Original article

The Influence of Chinese Online Novels on the Values of Adolescents

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Abstract

Introduction. With the development of the Internet, the popularity of online novels, especially in China, prompts the declining interest in reading paper books. The potential impact of online novels on adolescents has become a matter of public concern. Most studies examine the role of online novels in students' learning process, as well as the impact on young people's communication and social interaction. However, so far, the impact of online novels on adolescents' values and psychology has been understudied despite their critical importance in shaping young people's identity. Therefore, the purpose of this study is to determine the influence of online novels on the values and psychology of Chinese secondary school learners.

Materials and Methods. To address this challenge, a survey was conducted among students attending Yifu Educational Institution in Nanning, China. Questionnaires developed through the Question Star app were distributed through relevant user groups on social media platforms including WeChat and Tencent QQ.

Results. As a result, positive (increased general knowledge and literacy, the opportunity to spend free time productively) and negative (impact on learning and physical health, decreased literary abilities, promotion of tendencies harmful for society) characteristics of the influence of online novels on adolescents were identified. Practical recommendations were formulated aimed at counteracting negative impact of online novels on adolescents such as the need to strengthen the ideological and moral education of students, the necessity to develop national cultural superiority and pride of modern youth, as well as to introduce young people to useful bibliography.

Discussion and Conclusion. The results obtained will make a significant contribution to such fields as psychology, sociology and education. Also, the results of the study will serve as a basis for the development of new approaches to combat the negative impact of Internet novels on the values of adolescents. The results of the study may be useful for specialists of educational institutions and all those who care about the upbringing of the younger generation.

Keywords: education, literature, China, teenagers, college students, online novels

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Оригинальная статья

Влияние китайских онлайн-романов на ценности подростков

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Аннотация

Введение. С развитием интернета популярность онлайн-романов, особенно в Китае, представляет собой тенденцию снижения интереса к чтению обычных книг. Потенциальное влияние онлайн-романов на подростков стало предметом общественной озабоченности. Большинство публикаций по данной проблематике посвящено изучению роли онлайн-романов в процессе обучения учащихся, а также их воздействию на коммуникацию и социальное взаимодействие. Однако исследования, затрагивающие воздействие онлайн-романов на ценности и психологию подростков, остаются поверхностными и недостаточно проникающими вопреки их критической значимости для формирования индивидуальности молодежи. Цель исследования – определение влияния онлайн-романов на ценности и психологию китайских школьников.
Материалы и методы. Для изучения проблемы был проведен опрос среди школьников, посещающих образовательный институт Ифу г. Наньнин (Китай). Анкеты, разработанные с использованием приложения Question Star, распространялись через соответствующие группы пользователей на платформах социальных сетей, включая WeChat и Tencent QQ.
Результаты исследования. В результате были выявлены положительные (повышение общих знаний и грамотности, возможность продуктивно провести свободное время) и отрицательные (влияние на обучение и физическое здоровье, снижение литературных способностей, пропаганда вредных для общества понятий) характеристики влияния онлайн-романов на подростков. Сформулированы практические рекомендации, направленные на противодействие их негативному воздействию на подростков – необходимость усиления идейно-нравственного воспитания учащихся, стремление развивать национальное культурное превосходство и гордость современной молодежи, а также познакомить молодежь с полезной библиографией.
Обсуждение и заключение. Полученные результаты послужат основой для разработки новых подходов для борьбы с негативным влиянием онлайн-романов на ценности подростков. Материалы статьи могут быть полезны работникам образовательных учреждений и всем, кто заботится о воспитании подрастающего поколения.

Ключевые слова: образование, литература, Китай, подросток, студент, онлайн-роман

Конфликт интересов: авторы заявляют об отсутствии конфликта интересов.

Introduction

Starting towards the end of the second millennium CE, along with the burgeoning of information technology, people's lifestyles and work routines have also been subject to rapid change. While over previous millennia, people have generally relied on physical books to gain knowledge, the development of the Internet has greatly expanded the ability of people to obtain information: thus, over a relatively short period of time, the online information network has become the primary means of obtaining information for a majority of people. In this ever-changing information age, literary works are also catching a ride on the information superhighway to develop a new type of literary work – online literature. In recent years, online literature websites try to make use of fragmented reading patterns and short attention spans to meet readers' needs for convenience through mobile devices. Successful online authors write on popular topics to break down audience barriers and cultivate many loyal fans who now collectively represent a majority audience group [1]. The overall genre of online literature, which is

simultaneously created and distributed online, refers to the Internet not only as a publishing platform, but also as a production space, thus excluding other electronic literature published and distributed on the Internet, e.g., in the form of e-books. The popular category of online novels can be broadly subdivided by gender into literature targeted at men and boys, which is known as "male frequency", and its counterpart targeted at a female audience known as "female frequency". Typically, male frequency may comprise subgenres such as fantasy, immortal, military, and so on, while female frequency works include ancient romances, as well as urban, campus, etc. Writer and playwright Ma Xiaofeng believes that the free exercise of online literature is manifested in: "The freedom to create topics – write about who you want; freedom in the methods of creation – write what you want; freedom to create content – write how you want" [2]. Although, due to the more direct author – reader relationship, easily understandable content, variety of topics, wide audience and easy access, online novels are particularly popular among middle and high school students, they are also enjoyed by some adults and even retirees. The rapid and broad dissemination of online literature due to its use of the Internet as a medium ensures its continuing relevance for as long as the medium exists.

