level of education, and exposure to printed materials were linked to children's reading levels. It should also be noted that women who were more interested in watching television and less engaged in reading were ineffective factors contributing to their children's academic achievement. Although a favorable literacy environment provided by parents was important, parental educational level and employment had little impact on children's reading development (Asif, 2021).

On the other hand, targeted use of Internet resources can simplify the learning process. If textbooks and reference books are translated into electronic versions on websites, obtaining them can become quickly accessible and without financial costs. This will also help those who do not have the opportunity for offline learning. This factor is very important for correspondence and distance forms of education. However, one cannot forget about the quality of the transmitted and received information, which can be replaced or fabricated, concealing the real event (Kuhn, 2022).

Based on the foregoing, the goal of this work is to identify the place of reading in a child's life. After all, earlier, when there were no social networks and the Internet, children developed more literate and with stronger logical thinking. Our goal is to prove that children are more predisposed to reading books than adults for certain reasons, and the effect of reading exists because our nervous system is like a simulator; if we use it and train it,

everyone can discover hidden talents within themselves. The study also examines the online learning format, which has become particularly applicable after the quarantine in 2020.

2. Methods and Materials

The methodological basis of the study relies on an interdisciplinary qualitative approach. This work uses two main types of methods: theoretical—comparative analysis of studies by various scholars on the confrontation between print media and electronic resources—and empirical method—conducting a survey among parents and children. The questionnaire was compiled on an online platform and sent to participants who fit the age category involved in the survey.

The theoretical basis of this work is the results of research by authors such as M. Asif, L. Yang (2021), M.I. Davletshina (2022), A. Yu. Gubanova (2015), O.N. Myaeots (2014), K.P. Neiman (2024), P. Sánchez-García (2021), M.D. Savchenko (2019), A.A. Zakharova (2023), O.A. Shcherbakova & M.I. Kolesnikova (2015).

We also used data from the National Committee of the Republic of Uzbekistan on Statistics. Statistical indicators were used as data in the article: the number of births and the number of children born to women under 20 years of age. These data were taken to provide a graph of the change in these numbers over the last ten years (2015-2024).

3. Results

In this article, a study was developed for the empirical determination of opinions among the population, which includes two forms of questionnaires: one for parents and one for children. The questions were compiled based on modern trends that cause public discussion. About 50 parents and the same number of children participated in the survey.

3.1. Children's Preferences

Based on the results of the questionnaire compiled for children, mostly girls in the 10-15 age range participated. Consequently, the profile of our respondent turned out to be a teenage girl (Children, 2025).

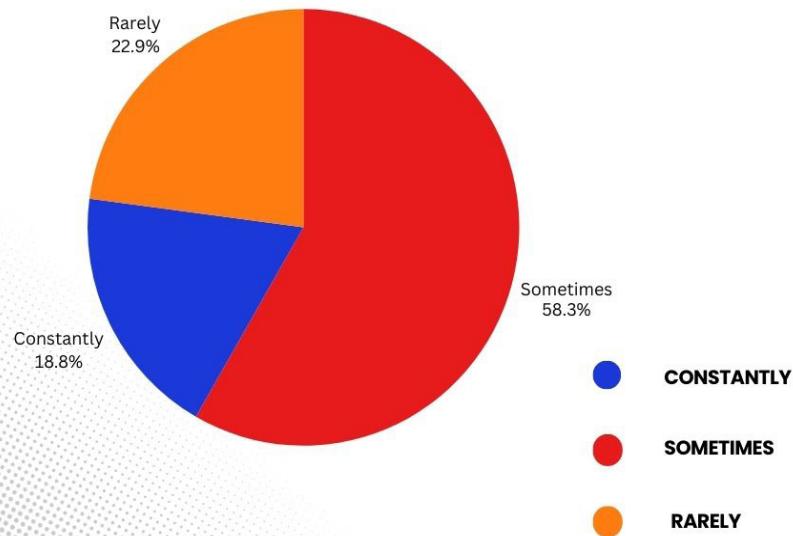
not be ready, both physically and morally, to properly raise a child.

