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THE STATUS OF READING CULTURE OF STUDENTS THANH HOA UNIVERSITY OF CULTURE, SPORTS AND TOURISM

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ABSTRACT

Reading culture is extremely important in the process of studying and researching in universities. As a factor promoting the process of self-study, student research helps to innovate teaching and learning methods in the direction of learner-centered. The following article presents issues about the current situation of the reading culture of students - students studying at Thanh Hoa University of Culture, Sports and Tourism. Outline strengths, limitations and propose a solution. Some solutions contribute to the development of reading culture for students - students at the school.

KEYWORDS

Reading culture, Learners, University of Culture, Sports and Tourism.



1. Current status of reading culture of students at Thanh Hoa University of Culture, Sports and Tourism Du

Reading culture is the behavioral culture of each individual, manifested in the ability to choose books, reading skills and knowledge acquisition along with attitudes towards books and newspapers. Reading activities come from the need to read. Human to decode and understand the information in the document. Depending on the level and thinking capacity of each person, each person will have a different way of receiving information, thereby forming an individual's reading culture.

When studying the reading culture of students at the university, to have a basis for assessing the current situation of learners' reading culture objectively, we have conducted a survey using the survey method. on the questionnaire for 446 learners who are students, students, graduate students. The issues presented for analysis and evaluation are: reading purposes, reading needs and reading habits among learners.

1.1. Purpose of reading

The general purpose of reading books by learners at Thanh Hoa University of Culture, Sports and Tourism also have the same purpose of readers as acquiring knowledge in the document to raise awareness. , understanding about different areas in life, economy, politics, society,... In addition to the general-purpose, students at the school have a separate purpose of reading according to each field of their major.

Through the investigation, the results show that the purpose of using the materials of the learners at school clearly shows that the main concern is learning, therefore, the purpose of reading materials for learning is the top priority, accounting for 68.1%, in which the number of learners is students accounting for 63.2% because students are the main subjects of the school, followed by graduate students accounting for 3.8%, students only accounted for a small percentage of 1.1%. The purpose of reading to increase understanding is the second most chosen purpose by readers, accounting for 41.5%. However, there is a fact that reading for entertainment also accounts for a fairly high rate of 23.5% while reading. For scientific research to account for a smaller proportion of 13.5%. In addition, some learners read documents for other purposes, accounting for a small percentage of 2.2%, which proves that a small number of learners do not have the purpose of reading documents to serve their study and scientific research.

In general, the majority of learners had the right reading purpose, they all identified a legitimate and active reading purpose and had the right sense and orientation for their reading. But it also shows that learners reading documents for scientific research purposes still do not account for a high percentage, which also means that the rates of learning and scientific research are not commensurate with each other, the University needs solutions to promote activities. Scientific research in learners further promotes the increase in the ability to read scientific research in learners.

1.2. Reading needs

The need to read according to the document content

The content of materials that students of the *Thanh Hoa* University of Culture, Sports and Tourism are most interested in and used most are entertainment, literary, and life skills materials, accounting for 49.1%.

To meet the learning and research tasks, learners' demand for using materials for the study program according to each student's specialized field is also quite high, from 8% to 34.3%. . Political,

historical and social content accounted for 8.3%, fine art - fashion 8% had a much lower rate than other content. Finally, the lowest are documents in other fields (celebrity, technical science, natural science...) with 3.4%.

In general, learners have relatively rich and diverse reading needs. Documentary content is often used in many different fields but is more in the entertainment and art fields.

The need to read in the form of documents

The materials provided to learners for learning and research has many types. Through the survey results, it is shown that the needs of learners to read about the form of documents are also diverse and rich. Learners who are interested and have the most need to read the type of textbook account for 76.4%, ranked second is reference materials, accounting for 51.6%. The rate of using newspapers and magazines is not much 21.5%. The demand for reading theses, dissertations and scientific reports at all levels have a low reading demand of 18.1%. Dictionaries, encyclopedias accounted for the lowest rate of 9.6%. The form of documents that readers like to read the most is electronic documents accounting for 61.4%, paper documents are also interested by learners, accounting for 52%. -ROM is the least used with 3.8%.

Thus, learners prefer to read electronic documents, but also need to use traditional documents. The traditional document type is still dominating the supplement in the Library of the University of Culture, Sports and Tourism. Therefore, the number of traditional documents is more and more diverse than the other two types of documents. Meanwhile, the number of electronic documents added is very small, mainly through document digitization and online mining to build a database.

Language reading needs

Language is also the golden key for all activities to expand exchanges and cooperation between nations and peoples, a means to access knowledge. Currently, the library of the University of Culture, Sports and Tourism has all kinds of documents in Vietnamese, English, Chinese, Lao, and Russian, but mainly Vietnamese documents. Learners at the school mainly use Vietnamese, Lao, English and some ethnic languages. The survey results show that: The most commonly read document language is Vietnamese, accounting for 86.9%. Reading materials in English only accounts for 14.8%. Other languages used by students in reading and learning are Laotian 12.6%, Thai 5.2%, ethnic language 1.8%, other languages 1.1%. In general, students at the school rarely read foreign-language materials because the limitation of foreign language proficiency makes learners "afraid to read". After all, it takes time to look up.