The form of the novel does not always involve mere entertainment but can even be seen to have a sacred function. According to Liang Qichao, "If you want to upgrade the people of the country, you must first upgrade the novels of the country. Therefore, if you want to renew morality, you must renew novels; if you want to update religion, you must update novels, resume novels; if you want to update the policy, you must renew the novels; if you want to renew customs, you must renew romances; if you want to learn new skills, you must read new novels; even if you want to win new people's hearts and identities, you must create new novels" [3]. The depth of such concerns appears to be based on the power of novels to influence human thought and action, including potential negative impacts on young people.

The most active users of online literature are teenagers [4; 5]. Among the segments of users of online literature, the youth, including school children and college students are seen as having the strongest consumer vitality, a more open outlook on consumption and a greater desire to read. Being immersed in an atmosphere of learning for a long time, the interest on the part of teenagers in reading literature is stronger than that of other groups; as young people, they are more likely to use the Internet and have a better perception of online products; as children, their life pressure is less, their concept of consumption is relatively open, and the possibility of consuming small spiritual products is higher. For this reason, the huge number of college students represents an extremely important target audience for online literature [6]. This review focuses on the basic situation of reading and consuming online novels by schoolchildren, and also explores the positive and negative aspects of online novels, analyzes the problems that exist in online literature, and puts forward reasonable countermeasures. Conducting the research, the author seeks to ensure that network literary works have a greater positive impact on young people, form the right worldview and moral views in young people, and educate them in a healthy network environment.

Literature Review

Online literature, also known as "digital literature" or "hyperliterature", covers all literary texts available online, including the various forms and ways in which they are produced. The concept of network literature is proposed works that exist in a network environment [7] to refer to the totality of literary broadest sense of the word, covering the entire volume of literary texts posted on the Web, regardless of the form of their presentation [8].

The topic of network literature began to attract the attention of researchers in the West in the 1990s. The use of hypertext as a medium caused a surge of new theoretical works on "hypertextuality" by such authors as J. Landau, J. Bolter, R. Lanham and M. Heim, Song Limin whose theoretical contribution became a classic of a new academic discipline – "Internet research". Among the most significant works, the correlation of traditional literature and electronic "cybertext"

studied in the works of J. D. Bolter, research by E. J. Aarseth, M. Hansen and N. Hales. In Russia, the pioneers in this area were the users of the Network Literature portal in the late 1990s, as writers (D. Gorchev, E. Gorny, L. Vishnya, R. Leibov, D. Manin, A. Andreev, A. Karakovsky, I. Petrov, P. Afanasiev, M. Mitrenina and others) and theorists (E. Schmidt, V. Scheltyens). They were replaced by a new generation of academic researchers who gave new directions for the study of network literature. Among them are the articles by S. Kornev and M. Nasedkina, as well as the works of Yu. Rakita, A. B. Dolgopolova, O. B. Skorodumova. In the course of the research, methodological approaches to the study of network literature were laid down, such as criterial signs, the role of the biographical method, and others.

The distinct theory of network literature is developed at linguistic and artistic levels, including a rich genre system as distinct from traditional categories. Some network theorists do not consider the term "genre" as an unconditional category and propose to consider all network literature as a new genre of literature. Sources for American online literature include the hypertext editing system developed by Brown in the United States in the 1970s, and the hypertext novel *The Afternoon, a History* published by Michael Joyce in 1987, which has been recognized by the academic community. Since then, various forms of hypertext and online novels have become popular in the United States. Online literature in China came out later than American literature. The term "online literature" (网络文学) became known in China only in the late 1990s [9]. However, it was the launch of the Zhongshu Xia (榕树下) website in 1997 that symbolized the beginning of online literature in China, attracting young writers into what was to become an impossible-to-ignore part of Chinese literature. In 1991, Chinese students studying abroad in North America created a prose column in the e-zine Huaxia Digest [10].

In the same year, Shaojun, a student in the United States, published his novel *Struggle and Equality* in the Internet, considered the first Chinese writer to use the Internet to create literature. With the advent of the Internet in China in 1994, online literature began to be actively developed and promoted by local authors. However, the works of young Chinese authors could already be found on the global network before the advent of the "Chinese" Internet [11]. Thanks to Chinese students who studied abroad and had free access to the Internet, the works of Chinese network authors were already known outside the country even before China entered the world network.