Thus, the following reasons can be cited for the insufficient reading activity of mothers: first, the constant employment of parents, either work-related or professional; second, a deficit of free time—the family is large, consequently, there are many duties and household chores to be done, mothers get tired of them, and

Fig. 1. How often do you read books with your children

HOW OFTEN DO YOU READ BOOKS WITH YOUR CHILDREN

53 RESPONSES



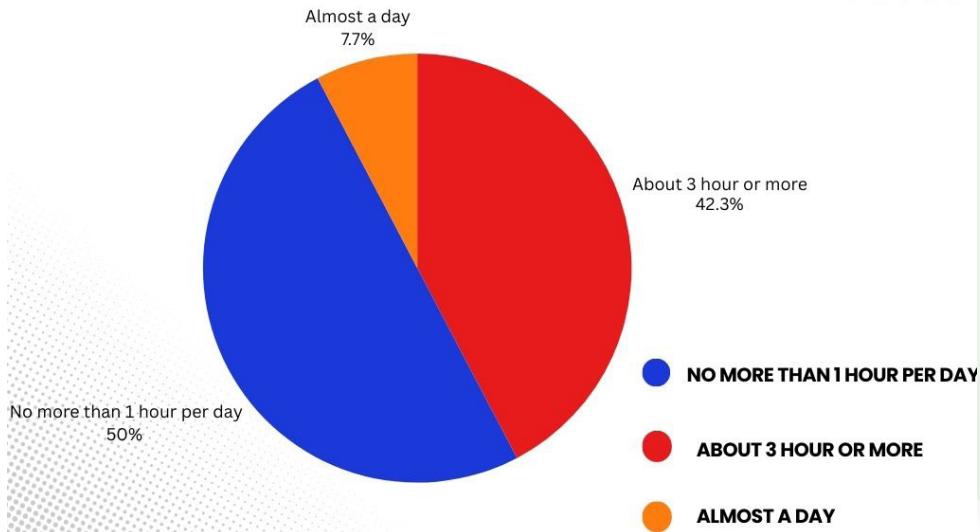
Source: author's survey

To the question: How often do you read a book? only 19% answered constantly; the remaining part (almost 80%), that is, the majority, it turned out, spend time with a book sometimes or even rarely.

