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Experimental Research of Motivational and Reflexive Components of Students' Reading Culture

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Abstract—The purpose is to analyze the state of studying the problem of students' reading culture development using psychological, pedagogical. sociocultural, and philological, communicative approaches and to present the results of diagnostics of the real state structural components. Interdisciplinary analysis psychological, pedagogical, methodical, culturological, and linguistic literature, study of normative documents of the Ministry of Education and Science of the Republic of Kazakhstan, conceptual and terminological analysis of basic definitions of the research, system analysis, pedagogical observation, pedagogical experiment, and student questionnaires. The authors defined structural components of

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students' reading culture. The motivation and reflexive activity were defined as the components of the students' reading culture. To determine the expressiveness of these qualities, we used methodology of determining the level of reflexivity, as well as diagnostics of the motivational structure of personality. The 1st and 3rd year students specializing in Pedagogy and Psychology (5B010300) at the Abai Kazakh National Pedagogical University (Almaty city) took part in the experiment. The results of the experiment showed that the motivation for reading literature among students is below average. The levels of reflexivity for activities are high. The conducted content analysis of the category of reading culture substantiated its essence. Structural components of students' reading culture were revealed. The experimental work was done to determine the levels of structural components of students' reading culture. There is a need for some systematic work to develop students' reading culture.

Keywords--- reading activeness, reading activities, reading competence, reading culture, reading literacy, reading.

Introduction

Since in modern society the degree of availability of information, the results of extraction, analysis, processing, and assignment of data play the key role, the requirements to the understanding of texts and to the processing of their content to achieve personal and professional goals are significantly increased. The above is largely determined by the level of reading skills and reading culture (Ainley et al., 2005; Verboord & Van Rees, 2003). At the same time, in the context of modern informational environment, there is an urgent need to develop adequate approaches to the problem of cultural transformation of written information in the higher education and development of personal reading culture as a value-related and conceptual mastery of educational content presented in traditional and new sources of written information (Kamalova & Koletvinova, 2016).

Materials and Methods

The methodological framework used for the research was a student-centered approach to the initiation of young people to reading. This approach allows to consider the aesthetic activity of the reader as a process of assimilation of universal values in accordance with the active nature of the reading culture development. The authors used the cultural approach lying in any activity organized outside the educational process that contributes to the cultural growth of an individual and society through education and cultivation of cultural and family values.

Results

The analysis of the scientific literature shows that the full-fledged reading activity is inconceivable without recognition of the available book environment, development of the reader's outlook, habits to selective communication, to a

choice of the book, without awareness of the reading interests and preferences, creation of the reading scope. The above habits form a steady spontaneous readers' need for selective communication in order to understand themselves and the world around them (Osipova, 2005).

It should be noted that if traditionally reading is connected with understanding of what has been read, and the result such a mastery is reading literacy, then the analysis of recent works has made it possible to identify a set of the following skills characteristic of the up-to-date reading activities:

- The precise setting of the reader's purpose;
- Adequate use of the necessary reading strategy;
- Verification of information;
- Understanding of the text and highlighting key elements;
- Correct interpretation of the meaning of what has been read;
- Creation of a socially significant secondary text product.

Specialists dealing with this problem highlight reading literacy as one of the results of reading activities (Wildova, 2014; Wildova & Kropáčková, 2015). In scientific pedagogical literature, reading literacy is understood as the ability to comprehend written texts, reflection on them, and the ability to use their content to achieve different goals. The indicators of reading literacy are the understanding of a text, reflection on its content, evaluation of its meaning and significance, presentation of thoughts about what was read. From the psychological point of view, Tuchin (2005), divides the reading activity into three components:

- Practical activities, i.e. the interaction with the text;
- Theoretical activities, i.e. the mental processing of the text;
- Mastery of the content and choice of strategy, i.e. creativity (Fig. 1).

practical activities (the interaction with the text)

theoretical activities (the mental processing of the text) mastery of the content and choice of strategy (creativity)

Figure 1. Components of reading activities (O.R. Tuchin)

The philological approach of Medvedeva (2015), reveals the essence of reading activities as active and purposeful connections between:

- The reader and the author;
- The reader and the hero;
- Inter-reader communication.

