

# *Research on Reading Promotion in Higher Vocational Libraries Based on College Students' Reading Behavior-Take Nanchong Vocational and Technical College as an example*

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**Abstract:** Clarifying the reading behavior of college students is the premise of improving the quality of library information services. This paper analyzes the reading behavior of higher vocational students from the aspects of reading motivation, reading ability, reading interest, reading style, etc., and further proposes the optimization measures of reading promotion service on this basis, so as to promote the vigorous development of the library cause in higher vocational colleges.

In 2005, the Chinese Library Society established the Science Popularization and Reading Steering Committee (changed to the Reading Promotion Committee in 2009). On November 4, 2017, the "Public Library Law of the People's Republic of China" was promulgated, which is the first special library law in my country. It clearly stipulates that public libraries should provide reading promotion services. [1] It can be seen that the state attaches great importance to reading promotion services.

## **1. The Significance of Reading Promotion in Vocational Libraries**

Mr. Zhu Yongxin, a famous educator, is the "first person" to promote reading in recent years. He pointed out that without reading in schools; there is no real education [2]. University education is different from compulsory education. It focuses more on cultivating students' ability of independent learning and independent thinking. The main way of learning is self-directed learning, so that students become the main body of learning. Therefore, in addition to the classroom, the library has become a learning center for students. The second position, the importance of libraries to college students is self-evident. The information services provided by the library can expand the knowledge of college students, improve their knowledge structure system, cultivate their sentiments, and encourage them to develop good reading habits and establish correct values. However, with the development of information technology, mobile reading and fragmented reading have become the main reading methods in colleges and universities in the new era. Furthermore, under the influence

of educational utilitarianism, the main purpose of most students' reading is to cope with exams or to meet the needs of employment, which all affect the reading results to a certain extent. Therefore, the contradiction between the importance of reading and the current situation of college students' reading makes the promotion of reading in university libraries imminent.

## **2. Analysis of Reading Behavior of College Students**

Through the questionnaire survey and interview with the students of Nanchong Vocational and Technical College, we can understand and analyze the reading behavior of higher vocational students, including the following aspects:

### **2.1 Motivation for Reading**

Reading motivation is a psychological factor that directly drives people to read. For vocational students, reading motivation mainly includes study motivation, research motivation and entertainment motivation. The so-called learning motivation is an individual's internal motivation to promote learning based on learning needs such as improving their own cultural level and mastering technical skills. Research motivation refers to the need for reading in order to complete a certain scientific research activity, such as thesis writing, scientific experiments, etc. Although higher vocational colleges pay more attention to cultivating applied talents than undergraduate colleges, and do not have high requirements for students' academic research ability, in order to exercise students' dialectical thinking ability and deepen their understanding of subject knowledge, vocational teachers will also arrange corresponding scientific research tasks, especially science and engineering majors, need to increase students' practical ability through experimental teaching. The motivation for entertainment is to read for the purpose of emotional aesthetic enjoyment and spiritual pleasure and recreation.

In this survey, the highest proportion of higher vocational students' choice of reading motivation is to broaden their horizons and increase their knowledge, followed by the acquisition of knowledge and skills and academic requirements, the third is leisure and job hunting needs, and the last is scientific research. This is also closely related to the group characteristics of higher vocational students. As a college student, his primary task is to learn scientific knowledge and skills, so learning motivation is the main reading motivation in college. And because the purpose of higher vocational education is to cultivate high-quality applied talents that meet the needs of the society, the requirements for students' scientific research ability are relatively low. In addition, in order to enrich their spare time, vocational students can improve their self-cultivation and cultivate their interests and hobbies through reading. Therefore, the motivation for entertainment cannot be ignored.

### **2.2 Reading Ability**

Reading ability refers to the ability of readers to control document information in reading behavior, including information selection ability, information comprehension ability and information application ability. In this survey, 98% of vocational students believe that reading is extremely important to their own development. However, in the mobile Internet environment, the information increases exponentially, and the quality of various types of information is uneven, which puts forward higher requirements on the reading ability of college students.

