



---

RESEARCH ARTICLES  
ДОСЛІДНИЦЬКІ СТАТТІ

---

<https://doi.org/10.17721/CIMC.2025.37.52-65>

## The Potential of YouTube for Promoting Reading among Adolescents: A Case Study

Oleksandra Kovalova

Taras Shevchenko National University of Kyiv, Ukraine

This article presents the results of a media monitoring study of the BookTube community content on the YouTube platform. The research also includes the development of recommendations for stakeholders. **Method.** The media monitoring of the Ukrainian BookTube was conducted using the social media and online media monitoring and analytics platform powered by artificial intelligence, YouScan. The monitoring period spans from September 2022 to August 2023. In total, 7,866 posts were analyzed, from which 10 cases with the highest engagement levels (likes, comments, reposts, views) during the monitoring period were selected. **Results.** The study revealed a steady increase in mentions of the hashtag #буктьюб\_українською (BookTube in Ukrainian) throughout the observed period, indicating continuous interest and activity within the BookTube community. In the context of the decline in reading literacy levels, as recorded by the PISA-2022 study, the author examines the YouTube platform as a tool for rethinking reading practices. The research is based on the analysis of ten cases representing various aspects of literary content: analytical reviews of works, debates around popular books, author recommendations, and personal library presentations. **Conclusions.** The results show that YouTube contributes not only to the popularization of literature but also to the development of critical thinking, emotional intelligence, and cognitive skills. The unique opportunity to create long and detailed video formats allows teenagers to engage more deeply with literature, develop analytical abilities, and perceive reading as an emotionally rich and cognitive process. Book bloggers, who act as reading ambassadors, play a role not only as promoters of books but also as trendsetters of contemporary reading culture, motivating teenagers through emotional interaction with texts. The author emphasizes the importance of integrating BookTube content into reading development strategies. This opens prospects for creating partnership programs between educational institutions, libraries, and book bloggers, which will contribute to the development of an interactive ecosystem to support youth reading culture. Therefore, YouTube serves not only as a tool for promoting literature but also as a means of transforming cultural practices and adapting reading to the conditions of the modern digital environment.

*Keywords:* reading culture; BookTube; adolescent reading; social media; YouTube

---

**Citation:** Kovalova, O. (2025). The potential of YouTube for promoting reading among adolescents: A case study. *Current Issues of Mass Communication*, 37, 52–65. <https://doi.org/10.17721/CIMC.2025.37.52-65>.

---

**Copyright:** © 2025 Oleksandra Kovalova. This is an open-access draft article distributed under the terms of the **Creative Commons Attribution License (CC BY)**. The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.



## Потенціал платформи YouTube для популяризації читання серед підлітків: дослідження кейсів

Олександра Ковальова

Київський національний університет імені Тараса Шевченка, Україна

У статті представлені результати дослідження медіамоніторингу контенту читацької спільноти «буктьюб» на платформі YouTube. Дослідження також передбачає розробку рекомендацій для зацікавлених сторін. **Метод.** Медіамоніторинг українського буктьюбу було проведено за допомогою платформи моніторингу та аналітики соціальних медіа і онлайн-3МІ, яка використовує штучний інтелект, YouScan. Період моніторингу охоплює вересень 2022 року — серпень 2023 року. Загалом було проаналізовано 7866 публікацій, з яких сформовано 10 кейсів з публікацій із найвищим рівнем залучення за період моніторингу (вподобайки, коментарі, репости, перегляди). **Результати.** Дослідження виявило стійке зростання кількості згадувань хештегу #буктьюб українською (BookTube in Ukrainian) протягом досліджуваного періоду, що свідчить про постійний інтерес і активність читацької спільноти «буктьюб». У контексті зниження рівня читацької грамотності, зафіксованого дослідженням PISA-2022, автор розглядає платформу YouTube як інструмент для переосмислення читацьких практик. Дослідження базується на аналізі десяти кейсів, які представляють різні аспекти літературного контенту: аналітичні огляди творів, полеміка навколо популярних книг, рекомендації авторів і презентації особистих бібліотек. **Висновки.** Результати свідчать, що YouTube сприяє не лише популяризації літератури, але й розвитку критичного мислення, емоційного інтелекту та пізнавальних навичок. Унікальна можливість створення тривалих і детальних відеоформатів дозволяє підліткам глибше взаємодіяти з літературою, розвивати аналітичні здібності та сприймати читання як емоційно насичений і пізнавальний процес. Книжкові блогери, які виступають амбасадорами читання, відіграють роль не лише популяризаторів книг, а й трендсеттерів сучасної читацької культури, мотивуючи підлітків через емоційну взаємодію з текстами. Автор акцентує на важливості інтеграції контенту буктьюбу у стратегії розвитку читання. Це відкриває перспективи для створення партнерських програм між освітніми закладами, бібліотеками та книжковими блогерами, що сприятиме побудові інтерактивної екосистеми для підтримки читацької культури молоді. Відтак, YouTube виступає не лише засобом популяризації літератури, а й інструментом трансформації культурних практик та адаптації читання до умов сучасного цифрового середовища.

*Ключові слова:* читацька культура; буктьюб; підліткове читання; соціальні мережі; YouTube

In the modern digital environment, where social media has become an integral part of adolescents' daily lives, the development of reading culture is acquiring new forms and approaches. The use of social media influences not only adolescents' interest in reading but also their social and psychological well-being.

Social media platforms such as TikTok, YouTube, and Instagram serve as effective channels for fostering a reading culture among adolescents, facilitating the emergence of new reading communities such as “Bookstagram,” “BookTok,” and “BookTube.” These platforms provide adolescents with opportunities to share impressions of books they have read, receive emotional support and feedback, and connect with like-minded individuals. Such digital communities make the reading process more interactive and encourage the engagement of new readers, transforming literature into a dynamic experience that integrates personal self-expression and communication.

