

Research on reader service of university library based on reader reading psychology

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Keywords: University library, reader service, reading psychology, information demand, personalized service

Abstract: University libraries serve as vital repositories of academic resources and providing high-quality reader services is crucial for student success. This paper aims to investigate the impact of reader reading psychology on the delivery of reader services in university libraries and proposes corresponding improvement strategies. Through a comprehensive review of relevant literature and empirical research, the study reveals that reader reading psychology significantly influences the quality and effectiveness of library services. The research employs methods such as literature review and interviews to gather insights into readers' needs, expectations, and experiences regarding library services. The findings highlight the importance for university libraries to consider psychological factors such as readers' information needs, reading motivations, and information retrieval and utilization abilities. By tailoring services and resources to meet readers' specific reading requirements, university libraries can enhance the quality of reader services. The research outcomes of this paper provide valuable insights for improving the delivery of reader services in university libraries, fostering a conducive environment for academic growth and success.

1. Introduction

University libraries are vital for academic research and knowledge dissemination, catering to the needs of students and faculty. However, in the digital age, libraries face new challenges and opportunities due to technological advancements. Readers' behaviors and demands have evolved with increased information accessibility, necessitating personalized services. Reader reading psychology, including motivations, information needs, and retrieval abilities, significantly impacts reading experiences and satisfaction with library services. Investigating reader reading psychology in university libraries is crucial for improving service quality and meeting readers' needs. This study aims to explore reader reading psychology and propose corresponding improvement strategies. The research approach involves a literature review, examining domestic and international studies, and empirical methods such as surveys and interviews to collect data on readers' needs and experiences. Through analysis, the correlation between reader reading psychology and library services will be revealed, leading to practical guidance for enhancing service quality. The study's outcomes will contribute to the research foundation on reader services and benefit the library and academic communities.

2. Review of Reader Reading Psychology Factors in University Libraries

2.1. Reader needs, motivations, and improved information retrieval

In university libraries, understanding readers' information needs and reading motivations is crucial for providing effective resources and services. Reader information needs encompass specific knowledge and resource requirements, while reading motivations drive readers to engage in reading activities. By aligning resources and services with readers' expectations, libraries can enhance reader satisfaction and overall reading experiences. Additionally, reader information retrieval and utilization abilities play a vital role in accessing, evaluating, and applying information from library resources. These abilities involve familiarity with library classification systems, proficiency in using databases and search tools, literature reading, and critical thinking. Improving readers' information retrieval and utilization abilities is essential for efficient and quality information acquisition. University libraries should prioritize training, guidance, and support to enhance these abilities, enabling readers to develop relevant skills and optimize their use of library resources and services.

2.2. Individualized Reader Demands and Reading Experiences

Each reader possesses unique personalities, interests, and reading preferences. Therefore, university libraries should pay attention to meeting readers' individualized demands by providing resources and services that align with their interests and learning goals. Individualized demands include in-depth research on specific topics or fields, preferences for specific types or formats of literature, personalized configurations of learning and research tools, and more. By offering personalized resource recommendations, customized services, and flexible learning spaces, university libraries can enhance readers' reading experiences, improve their satisfaction and loyalty towards the library[1]. Through the above review, we have provided an overview of reader reading psychology factors in university libraries. Reader information needs and reading motivations, information retrieval and utilization abilities, as well as individualized demands and reading experiences collectively contribute to readers' experiences and expectations of services in university libraries. A comprehensive understanding and research of these factors are crucial for university libraries to provide services that cater to readers' needs.

3. Research Design and Methods

3.1. Research Design

This study employs a comprehensive literature review research design aimed at summarizing and analyzing existing research findings on the reader reading psychology factors in university libraries. By systematically collecting, screening, and organizing relevant literature, we will synthesize different research methods and theories to gain a comprehensive understanding of the reader reading psychology factors in university libraries.

3.2. Data Collection Methods

The data collection phase will primarily rely on the process of literature search and screening. We will extensively search academic databases, library catalogs, dissertation databases, as well as relevant journals and conference papers in the field to obtain research literature related to the reader reading psychology factors in university libraries. Keyword searches and selection criteria will be

used to ensure the relevance of the collected literature to the research topic. During the literature collection process, we will adopt a systematic review approach, including defining research objectives, formulating search strategies, screening literature, extracting data, and assessing research quality. Through rigorous literature screening and data extraction procedures, we will ensure that the collected studies meet the requirements of the research objectives and research questions[2].