In terms of information selection, some higher vocational students pointed out that because the

library did not hold special lectures, they did not know enough about the library's collection resources and bibliographic shelf rules, and they were not familiar with the library's bibliographic retrieval system. When reading motivation, it is difficult to meet its information needs through an effective way. In addition, the library has a lot of literature information on the same topic, which increases the difficulty of students' choice.

In terms of information understanding, most vocational students can put forward opinions and questions about the reading content, and solve problems through mutual discussions between teachers and students and students.

In terms of information application, less than 20% of the students in this survey are proficient in operating office automation software and master the basic working principles of computers and computer network principles, and information technology and information knowledge determine students' comprehensive information processing capabilities. Most vocational students can simply process and sort out information resources, but less than 10% of them can comprehensively analyze the acquired information and extract new research directions. It can be seen that the information analysis and innovation ability of vocational students needs to be improved. With the popularization of the Internet, network information has widely penetrated into the study and life of higher vocational students. It has the characteristics of sharing, interactivity, openness, and virtuality. While broadening students' horizons, it also affects students' values. Students lack the ability to identify information, and it is difficult to make a correct evaluation of the information. In addition, students have poor self-control ability and are easily addicted to the online world. In this survey, it was found that the information literacy education of higher vocational students needs to be strengthened, and most of the students have insufficient knowledge of information ethics, which is manifested in citing the achievements of others without indicating the source, and arbitrarily publishing offensive remarks.

### 2.3 Reading Interests

*Table 1: Types of reading preferred by vocational students*

type of reading	Choose the number of people	Proportion
Miscellaneous	291	46.9%
study class	149	twenty four%
Leisure	138	22.3%
pure literature	42	6.9%

As shown in Table 1, comprehensive books are the most popular among vocational students, accounting for 46.9%. Comprehensive books include books on culture, philosophy, social history, economy, science and technology of various countries. Followed by study books and leisure books, accounting for 24% and 22.3% respectively, study books include reference books, textbooks, practical books and other books, and leisure books include magazines, short stories, celebrity biographies, travel and other books. Finally, pure literature books, such as prose and poetry collections, accounted for only 6.9%. It can be seen that higher vocational students pay more attention to books on learning and entertainment, and pay less attention to humanistic reading of pure literature. It is more favored by higher vocational students. Compared with mastering and absorbing knowledge, higher vocational students only focus on "knowing" knowledge and lack in-depth thinking and research on knowledge.

## 2.4 How to Read

Relying on the Internet environment and the widespread use of mobile terminals such as mobile phones and computers, the reading methods of vocational students have also undergone great changes. Through this survey, it is found that mobile reading has become one of the main reading methods of college students due to its advantages of breaking time and space constraints and diversifying content. However, traditional paper reading, as the reading method with the longest existence and the most profound influence on human beings, is more suitable for "intensive reading" and "deep reading". British intelligence scientist McLorley said: "No one medium can completely replace another medium. The general situation is to complement each other and gradually unify to solve a specific communication" [3] Therefore, the library of higher vocational colleges It is necessary to vigorously promote paper reading, but also to take into account the preference of higher vocational students for online reading and mobile reading.

## 2.5 Access to Reading Resources

*Table 2: Access to reading resources for college students*

access	Choose the number of people	Proportion
Wechat/Weibo/browser and other network channels to obtain	456	73.5%
Computer download/reading software	356	57.4%
library loan	214	34.5%
Brick-and-mortar bookstore purchases	106	17.1%
other	87	14%

As shown in Table 2, vocational students mainly obtain information resources through online reading such as WeChat, Weibo, and browsers, and offline reading through computers and reading APPs, accounting for 73.5% and 57.4%, respectively. This is followed by borrowing from libraries or buying paper books in physical stores, accounting for 34.5% and 17.1% respectively. Finally, there are other ways, including recommendation exchanges between students and teachers and between teachers and students. It can be seen from the above analysis that libraries should innovate the channels and methods of reading promotion services.