---

Oleksandra Kovalova  <https://orcid.org/0000-0003-2725-5356>

This article was first published online on June 30, 2025.

It is a report on the research of PhD student Oleksandra Kvalova. The author declares no conflict of interest. The sponsors were not involved in the research design, collection, analysis or interpretation of data, or writing of the manuscript.

Corresponding author's email: Oleksandra Kovalova [oleksandra.kovalova@knu.ua](mailto:oleksandra.kovalova@knu.ua)



The results of the 2022 Programme for International Student Assessment (PISA), which evaluates the competencies of 15-year-old adolescents in mathematics, reading, and science, indicate a decline in reading literacy levels among Ukrainian adolescents (PISA, 2022).

The identified indicators underscore the need to rethink approaches to fostering adolescents' reading culture. In contemporary discussions among Ukrainian literature educators, there is a growing consensus that research findings highlight the necessity of reimagining teaching methods. It is suggested that reducing the number of literary texts in the curriculum, while emphasizing their in-depth study, would be more effective. Additionally, incorporating media texts – such as social media content, news feeds, and opinion columns – into the educational process has been proposed. Replacing the chronological approach to studying literature with a thematic one is also considered a way to modernize the concept of reading, harmoniously blending literary knowledge with current trends in educational communication<sup>28</sup>.

These recommendations are particularly relevant in the context of significant changes in adolescents' lives following the full-scale military aggression by Russia. According to the results of the nationwide sociological study *“Adolescents and Their Lives During the War”* (2023), 38% of adolescents use social media as a means of distraction from anxiety, negative news, and stress; 14% identified reading fiction as a way to cope with stress; 6% engage in blogging, and 5% in writing activities, helping them maintain their interests even under stressful conditions. The majority of respondents (91%) expressed a desire to acquire new skills, with 13% indicating an interest in accessing libraries with diverse literary resources. This highlights the importance of reading not only as a tool for developing literacy but also as a means of emotional stabilization. Despite the significant attention given to entertainment media, reading remains a relevant activity for self-development and reducing emotional tension among contemporary adolescents (Клуб Добродіїв, 2023).

Contemporary public discourse often expresses concern, and at times criticism, regarding the impact of social media on personal development and the formation of social behavior. The National Strategy for the Development of Reading in Ukraine until 2032, *“Reading as a Life Strategy,”* notes that “reading for pleasure and development as a lifelong practice is gradually losing its popularity in Ukraine, being replaced by the consumption of ‘quick’ information from social media, accessible video content, and television” (Кабінет Міністрів України, 2023).

However, the current situation can be viewed not as a reading crisis but as a process of its transformation. The growth of reading communities on social media platforms (“Bookstagram,” “BookTok,” “BookTube”) indicates that adolescents continue to have an interest in literature and book discussions, though they prefer new forms of communication and interaction. In light of this, our research will focus particularly on YouTube. According to the results of the “Reading and Social Networks” survey (2023), this platform ranks second in popularity among adolescent audiences, trailing only after TikTok (Шмига, Ковальова, 2024).

YouTube is distinguished by the nature of its content: a more extensive and long-form format that contrasts with the quick and dynamic content of TikTok and Instagram. This feature allows YouTube to be considered a kind of alternative to lengthy texts, making it an important subject of analysis in the context of studying reading culture. Examining YouTube content will provide deeper insights into the platform's impact on adolescents' reading practices and its potential for shaping new approaches to literary education.

**The goal** of the research is to analyze the publications of the “BookTube” community on YouTube based on engagement criteria.

**The research objectives** include:

---

<sup>28</sup> Artur Proidakov “If we talk about the results of PISA 2022.” URL:  
[https://www.facebook.com/arturproidakov/posts/3512895242285549?ref=embed\\_post](https://www.facebook.com/arturproidakov/posts/3512895242285549?ref=embed_post)



1. To identify the content, themes, and characteristics of materials available on YouTube for adolescents.
2. To interpret the results of media monitoring and highlight the most notable cases within the dataset.
3. To determine the potential benefits of the identified cases from the perspectives of marketing, education, and upbringing, with the goal of fostering constructive dialogue with adolescents and increasing their interest in reading.

## Literature Review

The first theoretical pillar of our research is the theory of media culture and reading culture, which views social media as platforms for transforming reading practices in the digital age. According to the *Concept for Implementing Media Education in Ukraine*, the formation of media culture in society and preparing individuals for safe and effective interaction with mass media are key tasks. Social networks such as YouTube, TikTok, and Instagram are becoming important tools for promoting reading, offering new forms of consuming and discussing literature (Найдюнова, 2016).

At the same time, the *State Program for Promoting Reading in Ukraine (until 2030)* emphasizes engaging youth in book culture by adapting educational strategies to digital realities, making social media a vital element in fostering reading activity among adolescents<sup>29</sup>.

The issues of media culture have been explored in the works of I. Bayda (2024), Pushkar and Hrabovsky (2022), T. Krainikova (2016), L. Naidyonova (2018), A. Petrov (2024), N. Zrazhevskaya (2021).

Contemporary adolescents are increasingly unable to conceive of their lives without an active presence on social media. Through their online engagement across various platforms, adolescents construct and define their social status. The cultivation of personal media culture and reading competence has emerged as a crucial aspect of adolescent development, given the inherent impossibility of exercising complete control over media. Media culture entails the acquisition of skills related to the search for, critical analysis, and evaluation of media products, as well as the capacity to generate original content that reflects individual values and perspectives. Moreover, reading culture is intricately intertwined with media culture, particularly in the context of engaging with and interpreting media texts.

Key concepts of the study include the definition of “reading culture”, which has been worked on by V. Baluk (2016), T. Dovhan (2020), V. Lutschina (2016), I. Pogribna (2023), K. Tuchak (2023).