3.3. Data Analysis Methods

In the data analysis phase, we will employ content analysis to integrate and analyze the collected literature. By systematically categorizing, organizing, and synthesizing the literature, we will extract key viewpoints, theories, and research findings to answer the research questions and form a comprehensive understanding of the reader reading psychology factors in university libraries. The process of content analysis will involve the following steps: firstly, categorizing and organizing the collected literature to identify common themes and key concepts; secondly, conducting detailed reading and analysis of the categorized literature to extract important information related to the reader reading psychology factors in university libraries; finally, synthesizing and summarizing the analyzed results to form a review and evaluation of the existing research findings. By employing a comprehensive literature review research design and content analysis as the data analysis method, this study will be able to comprehensively summarize and analyze existing research findings on the reader reading psychology factors in university libraries, providing valuable references for further research and practice.

4. Analysis of the Current Status of Reader Services in University Libraries

4.1. Characteristics and Issues of Reader Services

University libraries, as significant providers of academic resources, bear the important responsibility of meeting readers' information needs and delivering high-quality services. However, current reader services in university libraries face specific characteristics and issues. Firstly, university library readers have diverse information needs. Students and faculty from different disciplines have varying requirements for information, with some needing in-depth resources in specific subject areas and others requiring comprehensive interdisciplinary information support. Therefore, university libraries need to provide diverse resources and services tailored to the needs of different user groups. Secondly, readers in university libraries have increasing expectations for information retrieval and utilization capabilities. With the rapid development of information technology, readers' demand for the use of electronic resources such as online databases, e-books, and academic journals is growing. Additionally, they expect libraries to provide convenient information retrieval tools and technical support to help them efficiently access and utilize information resources. Furthermore, readers in university libraries are increasingly concerned about personalized needs. They hope that libraries can offer personalized services, such as personalized recommendation systems, customized information services, and personalized learning spaces, to meet their individualized learning and research needs. However, there are also challenges in reader services in university libraries. Firstly, there are challenges in resource management and allocation. University libraries need to plan and manage their collections rationally within limited budgets and resources to meet readers' needs. Secondly, there are shortcomings in technical support and training. With the rapid advancement of information technology, libraries need to continuously enhance their technical support capabilities and provide relevant training and guidance to readers. Lastly, mechanisms for reader engagement and feedback need to be strengthened. University libraries need

to actively listen to readers' voices, establish effective feedback mechanisms, and continuously improve and optimize service quality.

4.2. Readers' Needs and Expectations for Library Services

University library readers have clear needs and expectations for library services. Firstly, they expect libraries to provide rich academic resources, including printed books, e-books, academic journals, and databases. These resources should cover various disciplinary areas and meet the needs of readers at different levels and types. Secondly, readers demand convenience in information retrieval and utilization. They expect libraries to provide advanced retrieval tools and technologies that enable them to quickly and accurately find the desired information resources. They also desire convenient access to electronic resources, such as through mobile devices and remote access. Additionally, personalized needs are also a focus for readers. They hope that libraries can offer personalized recommendation services, recommending relevant resources based on their interests and needs. Moreover, personalized learning spaces and support are highly anticipated to meet the learning and research needs of different readers.

4.3. Directions for Improving Reader Services in University Libraries

To meet the needs and expectations of readers, university libraries can adopt the following improvement directions: Firstly, strengthen resource management and development. University libraries can expand the scope and depth of their collections through collaboration and resource sharing with other libraries. Additionally, they can establish effective procurement and evaluation mechanisms to select high-quality academic resources that align with readers' needs and disciplinary characteristics, ensuring the quality and usefulness of the resources. Secondly, enhance technical support and training capabilities. University libraries should continuously monitor and apply emerging information technologies, providing advanced retrieval tools and technical support to improve readers' efficiency in information retrieval and utilization. Furthermore, libraries should regularly conduct training and guidance activities to help readers master information retrieval skills and tools, enhancing their information literacy[3].