## 2.6 Factors Affecting College Students' Reading Choices

*Table 3: Factors Affecting College Reading Choices*

factor	Choose the number of people	Proportion
A friend recommended	364	58.7%
Teacher/Celebrity Recommendation	342	55.2%
bestseller list	301	48.5%
Network platform recommendation	283	45.6%
author style	224	36.1%
Library recommendation	98	15.8%

As shown in Table 3, higher vocational students are more influenced by friends, teachers or celebrities in choosing to read books, accounting for 58.7% and 55.2% respectively. Secondly, factors such as bestseller lists, recommendations on online platforms, and author styles also affect the reading choices of vocational students. But only 15.8% of vocational students choose to read books based on library recommendations. It can be seen that the "acquaintance effect", "celebrity effect" and "herd mentality" have a greater impact on college students' reading choices. Therefore, libraries should focus on building a reading promotion service brand and creating a reading

promotion atmosphere. In addition, the library is the main way for universities to obtain information, but college students are less affected by the recommendation of the library, which shows that the library's reading promotion service is not effective, and the concept of reading promotion has not been deeply rooted in the hearts of the people.

### **3. Problems Existing in the Reading Promotion Service in the Library of Higher Vocational Colleges**

#### **3.1 Lack of Sense of Cooperation and Slow Progress**

Vocational college libraries believe that reading promotion is the responsibility of the library, because the library independently undertakes the organization and publicity work, and does not actively seek cooperation with other departments, other college libraries and social institutions, resulting in reading. The quality and level of the promotion work is not high, and it has less impact than other campus activities, such as double elections. Libraries of higher vocational colleges have not yet realized that the social force of sustainable development is a very important promotion resource in reading promotion activities. <sup>[4]</sup>

#### **3.2 The Promotion Agency is not Perfect and Lacks Professionals**

Reading promotion is a complex and systematic work, which requires high quality of personnel, who should have a reasonable subject knowledge system and strong professional ability. At present, the reading promotion work is mainly in charge of the staff of the library consulting department, the circulation department and other departments, and a special reading promotion organization has not been established yet. Most of the relevant staff are temporary part-time staff, and the staff turnover is large, which affects the continuity of reading promotion work. The reason is that higher vocational colleges have not really realized the importance of reading promotion work, they have not given enough policy support, the library lacks activity funds, and the construction of professional teams is lagging behind. Perfect, lack of professionals, it is difficult to meet the actual reading needs of vocational students.

#### **3.3 Outdated Promotion Methods and Lack of Brand Awareness**

In recent years, the library of higher vocational colleges has been constantly innovating the way of promoting reading service, making reading promotion service more standardized and professional, but there are still many problems. First, the form of activities is solidified, mainly based on reading essays, knowledge quizzes, book exhibitions and special lectures, lack of freshness and interest, resulting in the gradual weakening of the attractiveness of activities, and it is difficult to stimulate the enthusiasm of vocational students to participate in activities. Second, paper books are the main promotion content, which is contrary to the reading habits of contemporary college students. In the information age, college students are more interested in more convenient mobile reading, and the library's reading promotion content should not be limited to paper books. , should keep pace with the times, develop online reading promotion paths, and publicize resources such as corresponding reading APPs and book databases. Third, reading promotion lacks pertinence, making it difficult to give full play to the library's resource advantages. Information collection is the preliminary work of reading promotion. Through information collection, we can understand the reading behavior of higher vocational students, so that the reading promotion service can be

combined with the behavior characteristics and actual reading needs of college students. However, the survey found that most libraries of higher vocational colleges lacked active service awareness and did not study the reading behavior of readers, which made the reading service have little effect.

### **3.4 The Evaluation System of Activity Effectiveness is not Perfect**

The evaluation of the effectiveness of reading promotion activities by the libraries of higher vocational colleges is still at the summary level, such as the number of lectures, the number of essays, the number of people participating in activities, and the content of new activities. , which is the main reason for the slow progress of the activity.