In defining reading culture, we rely on the definition proposed by the scholar V. Baluk. Reading culture is

a complex integrative formation of the personality, which includes components such as the need for reading and a lasting interest in this process; reading erudition, the ability to perceive a literary work at the level of analysis; a certain level of developed reading skills, the development of cultural communication between the student and the book; full perception of the read work; the ability to determine the topic and main idea of the text, its purpose; the presence of age-appropriate literary knowledge, skills, and abilities; the ability of students to use reading as a means of acquiring new knowledge for further learning; the necessary level of theoretical-literary knowledge; creative abilities, the ability to evaluate and interpret (Балук, 2016).

---

<sup>29</sup> Reading Development Strategy for the Period Until 2032: “Reading as a Life Strategy” URL: <https://naurok.com.ua/strategiya-rozvitku-chitannya-na-period-do-2032-roku-chitannya-yak-zhittjeva-strategiya-349608.html>

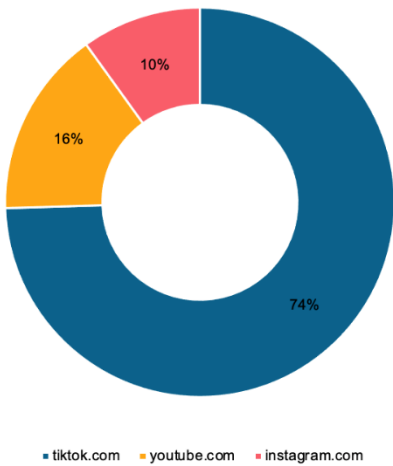


The second theoretical foundation of our research is the theory of social networks. Instead of viewing the decline in reading activity as a crisis, it is more appropriate to recognize it as a transformation. Attempts to eliminate the use of social media in adolescents' daily practices are futile. A more constructive approach is to explore the potential of social media as tools for the development of reading culture.

The use of YouTube as a tool in the educational process has been explored by V. Doniy (2021), H. Myskyv (2024), L. Shevtsova (2024). Research on book blogging has been conducted by K. Bohomaz (2024), O. Pogribna (2019), O. Politova (Ковпак, Політова, 2021), V. Stiahailo (2023).

A survey of 200 respondents revealed that the most popular platforms among adolescents are TikTok, YouTube, and Instagram (Шмига, Ковальова, 2024). TikTok and Instagram have become hubs for the formation of reading communities, such as Bookstagram and BookTok, where users exchange book recommendations, discuss literary works, and even create creative interpretations of what they have read (Ковальова, 2023). At the same time, the potential of the social media YouTube, which, according to the results of our survey, ranks second in popularity among adolescents, as well as the BookTube community, for the development of adolescents' reading culture remains insufficiently studied and less discussed in the academic discourse (Figure 1).

**Figure 1.**  
*Distribution of sources*



The third theoretical pillar of our research lies in the developments within the fields of sociology, psychology, pedagogy, and social communications, which provide an interdisciplinary understanding of the cognitive characteristics and motivations of adolescents. In Ukraine, new socio-psychological conditions have emerged, influenced by several factors, such as remote learning initiated by the COVID-19 pandemic and the full-scale Russian invasion of Ukraine. These circumstances have created a significant need for psychological, social, and neurobiological adaptation, as the mental well-being of children and adolescents has been subjected to considerable stress, and society has not always been prepared to respond to these challenges.

Particular attention is warranted for the YouTube platform, which, due to its format, allows for the creation of longer and more in-depth videos. In addition to book reviews, YouTube features analytical videos, interviews with authors, and literary discussions, all of which stimulate the development of critical thinking. Compared to the dynamic and short content of TikTok and



Instagram, YouTube stands as a powerful tool for promoting books and forming new approaches to literary analysis.

Thus, the study of YouTube content is highly relevant for the development of adolescent reading culture, as this platform has the potential to foster deeper literary analysis and the formation of new reading practices.

## Method

### Data Collection

To explore the content of the BookTube community on YouTube and its evolving dynamics in the context of the full-scale Russian invasion of Ukraine, a targeted media monitoring study was conducted. The research focused on the period from September 1, 2022, to August 31, 2023, capturing shifts in reader engagement during a time of profound social change.

A total of 7,866 posts were analyzed, from which 10 cases with the highest engagement levels (likes, comments, shares, and views) were selected for in-depth qualitative analysis. This allowed for a nuanced view of the trends shaping the community's interactions. The monitoring process used the YouScan platform, which leverages artificial intelligence to track and analyze social media content, enabling the precise identification of themes and book-related discussions that resonated most strongly with users.

## Results and Discussion

**Case studies from the first group** challenge the theory of the exclusive popularity of short-form videos, instead demonstrating that members of the BookTube community prefer genres and works that stimulate a deeper understanding of literature through psychological and symbolic analysis. This indicates their interest in cultural heritage and their willingness to invest time in long-form, meaningful content.

### *Case 1. Hidden meanings of "Harry Potter"*

The video<sup>30</sup> has received 9,000 likes, 135,367 views, and 2,311 comments. The video lasts 1 hour and 6 minutes. The first part covers the story of J.K. Rowling, her childhood, the origin of the "Harry Potter" idea, and the publication of the first book. It also discusses the history of the Weasley family prototypes. The second part contains a detailed analysis of the educational concept of Hogwarts, comparing the houses with psychological types and analyzing the character of Dumbledore as the ideal father figure. The video creator explains why the Harry Potter series can be considered a textbook on child psychology, discusses the psychological aspects of Dementors and Boggarts, uses a metaphor of the battle for Hogwarts, and analyzes the theme of orphanhood in the biographies of Harry and Tom Riddle. Additionally, it is noted that "Harry Potter" is a rite of passage for children into adulthood. The video begins with a prologue and ends with an epilogue. In the comments, viewers share that the video moved them: "A few times, tears welled up, thank you for such a great analysis," "I have tears in my eyes thinking about the difficulties J.K. Rowling had to overcome...", "Incredibly moved by the video, the clear sound, your voice, the depth, the facts, and the story I didn't know – it was very interesting to watch. I'm glad I spent an hour of my time on this wonderful video)," "Such a touching and full of tenderness and love review. At moments, tears welled up during the parts about Rowling's life. Only an incredibly strong woman, who loved herself, could survive such life situations and come out victorious."