Fig. 2. How much time do you spend online

HOW MUCH TIME DO YOU SPEND ONLINE

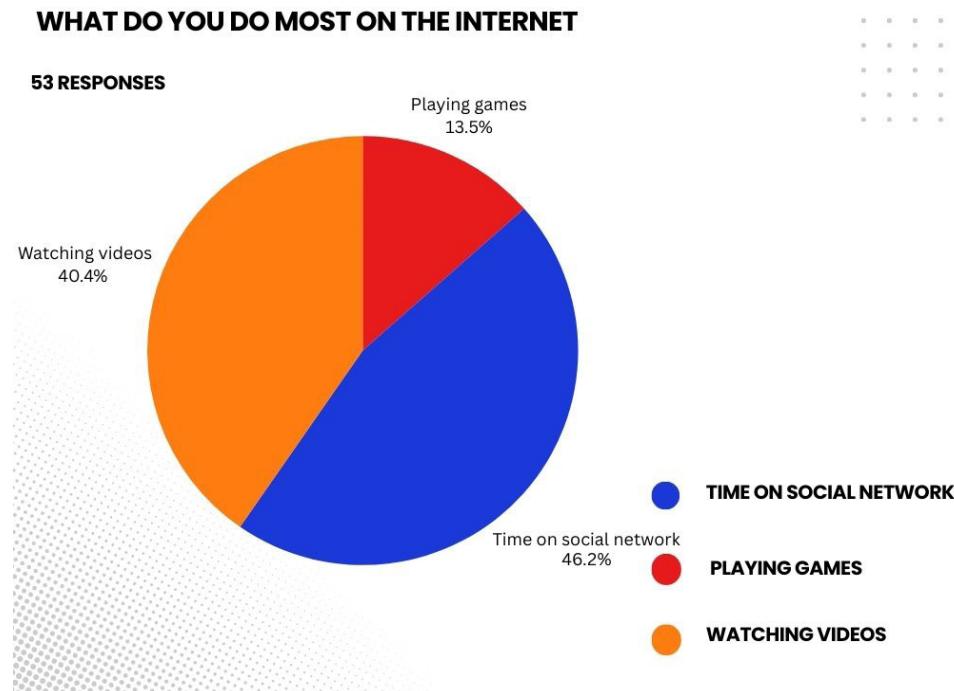
53 RESPONSES



Source: author's survey

The next question demonstrates the results of the respondents' answers regarding the duration of time they spend using the Internet. Most of the answers showed that children spend no more than 1 hour a day online. A significant portion stated about 3 hours or more, and a minimal portion accounts for those who are online almost all day.

Fig. 3. What do you do most on the internet



Source: author's survey

Now, after we have clarified how much time they spend online, the question arises: what do they spend this time on the Internet for? And according to the answers, a significant portion communicate on social networks and watch videos, while the rest play games.

3.2. Parents' Preferences

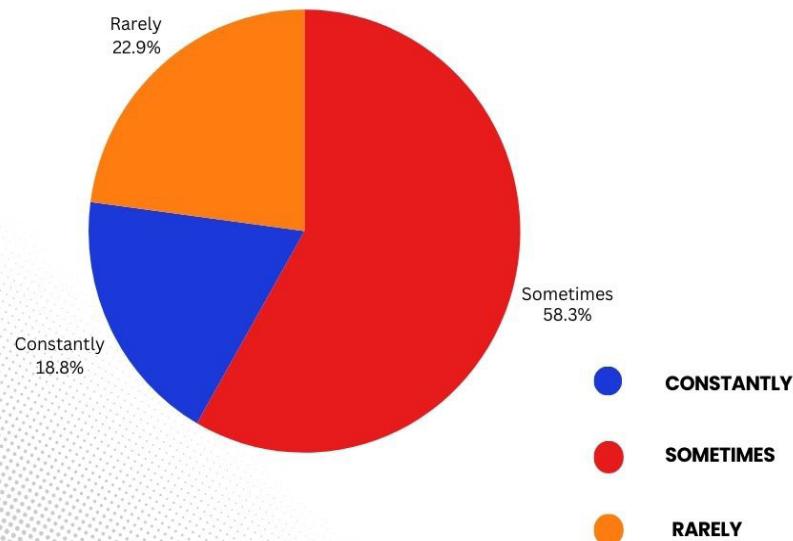
The parental questionnaire was filled out mostly by women: over 80%, which means that children spend time with their mother and mothers are more aware of their child's interests. The age category varies from 18 to 35 years old, and the majority of them are working - 60% or housewives - 24% (Parents, 2025).

Based on the results of the first question, it can be noted that almost 60% of women sometimes read books together with their children, and 23% do so rarely, while only 19% do this constantly. The reason for this can be attributed to the lack of time among parents, who are mostly busy with work or household chores

