The Emergence of Cyber Literature: Literature, Text and Hypertext

[1]Jugabrat Choudhury, [2]Abdushokhit Pazilov,
[3]Gulrukh Mirkhodjaeva

Abstract--In a digital age, people live in a cyberspace where they become part of modern society. The information acquired comes from the World Wide Web (WWW). This WWW has become an important means for people around the world to spread information. Thanks to web technology, cybernetic literature emerges. This study talks about the emergence of cybernetic literature that changes the way we read and teach in various institutions. It becomes a challenge for people who teach literature because they have to leave the printed text and switch to digital text as hypertext. The existence of cybernetic literature also leads them to change their style to analyze and criticize the work of literature. Therefore, it becomes a challenge for them to teach literature from text to hypertext.

Key words--computer literature, emergency, text, hypertext, cyberspace, challenge, development

I. INTRODUCTION

The influence of technology changes all aspects of people's lives around the world. They become a modern society that always gets information and communicates in a virtual space. Influence can be seen in the workplace, in homes and in educational institutions. Most of them acquire information from the World Wide Web (WWW). It is a space for users to read, write and access information with Internet-connected devices. According to Jonassen in his book" Computers in the Classroom: Mindtools for Critical Thinking", this WWW is the largest and most common use of hypermedia related to the links that connect information units and the organization of information through relationships between the units (Jonassen, 1996) Due to web technology, cybernetic literature emerges. It is a new genre of literature created and presented on the computer (Koskimaa, 2007). Researchers have been interested in researching cybernetic literature and use different terms for cybernetic literature as cybernetic text (Aarseth, 1997; Eskelinen, 2012), the literary machine (Nelson, 1993), electronic literature (Hayles, 2002), literature digital (Hoover, et al., 2014) and digital literature (Sanz and Romero, 2007). Hence, discussion of cybernetic literature can develop terminological and aesthetic questions.

The emergence of cybernetic literature with the use of electronic space as a medium also offers people the opportunity to read, write and access literary works. In relation to active production in computer literature, Neuage (1997) points out that there are many communities of computer literature that use homepages, e-mails, forums and blogs to publish and promote their literary works. They can freely write without limitation and upload their work to the WWW. It shows that the authors' works are stored in the Internet space and that people all over the world can see it. It is not necessary to print books with high prices that they can limit the spread of literature (Nanda, 2016).

[1]*Gulistan State university Uzbekistan*
[2]*Gulistan State university Uzbekistan pazilov1985@gmail.com*
[3]*Turin Polytechnic university in Tashkent Uzbekistan g.mirhodjaeva@polito.uz*

The existence of cyber literature opens up new literary works such as fan fiction (Schulz, 2008). According to Ryan (2013), the computer not only provides a transmission channel for fan fiction texts, but it can also become a production tool. Fan fiction that refers to texts created as a "pseudo-sequel" of a book, a comic, a television series or a movie and which are not written by professional authors but by fans. Computer literature may include: i) all literary texts such as prose or poetry, anthologies in prose or digitized poetry, online literature journals and collections of classical texts available on the World Wide Web (WWW), ii) non-professional literary texts available on Internet and iii) hypertext literature and cybertext in relation to literary texts of a more complex structure. Thanks to the various literary texts available on the Internet, it enriches the common opinions of cybernetic literature and builds new concepts from a literary point of view, such as cybertext and hypertext.

Acceptance of cybernetic literature can give a good signal to the field of literature itself. Thanks to the development of technology, the authors could make many possibilities. They can share their literary works without any other limitations. Dissemination of authors' information helps people understand global culture. It is a turning point in computer literature.

Hypertext: a new way of reading literature

The emerging field of computer literature can change the way people read. People are exposed by reading more digital literary texts than printed ones. Reading them with the help of the Internet leads them to a different type of reading. It's because they use hypertext. Hypertext, as Patterson (2000) states, is the electronic text link that can be found on the Internet. Through the use of electronic text linking, people experience a new way of reading. He adds that by clicking to show another screen with a new theme, a reader constructs the meaning differently.

Hypertext is based primarily on the text and is characterized by the connection of several blocks of text. It can be integrated with the form of multimedia works that combine writings texts with video clips, musical sounds and other multimedia arts. The establishment of this new way of reading literary texts can replace the conventional linearity of literary texts. For example, digital literary texts are consumed with their navigation options (Landow and Delany, 1991; Landow, 1997; Bolter, 1991).

Furthermore, Aarseth (1997) and Hayles (2002) assume that hypertext may be the source of the narrative embedded in cybertext and that it needs a new approach to understand its textuality globally. The approach can take advantage of a hypertext reading experience with a simple presence of a cursor on a screen. The cursor is a physical means of inserting the reader into the text. Create a visual reminder that the reader is always present (Landow, 1997; Lanham, 1993).

To examine the notion of hypertext, the reader experiences reading the existence of concrete on the page as a material artifact that can be cut / glued; redesigned through channels, margins and space; and redesigned through the material fibers of the page that interact with different paintings in various ways of connection (Hayles, 2002). Since cybernetic literature cannot be read in a conventional way, the way of reading has changed. Significant change profoundly affects the reader and makes him fast. Therefore, reading cybernetic literature requires additional effort to get past the text.

The challenge of teaching literature from text to hypertext

Cyber literature can have educational and pedagogical impacts if incorporated into an existing curriculum. Therefore, teaching literature from text to hypertext can be a challenge. To meet the possible challenge, educational innovations are needed to accommodate the solution for educational purposes. One of the strategies is through online discussion based on the roles of teaching literature, which is called the "Ivanhoe Game" approach (Koskimaa, 2007). In this approach, each student is assigned a specific character based on literary works and must find information about the characters. They should be able to conduct an online discussion that personifies the assigned characters.

Another strategy is to use literary blogs that offer great potential for literary education. In addition, a teacher can also develop a new design unit on the blog. When designing a unit to teach literature in the form of hypertext, it is necessary to work with the literary production of hypertext. WWW as a medium for literary hypertext needs some large and different formats to allow the student to write their own idea, criticize and comment on computer literature. Figure 2 shows Haiku's poetry in the form of hypertext and there are some menus for students to comment on literary works.

Basically, providing the menu for comments can facilitate a new strategy, that is, reader-writer interactivity (Jauss, 1982) to appreciate literary works. You can develop the focus on distributing the attention that other readers access and may require answers tracked digitally on the blog. Interaction can lead consumers of the literary work to contemplate and immerse themselves in the text. In addition, a new idea can be developed by sharing and commenting on the text.

II. CONCLUSION

In a cyberspace, literary works in digitized forms are consumed together with printed ones. And the development of web technology makes people a different way of reading literature that is not based on conventional linearity, but on navigation. Using Internet aids, the linearity of navigation leads to a different type of reading, i.e. hypertext, which has the electronic connection of the text. Clicking to show the new screen is one of the experiences that readers gain when reading hypertext literature for more information. Therefore, the emergence of cybernetic literature with hypertext as a medium of communication encourages access to literature as a means of expression. For educators who teach literature in the digital world, it is a challenge and requires educational innovations, p. conduct online debates based on the roles of computer literary works and use literary blogs with reader-writer interactivity.

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