*What does the case teach?* The modern reader is interested in a fresh, engaging presentation of the author's biography of their favorite work, one that consists not of dry dates and facts, but of

---

<sup>30</sup> The History of Creation, Hidden Meanings, and Psychological Analysis of "Harry Potter" by J.K. Rowling URL: <https://www.youtube.com/watch?v=XQpMv3MFWO4>



interesting anecdotes and life stories that evoke an emotional response from the reader: admiration, sympathy, excitement, and the possibility of relating the author's life to their own or the lives of the characters. This form of biography presentation is potentially better suited for adolescents, as they want to see the author not as an "icon of the literary pantheon" but as a real person with their own life path, experiences, and a history of failures and triumphs.

*Case 2. The World of Andrzej Sapkowski's "The Witcher"*

The video<sup>31</sup> has received 3.1k likes, 29,104 views, and 182 comments. The video lasts 1 hour and 18 minutes. In the video conversation, Andrzej Sapkowski discusses the history of "The Witcher," the historical background of the series, and details about the world of Geralt of Rivia. Sapkowski also gives his own book recommendations, answers questions from viewers of the livestream, and mentions that a new book about "The Witcher" might be released soon. In the comments, viewers thank the author. Some comments are written in Polish and English.

*What does the case teach?* This case demonstrates readers' keen interest in engaging with the author of their favorite work. Audience reactions show a demand for the opportunity to hear directly from the author about the background and meanings embedded in the work, as well as to get answers to questions about details that help them dive deeper into the universe of the story. The unique opportunity to communicate with a favorite author may encourage adolescents to read, and the book recommendations can expand their literary horizons.

*Case 3. Heroism and Anti-Heroism in "The Lord of the Rings".*

The video<sup>32</sup> has received 3.5k likes, 31,000 views, and 768 comments. The video lasts 35 minutes. The first part covers the creation of "The Lord of the Rings," an analysis of the character Frodo, and the exploration of pacifism and autobiographical elements in Tolkien's work. The author then analyzes the characters of Legolas and Gimli, the political ideas in the novel, and the metaphor of the ring as a symbol of power. The conclusion notes that Tolkien viewed power as absolute evil. The final part of the video consists of an analysis of Boromir and Aragorn, along with reflections on why Sauron sided with evil. The video ends with a story about Tolkien's love for Edith Bratt. The video contains a prologue and an epilogue.

In the comments, people thank the creator and mention that her channel is a real discovery on Ukrainian YouTube: "You are simply a huge find on Ukrainian YouTube. I truly relax my soul when watching your videos. Always interesting and very useful information, many details I didn't notice when watching the movie. The biography of the legendary author is simply stunning! What an incredible and wise person lived in this world! Thank you so much for your work, I'm incredibly glad that you created your channel and delight us with your videos! Sending hugs and expressing gratitude!" "Please, don't stop! It was so interesting to listen. I'm eagerly waiting for new videos!" "This is the content that Ukrainian YouTube deserves. I discovered your channel, Alina, not long ago and wanted to express my respect for the attention to detail and analysis you do in your videos. It's super cool, keep going!"

*What does the case teach?* The audience's response indicates readers' interest in deep, comprehensive analyses of works that focus on subtle details and interesting facts. The comments and views confirm the audience's readiness to consume long-form video content in order to gain well-researched and analyzed information. Adolescents may not always be inclined to watch long videos, but if the topic is genuinely interesting and the video is well-made, it can capture their attention and stimulate their interest in the author, the literary work, and similar videos from other BookTubers.

---

<sup>31</sup> Andrzej Sapkowski – "The Witcher," Slavic Mythology, Geralt of Rivia ❤️👉 URL:

[https://www.youtube.com/watch?v=d9kkfOq\\_Wdo](https://www.youtube.com/watch?v=d9kkfOq_Wdo)

<sup>32</sup> The History of Creation, Hidden Meanings, and Psychological Analysis of "The Lord of the Rings" by J.R.R. Tolkien URL: <https://www.youtube.com/watch?v=zvS45pI4TSY>



**The second group of cases** demonstrates how social media shapes contemporary reading culture by opening up space for public criticism, discussions, and debates surrounding literature. The debate around popular books, the issue of genre stigmatization, and the expression of unpopular opinions contribute to the development of critical thinking, the dismantling of stereotypes, and the formation of a more inclusive attitude toward literature.

*Case 4. Debate in the BookTube Community around the Novel From Blood and Ash*

The video<sup>33</sup> has gained 1,900 likes, 19,732 views, and 316 comments. The duration of the video is 39 minutes. The video offers an analysis of Jennifer Armentrout's novel *From Blood and Ash*. The author notes that they are expressing their personal opinion. The analysis begins with a discussion of the book's positive aspects, highlighting its ease of reading and well-written intimate scenes. The author then transitions to the negative aspects, analyzing each in detail. They emphasize that, in their opinion, the book contains many flaws, so they focus only on the main ones. Among the negative aspects, the author mentions poorly developed characters, low-quality dialogues (illustrating this with excerpts from the book), the absence of any explanations regarding the characters, and the irrational behavior of the protagonists. To support their arguments, the author provides specific examples from the book's plot. At the end of the video, the author states that they do not understand the phenomenon of the book's popularity and the reasons for the positive feedback from readers. Opinions in the comments section are divided: "Finally, someone said it! To me, the characters are cardboard at best, and the jokes are repetitive. You can only understand the world-building in the subsequent parts, and there it all more or less comes together. But the fact that the book is overrated is undeniable. I don't understand why everyone's so obsessed with this Macivka and Castile. For me, the main characters and the book itself are pure cringe."; "Maybe the lack of explanation is intentional, to maintain intrigue? Some people just want everything spelled out, but it's better to think, imagine, and speculate..."; "This story could have made an excellent horror about a girl held hostage by a mad cult that sacrifices people to some Lovecraftian god."