1.3. Reading habits

Habits of using free time

Surveying the use of the free time of students in school has reflected a rather sad situation, a fact that is also in the general situation of young people across the country. The number of internets and social network access accounted for the highest rate 59.4% and watching TV, listening to music, playing games accounted for 41.3%, showing: The achievements of science and technology, especially technology media, telecommunications and audio-visual entertainment technology have changed the seemingly immutable habits of people. If reading books was a habit of learners of previous generations, now, reading books is the second choice compared to entertainment means and accounts for only 27.7%. Self-study activities also accounted for a small proportion of 20.6%, physical training and sports, tourism, culture and arts and other activities accounted for a small proportion, especially

social activities only accounted for 7.8%. Thời gian người học vào mạng Internet và mạng xã hội mỗi ngày dưới 1h chiếm 29,1%, từ 1h-2h chiếm 24,6%, từ 2h-3h chiếm 19,1%, từ 5h-10h chiếm 7,8%, trên 10h cũng có tỷ lệ 1,3%. Điều này chứng tỏ người học dành nhiều thời gian vào mạng Internet và mạng xã hội mỗi ngày cũng khá cao, điều này ảnh hưởng đến việc học tập và đọc sách của người học.

A habit of regular reading

Readers at the University of Culture, Information and Tourism a year read from 1-5 documents/year, accounting for the highest rate of 33.2%, reading from 5-10 documents/year accounted for 29.1%, from 10-15 documents/ year 16.6%, reading more than 20 documents/year accounted for 11.9%, from 15-20 documents/year accounting for 8.5%, only a small percentage of readers chose not to read any documents. 9%. This proves that the reading demand of learners in the University as well as the reading rate of 1-5 documents/year is quite high, which is in line with the national average of 4 documents/year.

Finding out the regular reading habits of students at school a day, the survey results showed that learners' "lazy reading" is partly a consequence of mainly using their free time for entertainment. Studying in class or studying at home all require reading and studying documents, but learners' learning takes place every day and reading does not take place with commensurate frequency. The majority of learners only spend 1-2 hours reading materials a day, accounting for the highest 35.7%, 32.7% of learners use 2-3 hours/day, 18.1% of learners read from 3 to 4 hours/day per day, 18.2% of learners read documents for less than 1 hour, 2.7% of learners spend 5 hours reading documents, 2.5% of learners do not have time to read materials during the day.

A habit of choosing a place to read books

Reading places of learners are quite diverse and rich, but for each reading place, there is a different rate of choice. In general, reading books from the Internet via electronic information sites is the first choice, accounting for 59.4%. Reading at home is the choice of many people and learners are also among them, accounting for 36.3%. Going to the library to read books is the choice of 21% of learners. In addition, 19.1% of learners can read anywhere. Finally, reading in classrooms and bookstores and book cafes have rates of 13.5% and 12.4%, respectively.

A library is a place where there is a spacious reading space and materials for reading, but it is not a regular reading place for learners. In addition, some learners like to read books anywhere, in classrooms, bookstores, or cafes, we can build or display materials according to the model of a green library or a small study corner. book cafe to improve reading ability for all learners.

1.4. Reading method

To read effectively, learners need to know how to use a variety of reading methods. The majority of learners understand and use the focused reading method, accounting for 46.4%. The second is the skim reading method accounting for 34.1%. The third is the whole reading method which is also interested by learners at 23.9%, this is also a high rate when learners are interested in the entire material. Whether. The analytical reading method accounts for 19.1%, this method requires readers to read more slowly, to read with focus.

Thus, learners need to be guided and trained in reading methods, know how to choose a reasonable reading method depending on the content and cognitive level and must know how to combine different types of reading methods to improve their reading effectiveness reading results.

1.5. Reading skills

Document search skills

Up to 80.5% of learners search and collect materials from the Internet, the source of materials purchase accounts for 24.7%, from the Library only accounts for a low rate of 21.5%, and finally from other sources, accounting for 4.9% such as borrowed from friends, given as gifts, etc.

The search engine for documents and information for learners using the school's search engine the highest in the school website, which accounts for 60%, while the library's online electronic document lookup accounts for 26.7 %, search by directory, index at the library accounts for 18.8%. When using search engines on the Internet, Google is the preferred choice of 80.9% of learners - a very high percentage. This shows that Learners are considering the Internet as an endless resource for searching and accessing information. Sources for searching and collecting documents from the Internet are valued more than resources from the Library.

Document selection skills

Learners highly appreciated the criteria for selecting documents by title and content with the rate of 77%. The author's reputation is also an important criterion in document selection with 13.0%. Due to the nature of cultural and artistic information, it is less likely to be outdated, so the up-to-date content of the material was chosen by the learners as 8.7%. The source of the document (place of publication, release) was evaluated last with a rate of 11.9%.