Fig. 4. How often do you read books with your children

HOW OFTEN DO YOU READ BOOKS WITH YOUR CHILDREN

53 RESPONSES

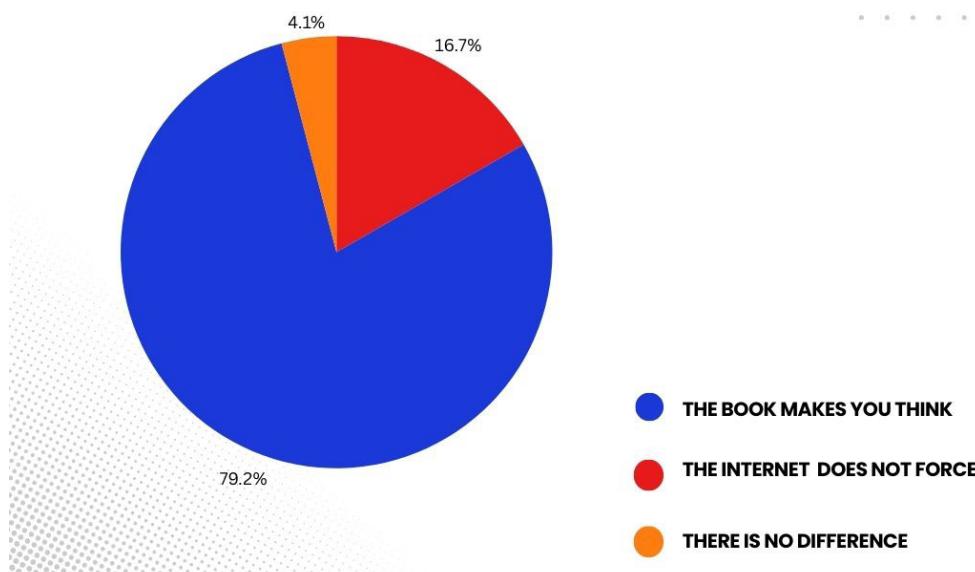


Source: author's survey

Fig. 5. How much time do your children spend online

**IS THERE A DIFFERENCE IN THE QUALITY OF INFORMATION
CONSUMPTION BETWEEN A BOOK AND THE INTERNET**

53 RESPONSES



Source: author's survey

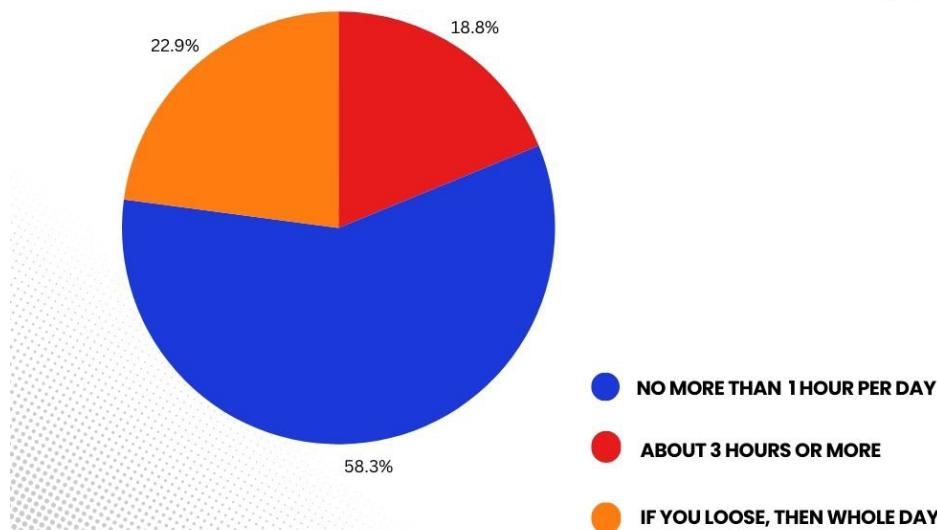
this lack of time and energy affects additional activities; third, the low level of education of mothers who became parents at an early age without completing their full education.