*What does this case teach?* This case teaches that the perspective on a literary work should not be standardized, and an unpopular review is not deviant but creates space for discussion, exchanging thoughts, impressions, and criticism. Audience reactions indicate that each reader perceives a book based on their personal preferences and literary experience, which allows them to find like-minded individuals and evaluate the arguments of alternative viewpoints. Adolescents are unlikely to be interested in considering alternative perspectives; however, if an unpopular review aligns with their personal impression of the work, they are more likely to listen to the book recommendations of the BookTuber who posted it.

*Case 5. Social Shame and Romance Novels*

The video<sup>34</sup>, which garnered 1,000 likes, 10,724 views, and 268 comments, lasts for 19 minutes. At the beginning of the video, the author states that romance novels are a genre for which people are often shamed. She confesses that she herself felt ashamed of her preferences and concealed her love for romance novels, which led her to feel isolated and abnormal. The author also notes that in English-speaking countries, there is no shame associated with a love for romance novels. She suggests that this issue is specific to post-Soviet countries, where intimate topics were once taboo. The author emphasizes that many people believe reading romance novels could lead to a distorted perception of relationships. She also highlights the stigma surrounding these books due to misogyny. Often labeled "women's novels," they are nonetheless of interest to people of all

---

<sup>33</sup> OF BLOOD AND FILTH ❌❤️ A DUMB ROMANTIC FANTASY THAT'S UNREADABLE 🤔 AND THIS IS SERIOUSLY POPULAR??? 🤔 THE WORST BOOK EVER 🤔 URL: <https://www.youtube.com/watch?v=BSnnrcmrlro>

<sup>34</sup> How shameful is it to read romance novels and romantic fantasy? ❤️ URL: <https://www.youtube.com/watch?v=pvj7t-GDmfM>



genders, as relationships, love, and sex concern everyone. At the end of the video, the author stresses that there are no books specifically for men or for women. She adds that we must learn to accept our own tastes and those of others. In the comments, viewers agree with the author: “Stereotypes always prevent us from being ourselves... I love romance novels) I think any sensitive woman loves them. The thing is, among them, just like with other genres, there are better and worse ones...,” “I’ve never been ashamed of the books I read. At 19, I only read romance novels. About a year ago, I saw some romance fantasy books on a friend’s shelf (a few books), and I was surprised. I thought men didn’t read this kind of thing, but it turns out they just feel embarrassed to admit it,” “It’s all because, in the twisted and deceptive Soviet Union, we were taught to see literature as an elite art, meant to carry the light of knowledge and wisdom. But in reality, normal people read for pleasure (and if they gain knowledge along the way, that’s an additional bonus). From the perspective of enjoying oneself, I don’t really understand why we should be ashamed of romance novels.”

*What does this case teach?* This case demonstrates that today’s readers are more open to previously stigmatized literary genres. The comments under the video point to a trend of breaking down stereotypes and forming a more inclusive attitude towards literature. This is especially characteristic of adolescence, as this period is marked by an active reassessment of established societal norms.

#### *Case 6. Unpopular Opinions About Books*

The video<sup>35</sup> has gained 739 likes, 8,002 views, and 184 comments. The duration of the video is 39 minutes. In this video, the creator discusses unpopular opinions about books by various authors. The video includes an overview of unpopular views on literature in general, as well as on famous authors such as J.K. Rowling and Elizabeth Gilbert. The creator also analyzes unpopular opinions regarding classical literature. She has collected all the comments received and discusses them in the video. She agrees with some of the opinions, disagrees with others, but always justifies her viewpoint.

The comments section features discussions on the topic: “An old truth – there are as many opinions as there are people)) As a reader, I have been shaped by classics, for me, authors like the Brontë sisters, Austen, Agatha Christie, and almost all English classics, as well as Dumas and French classics, are still much better and more interesting (and worth rereading, of course!) than much of contemporary literature,” “Thank you for the video! I also really dislike when someone doesn’t like a book, and they start trashing it. It’s very unpleasant; it’s one thing to express an opinion, and another to say that anyone who likes it is wrong. I really like your attitude towards all genres,” “I have this thought – how we perceive a book depends a lot on certain factors we bring when we start reading it. Mood (when you’re in the mood for light reading, a philosophical thriller might not work), background (people who are not familiar with Greek mythology, for example, might not see the references in a certain work and may not understand its ideas), life values, emotional experiences, knowledge of the era (when it comes to works by authors from the past, you can’t view them through the lens of today – maybe Charlotte Brontë wanted a different ending in ‘Jane Eyre,’ but would it have been published then?), and many other factors. You just need to find what resonates with you and enjoy it). Personally, I didn’t understand ‘The Catcher in the Rye,’ but after talking to different people, I saw that the same events evoked different reactions and emotions from different readers, and what didn’t affect me, deeply moved someone else. This is the beauty of literature”.

*What does the case teach?* Reader communities, particularly BookTube, today shape contemporary reading culture by creating a space for public criticism, discussion, and debate about literature. This case teaches constructive engagement with diverse perspectives on literature and

---

<sup>35</sup> Reacting to your unpopular opinions about books 🗣️ 🗣️ 🗣️ URL: <https://www.youtube.com/watch?v=A8dogelPT-w>



promotes respectful communication. Debates about popular books, expressing unpopular opinions, and the ability of the BookTuber to justify their point of view are especially valuable for a teenage audience, as they foster the development of critical thinking, emotional intelligence, the formation of one's own reasoned position, and skills for engaging in meaningful discussions.