As part of extracurricular reading for teens, online novels can help teens understand content beyond textbooks. For example, perhaps the famous Chinese online novel *Stories about Ming Dynasty* (明朝那些事儿) is based on historical events occurring during the Ming Dynasty for three hundred years from 1344 to 1644 [12]. Using memorable characters to present storylines referring to the age, this online novel takes a panoramic look at the fate of the seventeen emperors of the Ming Dynasty, along with other princes, dignitaries and little people, adding romance, including the political and economic system, human ethics and morality of the time. Readers can acquire knowledge through enjoyable and voluntary reading of online literature, which cannot be done in textbooks. Another type of network novel with the purpose of popularizing science, such as Qin Ming's *The Eleventh Finger* (第十一根手指), can also help readers reach to deep understanding of the forensic science profession [13].

Journalist Ji Wei (2010) conducts a survey to study the influence and effectiveness of Chinese online literature and finds that online novels are one of the phenomena of the modern Internet era, having a huge impact on Chinese society and the public [12]. Literary scholars Zhang Jing Jing (2022) and Kaifei Hu (2017), studying the influence of online literature on the ideological and political education of university students, come to the conclusion that the rapid development of the Internet has led to the rapid flowering of online literature. Such literature greatly enriched ideological and political education, broadening the horizons of students and satisfying their emotional needs. However, along with new opportunities, Internet literature has also brought new challenges. In conclusion,

the authors propose a solution: it is necessary to weaken or even eliminate the negative impact of online literature, directing students to consolidate self-discipline, read classical literature, and increase the effectiveness of ideological-political education [13; 14].

At present, academic research on network literature has achieved certain results. However, most of them are focused on the definition of the concept, characteristics and methods of communication and literary content of network literature. These studies have analyzed and defined network literature from different perspectives such as literature, computer technology, communication, and social psychology. However, research on the impact of online literature on adolescents is still lacking. There are many studies about its impact on society, ideological and political education, as well as on the psychology of university students. But all of them are limited to non-systematic and superficial studies. In the works of online literature, there is often vulgar and violent content that negatively affects the formation of the correct worldview and values among students. Based on this, the author considers it important to rely on the scientific achievements of not only domestic but also foreign researchers. Through a systematic and careful study of this type of literature, it is possible to integrate and compensate for its shortcomings, as well as find ways to solve the above problems. This can bring new energy into the upbringing of student youth.

Materials and Methods

The methodology of the work is based on empirical methods: questioning and mathematical processing of the research results. In accordance with the actual situation of schoolchildren on the campus of the National School of Yifu, the questionnaire was designed in conjunction with the purpose of the survey. The Questionnaire Star application was used to create questionnaires distributed online via social media channels, as well as to subsequently process and count the questionnaires. The questions are designed around the basic information of high school students attending the Yifu National School campus, their basic patterns of reading online literature, as well as a space for comments noting existing problems and their possible solutions. The questionnaire included two categories of selective questions and open-ended questions; selective questions include two categories of questions with one and multiple-choice answers. The subjects of the survey are schoolchildren of the National School of Yifu, most of whom are in high school. Since high school students often use WeChat, QQ, and other social software, the author posted the links to the surveys in the relevant WeChat groups, QQ groups, and circles of friends at school, as well as identifying suitable classmates, friends, and alumni who forwarded the survey links through private chats on WeChat.

Of the 211 questionnaires of this survey, 6 questionnaires with logical contradictions and confusing answers were excluded, and 205 valid questionnaires remained.

The questionnaire begins with questions that give an idea of the demographic characteristics of the respondents: their age, grade level and gender. The analysis of the sample based on these questions were used to obtain data on the degree of formation of the reading culture at a particular stage of education.

Results

Of the 205 learners – 97 respondents were female, while 108 were male. The age range of respondents was from 13 to 18 years old, corresponding to students in grades 7–12 of the Chinese school system. Informed consent was obtained from all the respondents to participate in the study and to process the results received.

The following is a summary of the basic situation of reading online novels in China among the teenagers:

Among the valid questionnaires, 173 people indicated that they have a habit of reading online literature, which is 84% of those who filled out the questionnaire; when reading online novels, schoolchildren most often use mobile phones. It was also observed that students like online novels, and mobile reading devices such as mobile phones have become the first choice for the students for reading. The remaining 16% of high school students do not have a habit of reading online literature.

The main reasons given for not reading online novels were not being interested, not having time to read, or preferring to read paper books.

In terms of reading patterns, most respondents said that they read online novels before bed or in their free time, as well as on public transport or while waiting for a bus or train. From this it appears that reading patterns are erratic and intermittent; the place of reading is not fixed; the reading environment is not demanding.

According to the survey, only 6% of minors very rarely or never read online novels due to a lack of time or interest, or they consider online literature to be superficial. By comparison, 34% of the minors read online novels on websites while 60% of them read through the WeChat or Weibo apps (Fig. 1).