Which is conditioned by the need for sentimental, meaning-oriented activity not only for intellectual development, but also (even more especially) for the realization of personal needs (self-awareness and awareness of own capacities, self-comprehension, self-perception, self-fulfillment, self-realization, and self-determination) (Figure 2). Medvedeva (2015), defines qualitative changes in a personality as a result of reading activities.

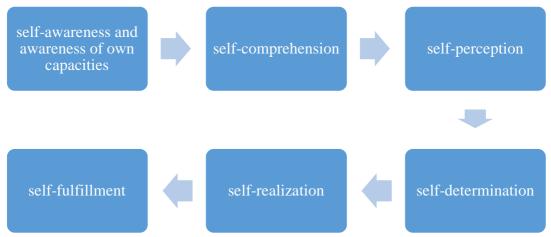


Figure 2. Realization of personality-related needs in reading activities (Medvedeva)

Hafizov (2017), interprets reading activeness as a special modus of reading activities characterized by the intensification of their basic criteria and indicators (purposefulness, reading motives, reading frequency, reading interests, emotions, etc.), as well as by the presence of such properties as initiative and situativity (Küçükoğlu, 2013; Absatova et al., 2021). From the above we can conclude that along with the notion of reading culture it is necessary to reveal such categories as reading activeness and reading activities. Of course, all these activities can be realized only when a person is engaged in reading (Salmerón et al., 2018; Azizifar et al., 2015).

We would like to draw attention to the fact that reading high-quality fiction requires an appropriate level of reading culture development. The main components of reading culture include the need and steady interest in reading, the ability to perceive various literary works, to assess and interpret them, speech skills and creativity (Hafizov, 2017).

As we have mentioned above, the reading culture development of a person presupposes qualitative positive changes including components of personality (cognitive, value-oriented, practical, and creative). For this purpose, in the process of learning, the main attention should be paid to the development of motivation of

personally significant reading in the students' educational and cognitive activities (Egong, 2014; Ulper, 2011; Wigfield, 2004).

Shuler (2011), distinguishes the personality-related, activity-orientated, value-related, and conceptual components of reading competence. Shuler (2011), specifies that the reading competence is a set of knowledge, skills, and abilities enabling to select, interpret, organize and effectively use the information presented in written sources for personal and public purposes.

According to Stavtseva (2014), when being a basic component of information culture and an integral personality-related characteristic, reading competence results in extraction, processing, assignment, interpretation, and creation of new knowledge in accordance with individual information needs of a student, with effective use of both traditional and computer-based tools (Figure. 3).

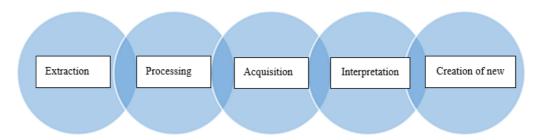


Figure 3. Components of reading competence (Stavtseva, 2014)

Sinenko (2015), distinguishes, firstly, the reader's ability to perceive a literary text as an aesthetic object, secondly, the ability to perceive the plot emotionally, thirdly, the ability to differentiate a variety of literary genres, fourthly, the mastery of expressive reading skills, and fifthly, the need to read. Sinenko (2015), stresses the importance of reading culture among other characteristics of a cultured person. A cultured person should be, first of all, "an independent thinker, able to selectively and purposefully extract, process, and assimilate the social-historical, moral-ethical, spiritual-aesthetic and scientific experience of previous generations presented in the book..."

A person's mastery of reading culture allows him/her to understand other people, to be a more versatile specialist, to be acquainted with the history and culture of other peoples and states. The student-centered approach is very effective in studying literary influence on the recipient, because every reader has individual features of perception and thinking (Alex-Nmecha & Horsfall, 2019).

The analysis of numerous works on the problem under consideration shows that Nikiforova (1972), conceptual work deserves special attention in studying the psychology of perception of literature. According to her research, the process of perception is a complex structure and takes place at different but certainly interrelated image-emotional and abstract-logical levels (Dörfler et al., 2009; Spörer & Schünemann, 2014). A detailed analysis of her work allowed us to

distinguish three stages of reading in the process of primary school students' perception of fiction:

- Direct perception, i.e. "entry" into the text, intrinsic replication of and imaginative insight on the images of a literary work (at this stage the priority is given to the imagination, during the action of which there is a transformation of the verbal and conceptual form of the image into a visually sensory one when figurative generalizations occur). Therefore, the matter at hand is figurative-emotional perception.
- Understanding and general evaluation of the read material (at this stage, there is a reverse process transition of figurative-emotional perception to the language of concepts). The leading role is given to thinking but it does not level the emotional perception, on the contrary, it enhances it. Simultaneously with the processes of direct perception of and reflection on the read material, there is an aesthetic evaluation of the work, i.e. the matter at hand is the abstract-logical level of perception.
- Influence of fiction on readers' personalities after reading a literary work. The described stages of reading envisage the development of criteria for evaluating schoolchildren's reading activities.