**The third group of cases** illustrates the significant role of book bloggers as trendsetters in reading and role models for their audiences. Through such videos, bloggers not only popularize reading but also shape certain cultural and reading norms. Their viewers often turn to them for recommendations and inspiration, perceiving their literary preferences as a guide in the world of literature.

*Case 7. Personal Library: Presentation and Reorganization of a Book Collection*

The video<sup>36</sup> has garnered 1,500 likes, 22,423 views, and 105 comments. The video duration is 1 hour and 5 minutes. In the video, the author showcases her bookshelves, displaying book series from authors such as Andrzej Sapkowski, Terry Pratchett, George Martin, J.K. Rowling, Stephen King, and Ray Bradbury. The author also analyzes the genres represented in her collection and publishers, including the Ukrainian "Vydavnytstvo Staroho Leva." She demonstrates each book and provides a brief overview of them. At the end of the video, the author summarizes the total number of books in her collection and the number of those she has read. Her library consists of 196 books, of which 167 have been read.

*What does this case teach?* Such an extensive collection of books by both popular and lesser-known authors can intrigue many adolescents. The video captures attention not only through its aesthetic components, such as atmospheric filming, good editing, beautiful editions, and a large and diverse collection, but also through the opportunity to choose a new book after a brief introduction by the booktuber. Adolescents who become interested in a book or series will likely develop more enthusiasm for reading, and may potentially delve deeper into the chosen literary genre or heed the booktuber's literary recommendations.

*Case 8: Favorite Books by Stephen King*

The video<sup>37</sup> has garnered 1.5 thousand likes, 16 thousand views, and 199 comments. The video's duration is 29 minutes. In the video, the author shares her favorite books by Stephen King, including "The Shining", "Doctor Sleep", "The Long Walk", "The Dark Tower", "The Dead Zone", "The Stand", "The Shawshank Redemption", and "Under the Dome". She notes that "The Shining" is not only her favorite King book but also her favorite book in general. She emphasizes that the favorite book of any author is one that personally resonates with the reader, touching on the most painful and intriguing aspects of literature. The author highlights her appreciation for Stephen King's ability to explore a single theme from various angles, drawing parallels to his other works. In the comments, viewers share their favorite Stephen King books.

*What does this case teach?* Stephen King gained widespread popularity among Ukrainian teenagers after expressing support for Ukraine at the beginning of Russia's full-scale invasion. Many teenagers expressed a desire to explore his works, reread previously read books, or continue their exploration of his writings by purchasing Ukrainian editions. This extensive overview of Stephen King's work by a BookTuber who genuinely loves his books can help many teenagers begin their journey with his most captivating works, with a greater likelihood of delving deeper into the Stephen King universe later on. Audience reactions confirm the great value of his works for many readers and their desire to share their favorite books with others.

*Case 9: 80 Books for April and May*

---

<sup>36</sup> ALL MY BOOKS 🧡 Rearranging my bookshelves and a bit about each of my 296 books URL:  
<https://www.youtube.com/watch?v=6FXATLfhGSA>

<sup>37</sup> MY FAVORITE STEPHEN KING BOOKS ❤️ A video for the author's birthday URL:  
[https://www.youtube.com/watch?v=DM\\_o53WRoxg](https://www.youtube.com/watch?v=DM_o53WRoxg)



The video<sup>38</sup> has garnered 1.3 thousand likes, 15.4 thousand views, and 96 comments. The video's duration is 55 minutes. The author begins the video by sharing that over the last two months, her book collection has grown by a record number of books – 81. Among the new arrivals are several books by Terry Pratchett, Stephen King, and Philip K. Dick, as well as autobiographical novels. The genre variety of the books is quite broad. The author showcases each book and provides brief information about it, including the number of pages and the year of publication. In the comments, viewers express their admiration for the video and the book review: “I really like the extremely fast and concise description of the books, short and clear, no spoilers but intriguing. I would love to see more reviews like this, though I also enjoy long ones because I get to hear your voice longer),” “Oh my god, that sound when you flip through the pages while showing the book inside – it's like reading porn,” “Long videos from you are just something incredible and beloved...I would happily spend four hours in your company with books.”

*What does this case teach?* This case demonstrates the significant influence of book bloggers on adolescents' book choices and the expansion of their reading repertoire by highlighting new book releases, presenting different genres, and promoting lesser-known authors. Such genre diversity and concise, intriguing descriptions will help many teenagers select something that interests them. Audience reactions highlight the positive reception of long videos, especially considering the quality of filming and the professionalism of the BookTuber. These videos can serve as both a source of information about interesting books and authors that previously did not capture the reader's attention, as well as a cozy companion for relaxation, acting as a sort of anti-stress remedy that helps viewers disconnect from daily life and immerse themselves in the atmospheric and aesthetic world of reading.

#### *Case 10. Reading Journal of Donna Tartt's The Secret History*

The video<sup>39</sup> has gained 884 likes, 8911 views, and 84 comments. The duration of the video is 46 minutes. In this video, the creator reads Donna Tartt's *The Secret History* and refers to it as a reading journal. At the beginning of the video, she outlines her expectations from the book, categorizing them into two areas: what she knows about the plot and what she would like to experience. During the reading process, the creator highlights quotes and discusses her initial impressions of the main character. She notes that the book has a high-quality Ukrainian translation and reads excerpts while sharing her thoughts. After reading several chapters, the creator expresses her impressions and reflects on the moments that most affected her. She mentions that over time, the characters begin to reveal new facets. Upon finishing the first part of the book, the creator notes that the ending of the first section aligns with her predictions, and she is now uncertain about what to expect from the second part. She also highlights the vivid portrayal of the main character, which allows for predictions about events related to him. The creator emphasizes that the first and second parts of the book differ not only in events but also in character development. After completing the reading, the creator shares her overall impressions of the book.