It can be seen that the influence of online novels among minors is considerable. In sum, 94% of teenagers have already developed their reading habits and storicism. It is known that the psychology of adolescence is a turbulent period, full of enthusiasm and ambition, and it can also be conditioned by idealism and a lack of understanding of reality. Due to their ambitions and ideals, teenagers are inclined to follow their dreams, but as such can be easily discouraged and even disturbed by reality. They experience the reality of life through reading true-to-life stories which represent dreams and internal experiences of students. So, online literature deserves attention using for adolescents [15; 16].

The next question is "Do online novels help you with your studies?" allowed us to identify the attitude of respondents to gaining knowledge and skills through online literature (Fig. 2).

According to the results of the survey, more than half of the minors said that they had acquired knowledge and skills from online novels or understood some truths.

With the question "How do you feel about online novels?" we learned that online novels help relieve students' academic pressure and enrich their free time. Reading online novels can temporarily make learning easier. The survey results show that 73.4% of underage readers of online novels feel life filled with colors, and 56.9% of underage readers of online literature can get self-satisfaction through reading online novels, and the remaining 10% do not feel anything when reading, just kill free time.

A next question studied was "How often do you discuss or mention the plots of online novels when communicating with peers?". The answers were split as follows: Very often, almost at every meeting (63.9%), sometimes when I remember (28.2%), never discussed (7.9%).
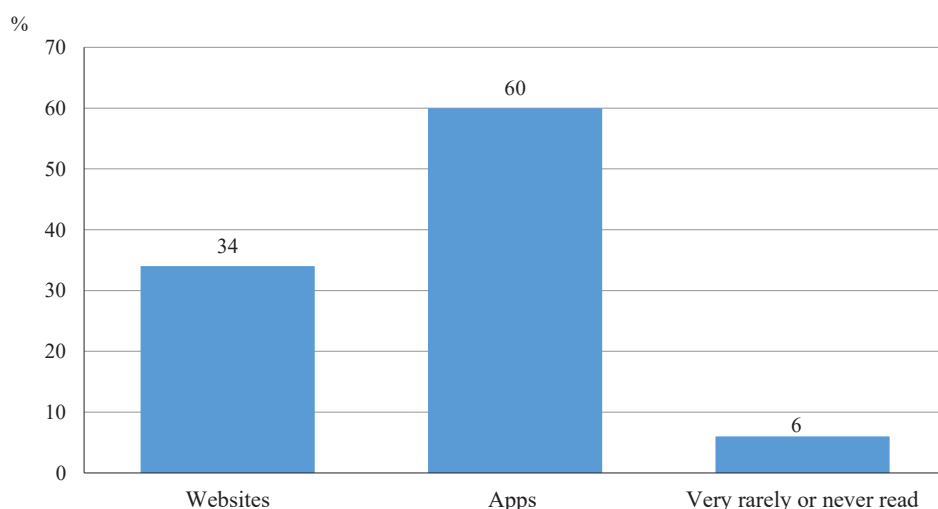

F i g. 1. Distribution of the responses to the question "Which format of the online novels do the minors read?", %
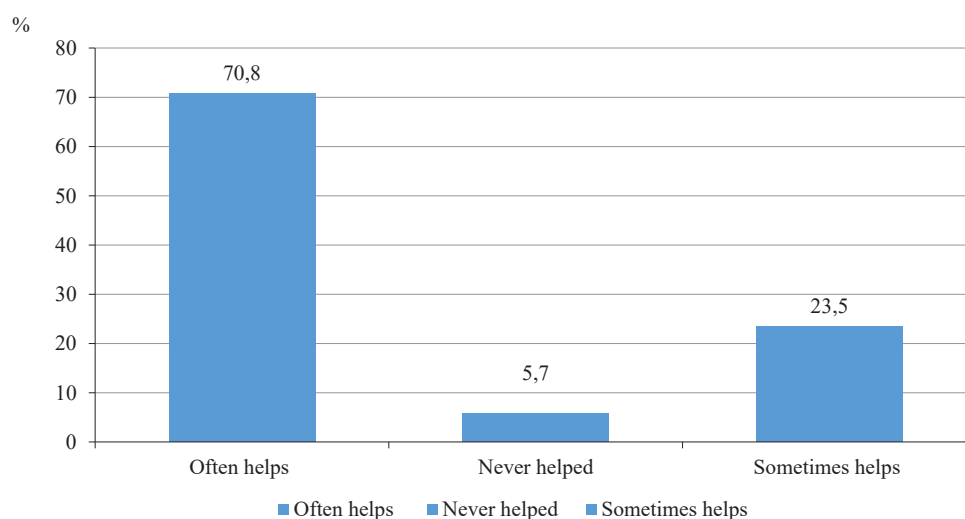*Source*: Hereinafter in the article all figures are compiled by the authors.