4. Discussion. Results of Other Studies

Let us consider the results of the work of other scholars

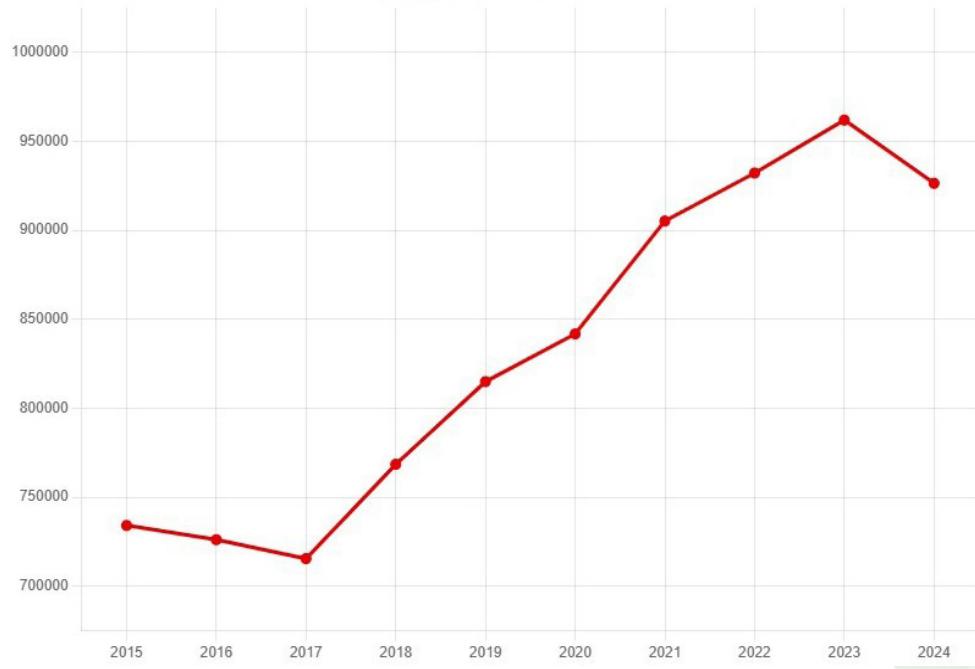
HOW MUCH TIME DO YOUR CHILDREN SPEND ONLINE

48 RESPONSES



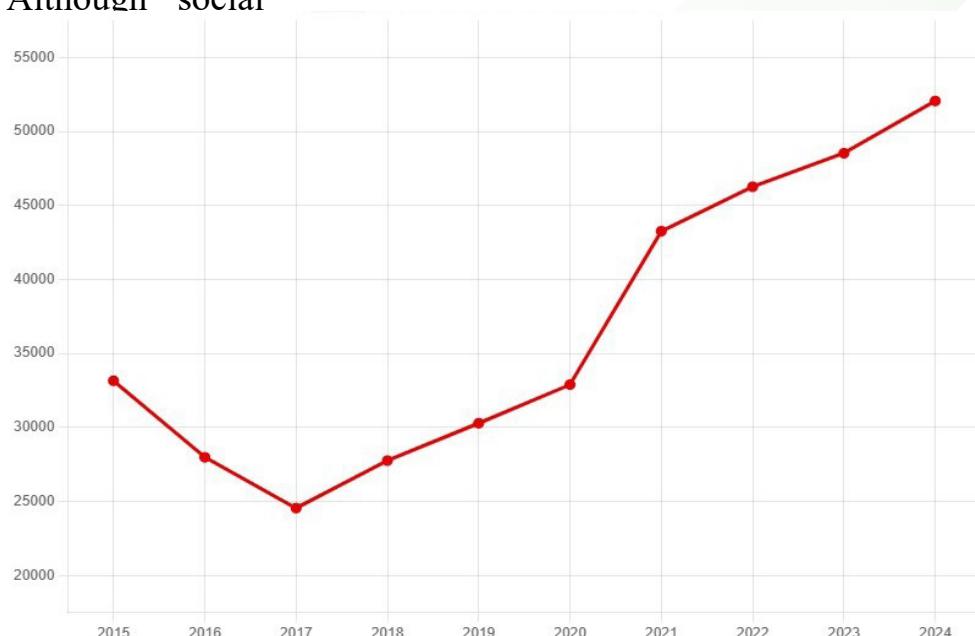
who also conducted research on this topic. **Source:** author's survey. Reading and learning habits significantly differ across Pakistan, China, Indonesia, and Ukraine, reflecting the influence of cultural, educational, and technological factors. In Pakistan, the habit of reading books is declining: only 28% of the population claim to read books other than textbooks, compared to 46% in 2002. This decline is influenced by parental involvement, the availability of printed materials, and the limited role of women in shaping reading habits. Furthermore, research on digital reading in Pakistan is practically non-existent, underscoring the need for empirical studies to improve library operations and educational practices (Asif M, 2021).