In the comments, viewers who have read the book share their perspectives: “I completely agree with your conclusions, Kseniya. *The Secret History* is truly a valuable work. I read it in the spring, but I already want to reread it. This book marked the beginning of my acquaintance with the author and the aesthetics of the ‘dark academy.’ No other book has made me think as much, and I still discuss it with colleagues and friends, recommending it to others. I also want to say a huge thank you for your incredible videos, your filming, editing, and atmosphere – amazing! Keep doing the reading journals, they turn out incredibly well. You're amazing!”, “Donna Tartt... This book is simply an incredible masterpiece, it's so strange... that for all the actions of the characters, I didn't judge them and even cried over what happened. I made the mistake of stretching it out, but it was

---

<sup>38</sup> 80 NEW BOOKS 📖 A pile of books from April and May URL: <https://www.youtube.com/watch?v=zDwD0veUMc>

<sup>39</sup> READING DIARY 📖 “The Secret History” by Donna Tartt URL: <https://www.youtube.com/watch?v=SSFvty7M7dQ>



hard to read... Yet, I continue to live with it, having finished it less than a month ago, and I want to read it again. It feels like it will never release its grip. Thank you for the video. It was very aesthetic and emotionally rich.”; “Thank you for the video! I also recently read *The Secret History*. I have a slightly UNPOPULAR opinion. I liked Bunny the most. Maybe he’s not serious, but in my opinion, he’s not as vile and heartless as the others. If his friends didn’t want anyone to talk about them, they shouldn’t have done it. Maybe I’m old-fashioned, but all the characters except Bunny were simply disgusting to me. But I rate the book 5 out of 5 because such literature SHOULD exist to give people an understanding of how easy it is to fall into trouble.”.

*What does the case teach?* The BookTuber presents reading as a vivid emotional experience, demonstrating that a book can be a source of deep feelings and inspiration. Her enthusiasm and warm attitude toward books convey to viewers that each story not only opens up a new world but also has the power to evoke emotions – from excitement to anxiety, from joy to sorrow. In this way, she demonstrates how literature becomes a means of enriching emotional life and even self-understanding.

This approach holds particular value for a younger audience, as it helps develop emotional intelligence by highlighting the importance of empathy, understanding different perspectives, and a deeper awareness of one’s own feelings. Through her emotional interaction with books, the blogger encourages her viewers not just to read but also to see books as a source of support, comfort, and emotional connection, which, in turn, helps form lasting reading habits.

## Conclusions

The conducted analysis of YouTube content highlights its significant potential for promoting reading among adolescents and transforming traditional reading practices within the contemporary digital environment. YouTube not only supports reading culture but also facilitates its adaptation to the media reality. Long-form video content enables the creation of in-depth analytical materials that attract teenagers by combining educational value, emotional resonance, and aesthetic presentation. Thus, the media platform acts as a bridge from superficial consumption to conscious immersion in literary works. Booktube community opens new opportunities for public literary discussion, exchanging opinions, and critically interpreting texts. Engagement in debates around popular books helps break stereotypes and fosters a more inclusive and flexible attitude toward literature, which is particularly crucial during adolescence.

Book bloggers are ambassadors of reading. They shape reading trends, popularize various genres and authors, and inspire audiences through their personal emotional reactions to literary works. Their influence extends beyond mere recommendations, introducing new models of interaction between young people and books. Social media, particularly YouTube, can be integrated into the educational process as an innovative tool. Book bloggers’ video content not only deepens literary knowledge but also develops key competencies in adolescents: the ability to analyze, express personal opinions, engage in discussions, and adapt literary content to the contemporary context.

Videos featuring book analyses, interviews with authors, or personal library tours on YouTube demonstrate that literature can be a source of not only knowledge but also profound emotional experiences. This approach creates stronger emotional bonds between readers and texts, fostering a lasting interest in literature. The use of platforms like YouTube should become a cornerstone for updating national strategies to promote reading. Developing partnership programs among educational institutions, libraries, and booktubers can help create an integrated ecosystem that stimulates the development of reading habits among young people. Thus, YouTube serves not only as a channel for promoting books but also as a space for transforming cultural values, enabling interactive and deeper engagement with literature. Future research in this area could focus on developing specific methodologies for integrating social media into educational curricula and studying the long-term impact of media content on the reading culture of youth.



**Declaration on Generative Artificial Intelligence** and Technologies Using Artificial Intelligence in the Writing Process.

The author did not use artificial intelligence tools in the preparation of this article. The author of the article bears full responsibility for the correct use and citation of sources.