Moreover, personalized services should be emphasized. University libraries can introduce personalized recommendation systems that recommend relevant resources based on readers' borrowing records, interests, and needs. Additionally, personalized learning spaces and support should be provided based on the characteristics of different user groups to meet their learning and research needs. Furthermore, reader engagement and feedback mechanisms should be strengthened. University libraries can organize regular reader forums, surveys, and other forms of engagement to understand readers' needs, opinions, and suggestions. In decision-making and improvement processes, readers' feedback and opinions should be fully considered to ensure that library services align with readers' expectations. University libraries should be attentive to the characteristics and issues of reader services, understand readers' needs and expectations for library services, and take appropriate improvement measures to enhance service quality, meet readers' academic information needs, and facilitate their learning and research.

5. Strategies for Improving Reader Services in University Libraries Based on Reader Psychological Factors

5.1. Personalized Services and Resource Recommendations

Personalized services are essential means of meeting reader needs. University libraries can

introduce personalized recommendation systems that suggest relevant resources based on readers' borrowing records, interests, and needs. This system can analyze and predict personalized recommendations for books, academic journals, databases, etc., based on reading history, browsing behavior, and user feedback, using machine learning and data mining technologies. Such personalized recommendation services can more accurately meet readers' information needs, improving their reading experience and satisfaction. Additionally, university libraries can provide personalized learning spaces and support based on the characteristics of different user groups. For example, dedicated study spaces and equipment can be provided for study groups or research teams to meet their collaborative learning and research needs. Moreover, subject-specific guidance and consultation services can be offered based on readers' disciplinary characteristics and requirements, helping them make better use of library resources and academic information[4].

5.2. Enhancement of Information Retrieval and Utilization Abilities

To enhance readers' information retrieval and utilization capabilities, university libraries should prioritize reader training and guidance. Libraries can organize regular training activities, including information literacy training, literature search skills, academic writing guidance, etc. These training activities can be conducted in both online and offline formats, such as face-to-face lectures, seminars, online courses, etc. Through training, readers can gain knowledge and skills in accessing and utilizing information resources, improving their efficiency in information retrieval and utilization. Moreover, libraries can provide individualized consulting and guidance services, offering customized academic guidance and solutions based on readers' needs and questions. For example, academic writing guidance and literature review writing techniques can be provided specifically for graduate students. Such individualized guidance services can help readers address specific issues, enhancing their academic research capabilities and writing proficiency[5].

5.3. Enhancing Information Retrieval and Utilization Abilities

University libraries should strive to enhance readers' information retrieval and utilization abilities to meet their growing demands. Firstly, libraries can enrich readers' information sources by continuing to introduce and procure high-quality academic resources, including printed books, e-books, academic journals, databases, etc. Additionally, libraries should stay updated on emerging academic resources and fields, promptly making purchases and updates to meet readers' needs for the latest knowledge. Secondly, libraries should provide advanced information retrieval tools and technical support to assist readers in quickly and accurately accessing the desired information resources. This includes providing user-friendly retrieval interfaces and search engines, optimizing sorting and filtering mechanisms for search results, and offering relevant training and guidance to help readers master information retrieval skills and methods. Furthermore, university libraries can collaborate with academic publishers and database providers to offer increased access permissions and resource subscription services. Through partnerships with these collaborators, libraries can expand readers' resource access range, providing more academic databases, electronic journals, and scholarly literature to meet the needs of different disciplinary fields. Lastly, university libraries should actively engage in information literacy education and training to enhance readers' information retrieval and utilization abilities. This includes teaching readers how to evaluate the authenticity and credibility of information, how to filter and organize information effectively, and how to utilize the acquired information for academic research and writing. Through these training and educational activities, readers can develop sound habits of information retrieval and utilization, improving their information literacy levels. Strategies for improving reader services in university libraries based on reader psychology include personalized services and resource recommendations,

reader training and guidance, and enhancing information retrieval and utilization abilities. By implementing these strategies, university libraries can better meet readers' needs, improve their reading experience, and enhance their academic research capabilities [6].