Skills to receive document content

Most learners have skills to identify the main content, identify the basic thesis of each paragraph in the document with the rate of 61.9% and 38.3%, respectively. Other skills have a low rate such as skills in identifying evidence and illustration 21.1%, skills in modeling document content 10.3% and skills in extension and criticism only accounted for 10.3%. Especially the skill of making outlines for the content 6.5%. Here we can comment as follows:

The skill of identifying illustrative citations accounts for 21.1%, showing that learners do not have good skills in identifying illustrative references.

The percentage of learners who have skills in mapping and modeling document content after reading is not high at 10.3%, showing that many learners do not have basic skills in accessing academic knowledge from books, curriculum.

The skill of expanding analysis, criticism and evaluation of learners while reading is also not high. This proves that learners still read passively, follow the lead of the author but have not read from an objective point of view.

2. Assessing the current situation of reading culture of students at the Thanh Hoa University of Culture, Sports and Tourism

2.1. Strength

In general, the reading culture of school students has formed and is developing in a positive direction.

- Most of the learners in the school had the right reading purpose, they all identified a legitimate and positive reading purpose, had the right sense and orientation for their reading, read the material to serve the purpose of their reading study and research.

- The majority of learners have healthy reading needs and interests, and reading purposes are consistent with their reading needs. In which, the need to read about the type of textbooks and reference materials related to the training major is the top priority of the learners.

- Learners at the school have formed a habit of reading documents, the reading rate of 1-5 documents/year is quite high, it is in line with the national average of 4 documents/year. Learners have a habit of using the Library because the capital of materials and facilities, equipment, products and services of the Library meet part of the needs of learners.

- Learners know how to use reading methods quite diverse from skimming to reading stools and especially reading comprehension.

- Ability to identify and use a variety of sources to search, exploit and collect documents such as from the library, internet, purchase and from other sources. When searching for information on the Internet, learners can use a combination of both simple search methods and advanced search methods.

- In general, students of the University of Culture, Sports and Tourism can evaluate information and documents. Learners often evaluate through many specific criteria: the name and content of the document, the name of the author, the update of the document, the origin of the document. The order of precedence among criteria is streamlined.

2.2. Limitations

- Learners have had the correct reading purpose, but the purpose of reading documents for scientific research is still too low, while the purpose of reading documents for entertainment is higher.

- The reading needs of learners at the school are quite rich and diverse but have a narrow scope. The demand for reading material content is mainly for entertainment and life skills while the demand for documents on specialized fields is still low. The rate of readers using documents in foreign languages is still not high because the learners' ability to use foreign languages are quite limited, foreign language documents are not rich and diverse.

- Habit of using free time mainly to access the Internet and social networks, watch TV, listen to music for entertainment is mainly. Learners do not have the habit of using their free time rationally in learning activities. The time spent on reading technical materials is still small, therefore, most learners only read part of the materials required by the lecturer and the reading mainly focuses on the knowledge in the textbook, the active reference. adding materials other than the textbook is very limited.

Reading habit is low, on average, students read from 1-5 documents a year, compared to a semester, learners learn about 5-6 modules. The time spent reading documents a day is also very low, only spending 1-2 hours reading books while the time on the Internet and social networks is from 3-4 hours, there are learners from 6-10 hours on the network for entertainment, watching the news.

In addition, the student's reading place is not the Library, but mainly on the Internet and at home. Although students have good methods of reading documents, learners mainly focus on reading and skimming without the habit of taking notes, which has not yet reflected the learners' need for in-depth reading comprehension.

- Learners have not properly assessed the sources of searching and collecting documents, most learners still appreciate the search and exploitation of information sources from the Internet rather than from the Library.

- Skills for accessing document content, most learners use skills to identify main content without paying much attention to skills in identifying illustrative references in paragraphs, diagramming and

modeling skills need to behave perfected the skills of identifying illustrative, modeling, and critical skills to be able to fully and deeply absorb the document's content.

3. Some proposed solutions

- Innovating awareness and improving management efficiency, especially from the school leadership about the central role of the Library in developing a reading culture for learners.

- Libraries need to enhance operational efficiency by diversifying and improving the quality of information products and services. Increase investment in information resources and technology infrastructure. Focus on developing the quality of staff. Actively educate and propagate reading awareness among students.

- Innovating active teaching methods from lecturers so that learners can promote their initiative and creativity, and are deeply aware of the importance of self-study and self-study so that they can become reading habits for themselves learner.

- Organize propaganda activities on reading culture. Regularly implement propaganda and dissemination activities to raise awareness about reading culture through organizing conferences, seminars, and talks on reading culture. . Organize practical sessions to train and guide learners in using computers to search for documents through bibliographic databases, and to search for electronic documents on the Internet. Organizing a reading festival, organizing book exhibitions, displaying new books to propagate the role of books, newspapers, magazines and documents in learning, scientific research and spiritual life of learners school.

4. CONCLUSION

To develop a good reading culture at the Thanh Hoa University of Culture, Sports and Tourism, it is necessary to have the support and synchronous participation of the University's leaders, lecturers, students and functional departments and centers in the University. Each department has its functions and tasks to positively influence the reading culture of learners. When the solutions mentioned above have been well implemented, it is thought that in the future the library will become an open information system that is both a place to store and introduce useful information, contribute the part orients learners to valuable documents at home and abroad.

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