In China, children's creativity develops unevenly, with a noticeable decline in verbal originality and visual imagination among pupils aged 10 to 15. This trend is largely attributed to academic pressure and the emphasis on exam-taking skills in the Chinese education system. While creativity in children and teenagers worldwide generally develops asynchronously, the structured and exam-oriented environment in China appears to

Fig. 6. The number of birth (all)

Source: author's survey

suppress creative development during important school years (Zhang, 2024).

In Indonesia, the COVID-19 pandemic introduced new difficulties in online learning for high school students. Research shows that students faced limited interaction with teachers and peers, technical issues, and various difficulties when working with digital platforms. Although social


Source: author's survey

media and educational sites were widely used as learning tools,

the level of student engagement varied, and instances of cheating and dishonesty were also noted. This data indicates the need for improvement in the online educational environment and a more active, supportive role from educators to ensure effective student participation (Ninsiana, 2022).

In Ukraine, special attention is paid to the use of modern digital resources to support the literacy and social development of younger pupils. Innovative approaches, such as creating video materials based on children's literature, aim to combine educational content with engaging and interactive digital formats. These methods contribute to the development of reading habits, information culture, and the socialization of children, adapting to their interests and the digital environment (Turgenieva A, 2021).

In general, these four countries demonstrate how cultural, educational, and technological conditions shape reading habits, creativity, and learning experiences. In Pakistan, difficulties arise in maintaining traditional reading habits; in China, the exam-oriented system negatively impacts creative development; in Indonesia, the strengths and weaknesses of online learning have been identified; and Ukraine demonstrates the potential of digital resources to enhance literacy and engagement in the learning process. Understanding these differences provides valuable information for educators, policymakers, and researchers striving to improve reading and learning outcomes worldwide.

5. Conclusion

In conclusion, it should be noted that our study confirmed today's evident trend: the interest in reading books is noticeably declining on a global level. The majority of surveyed children spend time not with a book, but online, either communicating, playing games, or watching videos. The Internet has replaced old sources of information and entertainment for children and teenagers.

However, we must not forget the fact that despite digital technologies providing information quickly and easily, reading remains an indispensable "simulator" for our brain. The book constructs both our thinking and social space in a specific way. The book revives the culture of authorship based on authority, individuality, and personal creativity, forming an understanding of standards and benchmarks (Savchenko, 2019). Parents understand this very well, and most of them are confident that through reading book, a child will develop mentally, learn to think, analyze, and make balanced decisions. They fear that the constant consumption of ready-made information may, on the contrary, contribute to the fading of thinking.

According to the results, it must also be taken into account

that not only children's digital habits influence this situation. The employment and lack of time of parents, especially mothers, who often do not manage to read together with their children, play a significant role. And in the context of growing large families and early parenthood, this becomes an even more serious problem.

The conclusion from this study is as follows: The Internet today serves as a powerful tool for us, which can simplify many areas of human activity and provide quick access to information. But it will never completely replace the book. And reading is not just receiving information; it is the foundation for developing personal culture and deep thinking. Our goal is not to prohibit gadgets, but to learn how to use them beneficially while preserving and supporting the tradition of reading. As the experience of other countries has shown, we need to look for new, interactive methods to combine the digital environment and books.

Thus, it is recommended to create a culture of reading in the family. If parents read, children may also become interested in reading. We must always guide children and show them how to use the Internet in a useful way, and receive only reliable information. We must not forget that the book is the key to unlocking hidden talents and developing a strong mind. We must strive for the digital generation to become a reading generation that can confidently navigate both the flow of digital information and the depth of the printed word.