## **4. Strategies for Reading Promotion in Higher Vocational Libraries**

### **4.1 Subdivide the Promotion Objects and Increase the Pertinence of the Activities**

Based on customer relationship theory, segmenting customers is crucial. When the number of customers is greater than two, differentiated needs will be formed. <sup>[5]</sup> The target of reading promotion service in higher vocational colleges is higher vocational students. This group comes from different professional fields, and their reading motivation and reading interest are diverse. Therefore, higher vocational libraries should carry out various forms and themes. reading promotion activities to meet their individual reading needs. Furthermore, using the herd mentality of college students to create high-quality reading activities. For example, the "Traditional Chinese Classical Example Reading Tour" activity held by the Liaoning University Library provides a three-dimensional reading experience such as "sound", "color", "image" and "touch" to establish a brand effect and increase the willingness of college students to participate.

### **4.2 Broaden Financial Input Channels and Seek Help from Social Groups**

Adequate funds are the premise to ensure the smooth development of reading promotion activities. At present, the funds of the library of higher vocational colleges are limited, mainly used to maintain the normal operation of the library, and it is difficult to have excess funds to carry out other activities. Libraries of higher vocational colleges have the problem of emphasizing hardware construction and ignoring service support, especially the support for reading promotion activities is not enough. However, the financial funds of higher vocational colleges are limited, and only appropriate expansion of the financial input to the library can be made according to the actual situation of the college. Therefore, the libraries of higher vocational colleges should broaden the channels of funding sources and strive for the help of social groups. Libraries can take the initiative to contact enterprises and seek corporate sponsorship through naming, so as to achieve a win-win situation. In addition, the library can also set up a foundation to accept books, materials, equipment and funds donated by alumni, entrepreneurs, social groups, etc.

### **4.3 Innovate Promotion Methods and Establish Reading Promotion Alliances**

This survey found that vocational students mainly obtain reading resources through the Internet, and prefer mobile reading in the choice of reading methods. Therefore, vocational libraries should innovate reading promotion methods according to students' reading behavior, and use new media to promote reading. , mobile APP and other carriers to increase the effectiveness of reading promotion



activities. Higher vocational libraries can add a reading promotion column on the library homepage, which not only includes new book recommendations, writing book reviews, classic reading and other functions, but also should form a one-stop reading promotion service with the support of cloud computing. In addition, we can give full play to the role of We-media, WeChat, Weibo and other platforms to promote reading promotion activities, strengthen communication with users, and create a comprehensive reading promotion service system.

The resources of the libraries of various vocational colleges are limited, and it is difficult to meet the diverse reading needs of students. Therefore, it is possible to establish a reading promotion alliance with other colleges and universities in the region to jointly organize reading activities, such as book loan among alliance colleges and universities in the same city. Library drifting, etc., to achieve interlibrary resource complementarity. In addition, colleges and universities with outstanding reading promotion work in the alliance can summarize their own experience for reference by other colleges and universities, and can also provide personnel and technical support to other colleges and universities to deepen the connection between libraries, so as to achieve common development.

#### **4.4 Set up a Special Reading Promotion Agency**

Higher vocational libraries should set up a special reading promotion department, coordinate with other departments, and scientifically plan and deploy reading promotion activities. The members of the department must have certain professional knowledge of pictures and emotions, and be responsible for analyzing the reading behavior of college students, and continuously improve and optimize the reading promotion activities. From the above analysis, it can be seen that the main factor affecting students' reading choices is the recommendation of friends and teachers. Therefore, a reading association should be established in student groups to help reading promotion activities relying on the influence of student groups and class groups. In addition, it is necessary to actively seek cooperation with secondary colleges and use the strength of colleges and teachers to publicize reading promotion activities. It can be seen that the reading promotion service organization of the vocational library should be composed of the library, the students and the secondary college.

#### **5. Conclusion**

To sum up, the library is an important place for teachers and students to provide information services in higher vocational colleges, but with the development of the times and the advancement of science and technology, students' reading behaviors show obvious differences, which requires higher vocational libraries to continuously innovate reading promotion service methods, improve service quality, and truly meet the reading needs of students. Specifically, it can include subdividing the promotion objects, increasing the pertinence of activities, broadening financial investment channels, seeking help from social groups, innovating promotion methods, and establishing reading promotion alliances. And the establishment of special reading promotion agencies and other methods.

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