F i g. 2. Distribution of the responses to the question whether online novels help the teenagers with their studies, %

The elements of online novels, such as: gore, violence, pornography, selfishness, arrogance, or narcissism and etc. shouldn't be selected as authentic texts. Additionally, military-themed stories often depict violent and gory scenes, while apocalyptic narratives may explore selfish thoughts and emotions. In this connection teachers need to give the selected stories for reading. It is important to analyze specific texts or passages and their general frequency where pupils or students can find them. Therefore, it is essential to investigate the availability and prevalence of such content and its impact on the target audience.

According to the survey, among teenagers who read online literature, 87.9% of them will have plots or themes from online novels when communicating with friends, and more than half of them believe that reading online novels will affect their interaction with classmates.

Online romances have a greater impact on the lives of minors. Among school children in China, 84% of respondents indicated that they have a habit of reading online literature (Fig. 3), and the primary reading device for schoolchildren was mobile phones. In terms of online literature types, about half of the respondents mentioned their preference for genres such as urban fiction, fantasy, fairy tales, youth campus stories, romance, and suspense fiction. However, the number of readers of online novels with themes closely related to reality, such as history, society, and local themes, tends to be significantly lower. According to the survey, only a minority of teenagers read novels with deep and practical content, while the majority favors works that offer escapism and entertainment. If we compare some research, according to research group NPD BookScan, in 2022 the romance novels had reached the sales volume nearly 19 million units among the youth [14]. This suggests a need for promoting literature with substantial and realistic themes among this demographic to ensure a more balanced literary diet and align with their developmental needs and education.

The survey results also revealed that 62% of students who read online novels admit that, at times, online novels have a strong attraction for them. However, a small percentage, 21%, believe that they did not gain anything from online novels and only used them to dispel boredom.

The question "Has it ever been difficult to read study materials after reading online novels?" aims to determine the impact of online novels on student reading. The fact is that many online novels are easy to understand and have new plots that make readers want to read on, in addition, online novels are very easy to write, do not have complex sentences, so it is not a problem for readers to read hundreds of thousands of words a day. And this method of reading refers to fast and superficial reading. The downside is that over time, young people's ability to read carefully will weaken.
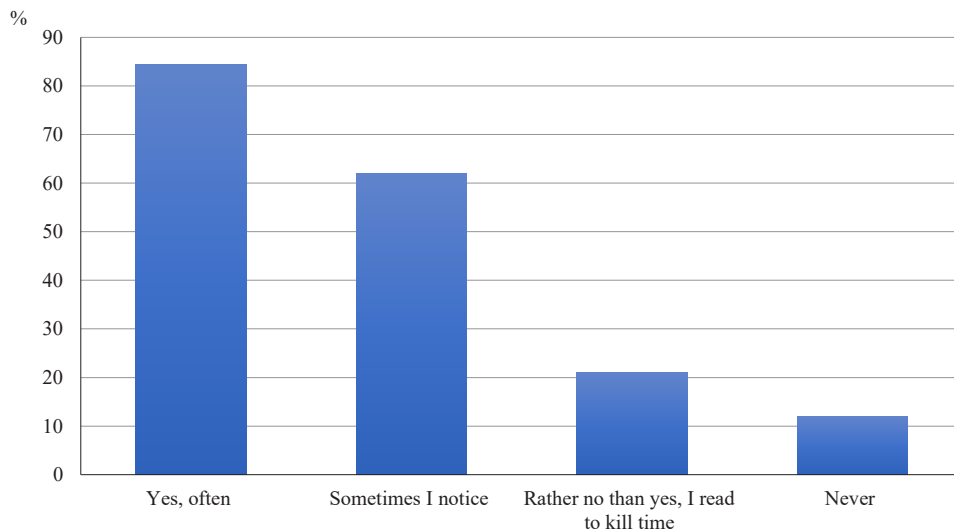
F i g. 3. Distribution of the responses of the Chinese high school students to whether they are addicted to reading online novels, %

The results of the survey on this issue were determined as follows: Yes, after online novels, I did not want to read educational materials (56.5%), sometimes, if an online romance is more interesting than educational materials (30.2%), never, I read everything the same (13.3%).

Among minors reading online novels, more than half had a situation where they did not want to study, but wanted to read online literature or could not read educational materials while in class or doing homework. Online novels have not only affected classroom learning, but also impair students' ability to read, which is not good for academically oriented teenagers.

Nowadays, many teenagers like to imitate someone or something. They want to buy what someone else bought, eat what someone else ate, and relive the wonderful stories of someone else. Thanks to this imitation, they get a lot of things they don't need. Consumer values refer to the value judgments of consumers when choosing and using products and services based on their needs and purchasing power, as well as other consumer behaviors and practices, including consumer attitudes and objective and scientific values of consumption [17; 18].

In this regard, the authors additionally investigated the influence of online novels on the attitude to consumption and behavior of high school students. On high school students in terms of consumer values, some teens said in the survey that they "try to mimic the consumption patterns of online novel characters", which we learned through the question, "Have you been influenced by online novel characters to buy goods that you don't need?": 44.2% of students answered "often", 38.8% – "sometimes", 17.0 % chose "never".