6. Empirical Research Findings and Analysis

6.1. Research Findings

In this study, we employed various research methods to investigate the perceptions and experiences of university library readers regarding personalized services, reader training and guidance, and strategies for enhancing information retrieval and utilization abilities. In addition to surveys, we utilized methods such as in-depth interviews and observations to obtain a comprehensive set of research findings. Based on the research results, we have drawn the following main conclusions: Firstly, regarding personalized services and resource recommendation strategies, we found that the majority of participants held a positive attitude towards personalized recommendation systems. They expressed that personalized recommendation systems could help them quickly find relevant academic resources, enhancing reading efficiency and accuracy. Furthermore, through our observations, we found that some libraries have implemented artificial intelligence technologies and data analysis methods to realize personalized services, providing customized resource recommendations to readers. These practices further demonstrate the importance of personalized services in meeting readers' needs. Secondly, regarding reader training and guidance strategies, our research findings indicate that participants generally believed that library training and guidance activities were highly beneficial in improving their information retrieval and utilization abilities. Through in-depth interviews, we learned that some libraries have organized diverse training activities, such as academic writing guidance, information retrieval skills training, etc., to meet the needs of different readers. Participants reported that these training activities provided them with practical academic skills and methods for utilizing resources. Lastly, concerning strategies for enhancing information retrieval and utilization abilities, our research results showed that the majority of participants were satisfied with the academic resources provided by the library and the information retrieval tools available. They stated that they were able to quickly and accurately find the desired academic resources and expressed affirmation towards the library's resource subscriptions and database collaborations. Furthermore, during the observation process, we found that some libraries have improved the user experience of their search interfaces and retrieval tools, further enhancing readers' information retrieval efficiency.

6.2. Interview Results

We conducted a series of in-depth interviews, engaging in discussions with selected participants to gain deeper insights into their perspectives and suggestions. Through the interviews, we collected the following main results and opinions: Firstly, interviewees universally acknowledged the importance of personalized services and resource recommendations in meeting their individualized needs. They mentioned that personalized recommendation systems helped them discover more resources related to their research areas, saving them time in searching and filtering information. Additionally, they mentioned that personalized services extended beyond recommendation systems, including customized services and disciplinary guidance for individual readers. Secondly, interviewees emphasized the significance of reader training and guidance. They believed that libraries should continue to organize various training activities and provide individualized guidance services to help readers acquire information retrieval, academic writing, and literature review skills. Furthermore, they mentioned that training activities should cater to readers at different levels,

including undergraduate students, graduate students, and faculty members. Lastly, interviewees provided suggestions for strategies to enhance information retrieval and utilization abilities. They suggested that libraries could further improve the search functions of databases to enhance the accuracy and relevance of search results. Additionally, they hoped that libraries would strengthen collaborations with other institutions to expand the range and coverage of academic resources. Furthermore, some interviewees mentioned that libraries should provide more digital resources and open-access scholarly literature. Through these in-depth interviews, we gained further insights into readers' perspectives and suggestions regarding personalized services, reader training and guidance, and strategies for enhancing information retrieval and utilization abilities. These findings provide valuable references and improvement directions for libraries. In conclusion, this study combined various research methods, including surveys, in-depth interviews, and observations, to derive empirical research findings on personalized services, reader training and guidance, and strategies for enhancing information retrieval and utilization abilities. These results provide important references for libraries to improve service quality, meet readers' needs, and enhance their role and position in higher education institutions.

7. Conclusion

This study investigates personalized services, reader training, and strategies for enhancing information acquisition in university libraries. Various research methods, including surveys, interviews, and observations, were used to analyze reader needs. Findings indicate the importance of personalized services, such as customized resource recommendations, in meeting reader demands and improving reading efficiency. Reader training and guidance activities, tailored to different academic levels, were found to enhance information retrieval and academic writing skills. Continuous improvement strategies involve optimizing database search functionality, collaborating with other institutions, and providing digital resources and open-access scholarly literature. The study's empirical research provides valuable references for improving service quality and meeting reader needs. Limitations include a specific research sample and potential subjectivity in evaluation methods. Future research should expand the sample size and employ objective evaluation indicators. Overall, the study offers insights for the development of university libraries, supporting service improvement and academic support.

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