In our opinion, the key factor in the development of reading culture is the process and practice of reading itself. According to the Gudova (2015), communicative approach, reading practices form the varieties of the approach via certain technologies of text reiteration and varieties of production, storage and distribution of texts (Figure 4).

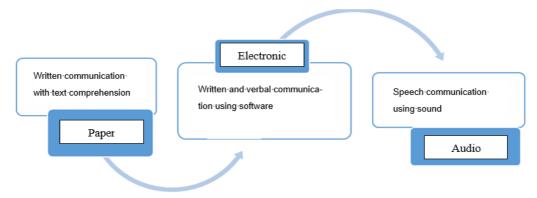


Figure 4. Varieties of modern reading practices

Orlova (2008), defines reading competence in accordance with its action-related essence as the ability to select and understand written texts containing information presented in various socio-cultural codes, i.e. skills to work with written texts. Other authors also consider that reading competence of a university student can be defined as an integral characteristic of personality-related qualities that determine:

• The readiness and ability to actualize, enrich and transform personal and professional experience in the process of perception, interpretation,

understanding and personal comprehension of a text based on the knowledge of strategies for effective search, selection, and organization of information:

- Operation with various socio-cultural codes (George & Trimbur, 2001; Lewin, 2009; Olasehinde et al., 2015);
- Flexible combination of traditional and electronic reading technologies (Orlova, 2008; Ajumobi, 2017; McCormick, 1994; Otike, 2011).

Subsequently, we attempted to generalize the scientific research of several authors, who were engaged in the problem of development of reading culture (Table 1).

Table 1
The essence of the concepts of reading culture and reading competence in scientific works (2011-2018)

#	Authors	Source	The essence of the concept	Key concept
1	I.V. Shuler	Development of reading culture in the modern information environment (dissertation, 2011)	Reading culture is a constituent part of the general culture of a person. It characterizes the degree of development and realization of the essential forces of a person, his/her abilities and talents to master the cultural experience presented in written sources of information based on traditional and innovative information technology.	Part of the general culture
2	Y.V. Russkikh	Development of the reading culture of youth: aesthetic and speech aspect (dissertation, 2016)	Reading culture is a combination of personality-related reading skills and experience that enables penetrating into the deep structures of the meaning expressed by artistic means. It also enables feeling the aesthetic pleasure of communicating with the author via the book.	Combination of personality-related reading skills and experience
3	D.M. Khafizov	Sociocultural practices to enhance reading activities among young people: stimulating fashion opportunities (dissertation, 2017)	Reading culture is a characteristic of a certain level of development of reading activities expressed by the presence of the following reading competencies: - Ability to select, read and	A certain level of reading competencies

			understand text; - Awareness of the choice of reading topics; - Orientation in sources (library, Internet, etc.); - Reading consistency; - Ability to navigate in the text to maximize comprehension and deep understanding of what has been read; - Knowledge based on what has been read; - Ability to use and apply the information obtained, etc.	
4	K.K. Suleimenov	Methods of developing the reading skills of students studying epic literary works in 10 and 11 grades (doctoral dissertation, 2018)	Reading competence is one of the most important psychological and pedagogical processes based on students' interest in reading fiction.	Psychological and pedagogical process
5	A. I. Egong	Reading culture and academic achievement among secondary school students. Journal of Education and Practice	Reading culture is a set of knowledge, abilities, skills for the optimal organization of the reading process, achieving its socially significant orientation	Academic achievement

The table shows that, in most cases, scientists understand reading culture as part of the general human culture. Along with this, Trubnikov (1980), identifies three closely related aspects (parts or phases) of reading culture such as precommunicative (domain of choice), communicative (domain of perception) and post-communicative (domain of evaluation). Thus, in his opinion, reading culture consists of three interrelated parts such as the culture of choice, the culture of perception and the culture of knowledge mastery.