## References

- Krainikova, T., Krainikov, E., & Yezhyzhanska, T. (2021). Fan culture as a phenomenon of media behavior of Ukrainian youth. *Current Issues of Mass Communication*, 30, 33–46. <https://doi.org/10.17721/2312-5160.2021.30.33-46>.
- Балюк, В. С. (2016). Формування читацької культури старшокласників на уроках української літератури [Reading culture formation of high school students at the Ukrainian literature lessons]. *Вісник Дніпропетровського університету імені Альфреда Нобеля. Серія: Педагогіка і психологія*, (1), 57–61. [https://nbuv.gov.ua/UJRN/vdubp\\_2016\\_1\\_10](https://nbuv.gov.ua/UJRN/vdubp_2016_1_10).
- Бичко, Г. (основний автор), Вакуленко, Т., Лісова, Т., Мазорчук, М., Терещенко, В., Раков, С., Горох, В. та ін. (2023). *Національний звіт за результатами міжнародного дослідження якості освіти PISA-2022* [National report on the results of the international study of educational quality PISA-2022] (ред. В. Терещенко, І. Клименко). Київ: Український центр оцінювання якості освіти.
- Білавич, Г., Шетеля, М. (2020). Формування читацької культури молодших школярів як актуальна проблема сьогодення [Formation of the reading culture of younger schoolchildren as a current problem of today]. *Молодь і ринок*, 2(181). <https://doi.org/10.24919/2308-4634.2020.211796>.
- Богомаз, К. Ю., Павлюченко, М. О. (2024). Роль медіа та соціальних мереж у просуванні читання: Аналіз сучасних тенденцій [The role of media and social networks in promoting reading: Analysis of current trends]. У *Перспективи стабільного економічного розвитку та соціальних комунікацій в умовах сучасних викликів: вітчизняні реалії та світовий досвід: матеріали Всеукраїнської науково-практичної конференції з міжнародною участю (м. Кам'янське, ДДТУ, 25–26 квітня 2024 року)* (с. 317–321).
- Боришполец, О. Т., Найдьонова, Л. А., Мироненко, Г. В., Голубєва, О. С., Різун, В. В. (2009). *Медіакультура особистості: соціально-психологічний підхід: навчальний посібник* [Media culture of the individual: a socio-psychological approach]. Київ: Міленіум.
- Бужиков, Р., Доній, В. (2021). Соціальні мережі як сучасний інструмент навчання іноземної мови [Social Networks as a Modern Tool for Foreign Language Teaching]. *Сучасні дослідження з іноземної філології*, 19(1), 202–210. <https://doi.org/10.32782/2617-3921.2021.19.202-210>.
- Кабінет Міністрів України. (2023). *Про схвалення Стратегії розвитку читання на період до 2032 року “Читання як життєва стратегія” та затвердження операційного плану її реалізації на 2023–2025 роки* [On the Approval of the Reading Development Strategy until 2032 “Reading as a Life Strategy” and the Adoption of the Operational Plan for its Implementation for 2023–2025] (Розпорядження № 190-р). <https://zakon.rada.gov.ua/laws/show/190-2023-p#n150>.
- Клуб Добродіїв. (2023). *Підлітки та їхнє життя під час війни: настрої, цінності, майбутнє* [Teenagers and their lives during the war: moods, values, the future] (Всеукраїнське соціологічне дослідження).
- Ковальова, О. (2023). Тренди «букстаграм» та «букток» як фактори розвитку читацької культури серед підлітків [Trends in “Bookstagram” and “BookTok” as factors in the development of reading culture among adolescents]. *Scientific Collection «InterConf+»*, (35)(163), 131–137. <https://doi.org/10.51582/interconf.19-20.07.2023.013>.
- Ковпак, В. А., Політова, О. О. (2021). Українські буктьюб та букстаграм: Дискурси культури читання української книги та національної безпеки [Ukrainian BookTube and Bookstagram: Discourses of reading culture of Ukrainian books and national security]. *Вчені записки ТНУ імені В. І. Вернадського. Серія: Філологія. Журналістика*, 6(3), 126–132. <https://doi.org/10.32838/2710-4656/2021.6-3/22>.
- Крайнікова, Т. (2016). *Як зарадити медіабезграмотності?* [How to deal with media illiteracy?]. *Media Sapiens*. <https://ms.detector.media/mediaanalitika/post/15764/2016-01-22-yak-zaradyty-mediabezghramotnosti/>.



- Миськів, Г. (2024). Роль соціальних медіа у підвищенні ефективності навчання студентів [The role of social media in increasing the effectiveness of student learning]. У матеріалах VI Міжнародної науково-практичної конференції «Управління соціально-економічними трансформаціями господарських процесів: реалії і виклики» (с. 164–167). 4–5 квітня 2024 р.
- Найдьорова, Л. А., Слюсаревський, М. М. (ред.). (2016). *Концепція впровадження медіаосвіти в Україні (нова редакція)* [The Concept of Implementing Media Education in Ukraine (New Edition)]. Київ.
- Найдьорова, Л. А., Череповська, Н. І., Вознесенська, О. Л., Чаплінська, Ю. С., Обухова, Н. О., Дятел, Н. Л., Бондаревська, І. О., Кришовська, О. О. (2018). *Медіакультура. Навчальна програма для учнів 9, 10, 11 класів закладів загальної середньої освіти (три роки навчання)* [Media culture. Curriculum for students of grades 9, 10, and 11 of general secondary education institutions (three years of study): Curriculum]. Київ: Інститут соціальної та політичної психології НАПН України.
- Погрібна, І. О. (2015). Потреба в читанні як передумова читачької культури особистості [The need for reading as a prerequisite for the reading culture of an individual]. <https://doi.org/10.31812/123456789/3274>.
- Погрібна, О. (2019). Зміст, жанрово-тематичне розмаїття, функції і перспективи українських книжкових відеоблогів [Content, genre-thematic diversity, functions, and prospects of Ukrainian book video blogs]. *Український інформаційний простір*, 1(3), 172–184. <https://doi.org/10.31866/2616-7948.3.2019.171374>.
- Пушкар, О. І., Грабовський, Є. М. (2022). *Культура цифрових медіа: навчальний посібник* [Digital media culture: Textbook]. Харків: ХНЕУ ім. С. Кузнеця.
- Стягайло, В. (2023). Книжкове блогерство як дієвий інструмент промоції читання в Україні [Book blogging as an effective tool for promoting reading in Ukraine]. *Молодий дослідник*, (2).
- Тучак, К. В. (2021). Феноменологія поняття «культура читання» [The phenomenology of the concept of “reading culture”]. У *Початкова освіта: історія, проблеми, перспективи: збірник матеріалів II-ї Міжнародної науково-практичної інтернет-конференції* (с. 169–171). 21 жовтня 2021 року.
- Шевцова, Л. С. (2024). Використання інформаційного простору в навчанні української мови [Using the information space in the teaching of the Ukrainian language. Language and literary context in the modern educational space]. *Мовно-літературний контекст у сучасному освітньому просторі*.
- Шмига, Ю., Ковальова, О. (2024). Читачькі звички підлітків у соціальних мережах: результати опитування [Reading habits of adolescents on social networks: Survey results]. *Scientific Collection «InterConf+»*, 44(197), 242–250. <https://doi.org/10.51582/interconf.19-20.04.2024.024>

Received 28.03.2025

Approved 11.04.2025

Published 24.06.2025