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About the authors:

Mansurova Zukhra — master's student, University of Journalism and Mass Communications of Uzbekistan, zkhakimova0797@gmail.com.

Gayratov Javokhir — master's student, University of Journalism and Mass Communications of Uzbekistan, javokhingayratov99@gmail.com.

Bekova Saida — master's student, University of Journalism and Mass Communications of Uzbekistan, saidahon.bekova@gmail.com.

Toshmuhamedova Robiyakhon — master's student, University of Journalism and Mass Communications of Uzbekistan, robiyahonerkinxojayeva@gmail.com.

Raufova Ozoda — master's student, University of Journalism and Mass Communications of Uzbekistan, ozodaraufova9@gmail.com.

КНИГА КАК МЕДИА ДЛЯ ДЕТЕЙ И ПОДРОСТКОВ, ИЛИ
INTERNET: АРГУМЕНТЫ PRO И CONTRA

Аннотация: Настоящая статья посвящается изучению места книги и чтения в жизни детей тогда, как информационные технологии в нынешний период развиваются быстрым темпом и повсеместно идёт распространение Интернета. Учитывая тот факт, что современные мобильные телефоны всё больше и больше вытесняют место традиционных печатных источников (книги, журналы, газеты и т.д.), в данной работе исследуется интерес к чтению и появление «цифрового поколения». Целью работы является выявление роли чтения для развития логического и критического мышления, а также доказательство того, что дети более предрасположены к чтению, чем взрослые.

Ключевые слова: чтение, дети, социальные сети, книга, интернет.

Об авторах:

Мансурова Зухра — магистрант Университета Журналистики и массовых коммуникации Узбекистана, zkhakimova0797@gmail.com. Гайратов Жавохир — магистрант Университета Журналистики и массовых коммуникации Узбекистана, javokhingayratov99@gmail.com.

Бекова Саида — магистрант Университета Журналистики и массовых коммуникации Узбекистана, saidahon.bekova@gmail.com.

Тошмухамедова Робияхон — магистрант Университета Журналистики и массовых коммуникации Узбекистана, robiyahonerkinxojayeva@gmail.com.

Рауфова Озода — магистрант Университета Журналистики и массовых коммуникации Узбекистана, ozodaraufova9@gmail.com.

BOLALAR VA O'SMIRLAR UCHUN KITOB – MEDIA SIFATIDA, YOKI INTERNET: PRO VA CONTRA ARGUMENTLARI

Annotatsiya: Mazkur maqola axborot texnologiyalari jadal rivojlanayotgan va Internet keng tarqalayotgan hozirgi davrda kitob va mutolaaning bolalar hayotidagi o'rnini o'rganishga bag'ishlangan. Zamonaviy telefonlar an'anaviy bosma manbalar (kitoblar, jurnallar, gazetalar va h.k.) o'rnini tobora ko'proq egallayotganini inobatga olgan holda, ushbu ishda mutolaaga qiziqish va "raqamli avlod"ning paydo bo'lishi tadqiq etiladi. Ishning maqsadi — mantiqiy va tanqidiy fikrlashni rivojlantirishda mutolaaning rolini aniqlash, shuningdek, bolalarning kitob o'qishga kattalarga nisbatan ko'proq moyilligini isbotlashdan iborat.

Kalit so'zlar: mutolaa, bolalar, ijtimoiy tarmoqlar, kitob, internet

Muallif haqida:

Mansurova Zuhra — O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti magistranti, zkhakimova0797@gmail.com.

G'ayratov Javoxir — O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti magistranti, javokhingayratov99@gmail.com.

Bekova Saida — O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti magistranti, saidahon.bekova@gmail.com.

Toshmuhammedova Robiyaxon, O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti magistranti, robiyahonerkinxojayeva@gmail.com.

Raufova Ozoda, O'zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti magistranti, ozodaraufova9@gmail.com.