Survey results show that many teens consume impulsively when faced with large amounts of information. Sometimes they decide to consume a certain product just because it is mentioned in a favorite novel, regardless of their actual use. To a certain extent, this has led to the irrational consumption of schoolchildren, which contradicts the concept of rational consumption, which we advocate.

Adolescents' attitude towards love is expressed through love motives, criteria for choosing a partner and love behavior, and the attitude of characters towards love, fidelity and the results of love affects their values. To the question "What aspects do you value most when choosing a soulmate?" in addition to character, personality, abilities and other parameters, 56.7% of adolescent who "frequently read" online novels chose "height and appearance", while only 34.8% of teen who did not read online novels chose "hard work and loyalty". This shows that students who like to read online novels pay more attention to the appearance of

their romantic partner, in addition, 37.5% of adolescent who "frequently read" online novels chose "wealth and ambition." Teens who frequently read online novels have more realistic criteria when choosing a spouse and tend to choose "white, rich, handsome" and "tall, rich, and handsome" in online novels. Many online romance novels have created problems in some students' attitude towards love, and many students fall in love with love stories and cannot control themselves. In other words, the love values of high school students are more realistic rather than nihilistic:

– Height and appearance 52.7%;
– Diligence and loyalty 19.5%;
– Wealth and ambition 25.8%.

The question "How often do you use the style of online literature?" and "Where do you mainly use it?" allows us to see how much literary value has been preserved. The quality of online novels is a matter of controversy, since many online texts are illiterate, and their authors do not have editors or proofreaders [19]. The eclectic writing style and terminology is misleading for high school students' written expression. The difference between network literature and traditional literature lies in its freedom. The entry barriers for online novels are extremely low at this stage, resulting in a mix of good and bad novels. The writing forms of many works do not correspond to the routine. Although the overly casual style of writing has a lively and avant-garde touch, it also loses its literary value. Some writers have limited skill or neglect to express common sentences in traditional literature. It's best to split a sentence into several sentences to describe it, or write

half a sentence and let readers get the rest of the meaning. Some authors, in order to emulate the long sentences of some famous writers, continue the sentence where it should be interrupted, and there is no punctuation mark in several lines, but readers believe that this is a new way of speaking [20; 21].

In this case, if high school students do not know how to discard low-quality writing and blindly imitate, then their writing skills will not improve, but on the contrary, they will regress, which will directly affect the quality of the compositions of high school students. The responses were split as follows (Fig. 4).

The rapid development of literature has indeed brought about acute problems. Some authors, due to the lack of appropriate reserves of knowledge, exhibit a relatively weak sense of justice in their writing. They may prioritize the expression of their own emotions while neglecting the prevailing values of society or even challenging established concepts. As a result, the intentional inclusion of vulgar content in their work can have long-lasting consequences, leading to a degradation of the quality and value of online novels over time. Research findings have shown that such practices can significantly impact readers' perceptions and engagement with online literature. These concerns underline the importance of fostering a strong sense of responsibility and social awareness among authors to maintain the integrity and societal value of online literature.

The next question was whether the readers come across hard scenes in texts (violence, pornography, corruption, etc.). The responses were as follows (Fig. 5).
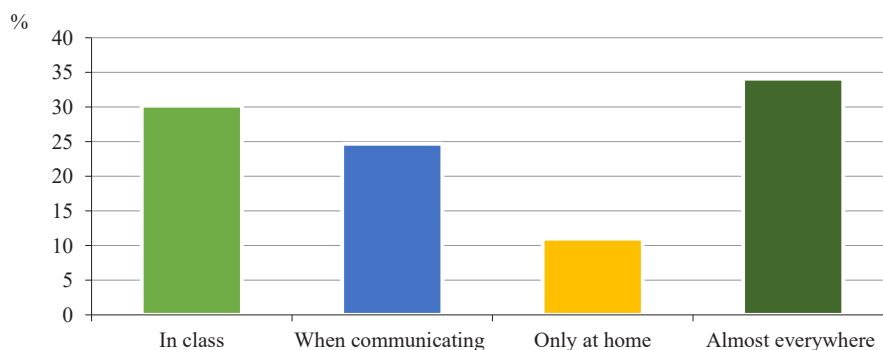

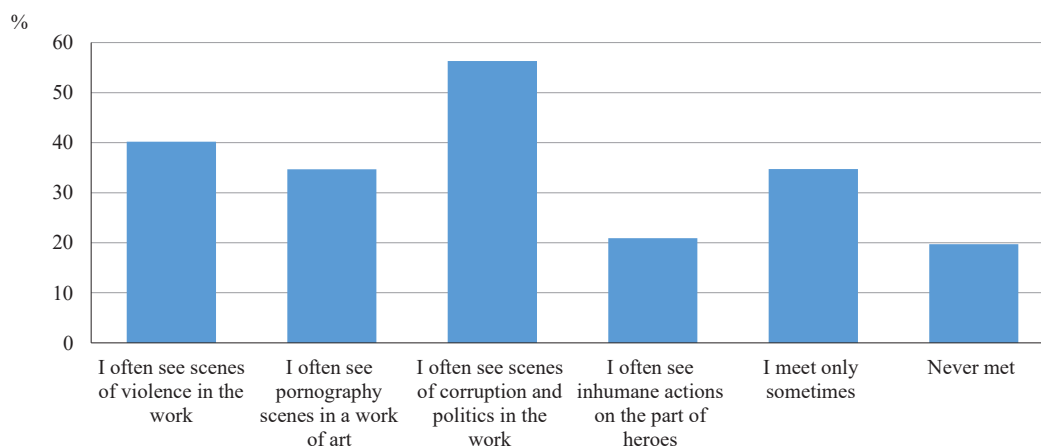F i g. 4. Students' habits of reading online literature, %

F i g. 5. Responses of students to the question if they come across texts with hard scenes such as violence, pornography, corruption, etc., %

The survey showed that many works of online literature are full of low tastes, some contain scenes of violence, pornography and black politics, which will have a negative impact on college students, whose worldview is not yet fully settled, and will directly affect their mental health. Some teenagers will imitate violent scenes, which will have a bad effect on society.

The next question is "Have you met historical works where reality does not coincide with what is written?" and "What facts do not match exactly?" helped us to identify the product of historical nihilism. The answers were the following: Often meet (37.9%), stories do not match (20.9%), sometimes meet (20.3%), teasing historical figures (18.9%), almost never meet (17.9%), historical events are denigrated (15.9%).

As the survey shows, historical nihilism is ubiquitous in online novels: some authors ignore history or do not have the appropriate stock of knowledge, denigrate and tease historical figures and heroes, cause serious damage to the reputation and image of historical figures and heroes, compile famous historical figures, sometimes slandering them, as a result of which high school students do not have the correct view of history.

Discussion and Conclusion

At this stage, more and more online novels are entering the lives of high school students, which has both a negative and a positive impact on them. High school students should read and evaluate online novels with a rational attitude, fully understand their superiority, and consciously avoid misunderstandings. High school students should understand the discrepancy between the plot lines in an online novel and real life, not get carried away completely and not get out, but treat online novels with a wise look [11]. In addition, teachers and parents should also consciously guide high school students, teach them how to learn from online novels, and at the same time identify and discard the 'garbage' in online novels to help high school students live a healthier life.

Based on the survey, several very important conclusions can be drawn:

Positive Influences

1. Provides a whole new world to satisfy emotional needs. Compared to traditional literature, online novels are closer to life. Not only do they have a simple plot and loose storytelling style, but also appeal to personal experience, which makes people feel positive when reading, as if expressing their inner feelings. The written words seem to be what I want to say in my heart and people feel relieved after reading. As young web writer Lin Ying, Xie Ziwei said, "The Internet is virtual, but ownership is real" [22]. In addition, online novels are full of imagery, often captivating with rich, humorous, avant-garde dialogue and distinctive characters. According to the analysis of profile experts, the love of young people for online novels is associated with

such psychological characteristics as strong curiosity, the desire for communication and understanding, the desire for avant-garde, the desire for freedom.

2. Helps develop the emotional coloring of writing in high school students. A good academic essay should not only have a reasonable structure, beautiful language and a full-fledged plot, but most importantly, the author's emotion, we can say that writing emotion plays the finishing touch to the overall quality of the article. Reading online novels can not only broaden the horizons of high school students, but also help cultivate their writing emotions. After many high school students read online literature for a long time, their thoughts and psychology are subtly influenced by the content of the works, and they have richer emotions and new perspectives on things they take for granted in life.

3. Gain new knowledge and skills. According to the results of the survey, more than half of the minors felt they had acquired knowledge and skills from online novels, or understood some of the truths of life. As part of extracurricular reading for teens, online novels can help teens understand content that goes beyond textbooks [19]. Readers can acquire knowledge through enjoyable and voluntary reading of online novels, which cannot be done in textbooks.

4. Relieve academic pressure and enrich free time. Chinese students have many daily activities and assignments, which often make them stressed. According to recent research, due to the variety and quantity of online novels, many students admit that they feel rested and inspired by reading online literature. Thanks to this, students kill two birds with one stone, on the one hand, to temporarily escape from academic pressure, and on the other hand, to use their free time rationally.

Negative influences

1. Impact on learning and physical health. Due to its timeliness, wide coverage, freedom and popularity, online novels can satisfy the emotional needs of schoolchildren and are very popular among teenagers. At the same time, reading online novels eat away at many schoolchildren's free time, with some teenagers stay up late to read until small hours of early morning or reading in class, which impacts negatively on their studies. Some students also self-publish online novels on the Internet, which takes a lot of time and effort, because of which they do not keep up with their studies, and study is wasted, in fact, putting the cart before the horse [20; 23] Excessive reading of online literature can also affect health, including problems with eyesight, as well as postural problems affecting the back. Thus, teenagers should be encouraged to selectively read good literature on the Internet without allowing it to interfere with their normal lives and studies.

2. Rough language reduces the literary ability of students. The quality of the works of online novels is uneven, some works are comparable to traditional literature, many works are full of typos [21]. Some authors lack literary qualities altogether; not only can their works not be said to have any literary value, but they also suffer from vulgar content and rough dialogues, as well as reproducing elementary grammatical problems, frequent typos and misuse of coarse words for cheap laughs. The long-term reading of such low-quality literature will inevitably have a negative impact on the language logic and expressive abilities of young schoolchildren; in the long term, the ability of high school students to make aesthetic judgments will also decrease [22; 23]. Also, since online literature serves the market, homogenization becomes more and more serious. The plots and character settings of many of online novels are often very repetitious: readers can guess the direction after reading the beginning. This reduces the literary quality of the work. Despite this, the popularity of online literature continues to grow, and it remains an important and growing genre in the modern literary process [7; 11].

3. Transferring incorrect information and value. Online literature is diverse in subject matter and has a relatively large free space, and does not need to be held responsible for the spread of mass culture. Representing a catharsis of the writer's own emotions, online literature basically reflects the writer's values and ideas, which may or may not be in line with mainstream concepts [4]. Due to the lack of appropriate reserves of knowledge, some authors have a relatively weak sense of justice; thus, when writing they patronize the

expression of their own emotions, but ignore the prevailing values of society, or even go against them. With the quality of online novels ranging from good to poor, some of the protagonists of online novels convey values harmful to society, for example promoting hedonism, the worship of money, and extreme individualism. Since having relatively shallow social experiences, limited judgment and self-determination, adolescents can be bewildered by moral decisions in social life. Thus, they can be easily misled them by incorrect information, changing their thoughts and attitudes, and weakening the strength of ideals and beliefs, thereby affecting the establishment of schoolchildren's values [23].

5. Generate historical nihilism. Historical nihilism is based on historical idealism, considers and analyzes history by isolated, one-sided and misinterpreted methods, blurs historical facts, laws and values, thereby denying the objectivity and regularity of history, denying the educational function of history [7]. The results of the survey show that in online novels, historical nihilism has its traces: many authors ignore history, tease historical heroes, seriously damage the reputation of historical figures, as a result of which teenagers do not have the right view of history.

Thus, we have seen that online novels have a tendency to conflict with the values and patterns of thought inherent in youth, which increasingly leads to profound changes in psychological patterns, worldview and morality. With a great imagination, an online author can lead young people into an ideal realm like the Tower of Babel or just as likely lead them into the free realm of "nihilism" [7]. However since it is not possible to ban young people from reading novels, what measures should be taken to deal with the influence of online novels on young people?

First, to strengthen the ideological and moral education of students, help young people form the right worldview, views on life and values, strengthen the moral self-discipline of young people, give young people the opportunity to maintain a firm faith in a society that strongly influences multiculturalism in the world. Teenagers must learn to manage themselves scientifically, rather than allowing themselves to be carried away with online novels, confusing the illusory world with reality, adhering to fictitious characters' ideals and moral values, or succumbing to extraneous thoughts.

Second, strive to cultivate national cultural excellence and pride in today's youth. Ethnic culture is an integral part of world culture [24]. China, as a great and ancient cultural country, should be both preserved and developed by us in the Internet era.

Third, acquaint young people with useful bibliographies. Teens can also read easy-to-understand online novels in addition to intense study. But teenagers should read selectively. Instead of blindly and counterproductively opposing online novels, adults should take the lead in recommending positive, healthy, up-to-date and easy-to-read bibliographies for young people, representing a healthier alternative to non-classical, non-serious, or non-literary books. In fact, what students read is not the most important thing; rather, it is necessary to nurture the skill in young people to identify good and useful books independently.

Fourth, reduce the attention of social networks, networks and media to these issues. People often maliciously speculate in their own interests in order to increase the click-through rate of the site or the circulation of publications. Many of them will use positive publicity and negative criticism to cover it up. But in fact, they all want to use this as an argument in favor of obtaining economic benefits. In this era of the Internet, cultural resources are being commodified [25]. Thus, they threaten to lose their humanistic function, and become instead a consumer product of "fast food". The sanctity of culture is being stripped away, leaving only the profits in the hands of the operators of cultural goods. Therefore, today's teenagers, representing the main consumer group of online novels, should be made clearly aware of this, and not pay too much attention to it, lest they unknowingly step into the trap of the world and become its ignorant sacrificial victims.

Just like eating and drinking, reading requires people to taste carefully: some things look bad but are very nutritious, some look appetizing and appealing but are just unhealthy food. Then, understanding the importance of

extracurricular literature for young people, it is necessary to overcome the allure of the shiny novelties of the new century, striving instead to ensure that every young person in this passionate age can use his or her life knowledge and talents in the right direction and thus better adapt themselves to the inevitable ups and downs of life and the changing times.

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