Discussion

The main structural components of students' reading culture are motivation and levels of reflexivity. We have attempted to study the levels of manifestation of these qualities in students (Felipe & Barrios, 2015; Dudar et al., 2021). To determine the manifestation of these qualities, we used the following methods: the method of determining the level of reflexivity (A.V. Karpov, V.V. Ponomaryova), and the diagnostics of the motivational structure of a personality (V.E. Milman). The 1st and 3rd year students specializing in pedagogy and psychology (specialty 5B010300) at the Abai Kazakh National Pedagogical University (Almaty city) took

part in the experiment. The methodology of determining the level of reflexivity showed equal scores regarding 4 items:

- Retrospective reflexion to activities rises to 25.0% for 1st year students and to 25.7% for 3rd year students;
- Reflexion to the current activities rises to 24.7% for 1st year students and to 25.6% for 3rd year students;
- Consideration of future activities rises to 26.9% for 1st year students and to 23.3% for 3rd year students;
- Reflexion to communication and interaction with other people rises to 23.0% for 1st year students and to 25.2% for 3rd year students (Table 2).

Table 2 Comparative analysis of the levels of manifestation of reflexivity for 1st and 3rd year students

Levels of manifestation of reflexivity	Results for 1st year students (16 students)	Results for 3 rd year students (18 students)
Retrospective reflexion to activities	25.0%	25.7%
Reflexion to the current activities	24.7%	25.6%
Consideration of future activities	26.9%	23.3%
Reflexion to communication and	23.0%	25.2%
interaction with other people		

The equal results disclosed in the table indicate a high reflexivity. Students with such a score are more inclined to turn to the analysis of their activities and the actions of others, to find out the causes and consequences of their actions, in the past, present, and future. They tend to think about their activities in detail, carefully plan, and forecast all kinds of consequences.

The second method of diagnosing the motivational structure of personality (V.E. Milman) was used for 3rd year students. 18 3rd year students participated in the survey. The results of the answer to the question "In what form do you read books?" showed that 78% read books in printed form, and 22% read them in electronic form (Figure 5).

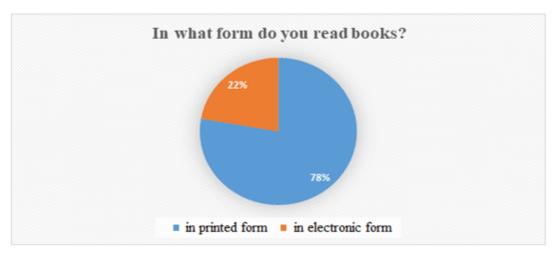


Figure 5. Respondents' answers to the question "In what form do you read books?"

In the following figure, you can see the percentage for the answers to the question "If you do not read books, then what is the reason for it?" Students answered as follows:

- 79% answered "no time because of studies (work)";
- 16% answered "no time because of more interesting activities".

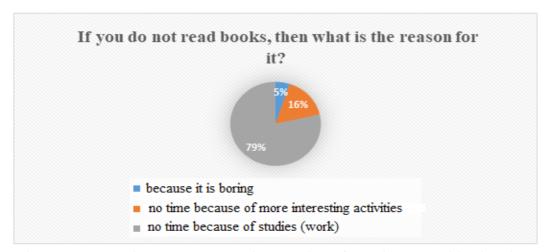


Figure 6. Respondents' answers to the question "If you do not read books, then what is the reason for it?"

In the following figure, you can see the percentage for the answers to the question of preference for gaining knowledge about modern life and humankind: 64% answered "via the Internet," 21% answered "via newspapers and magazines, and 11% answered "via fiction" (Figure 7).

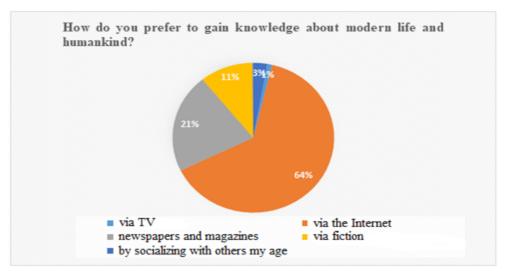


Figure 7. Respondents' answers to the question "How do you prefer to gain knowledge about modern life and humankind?"

The percentage for the answers to the question "What do you think is better, to read a book or watch a movie inspired by it?" was as follows: 56% answered that it is better to watch a film adaptation and 44% answered that it is better to read a book (Figure 8).

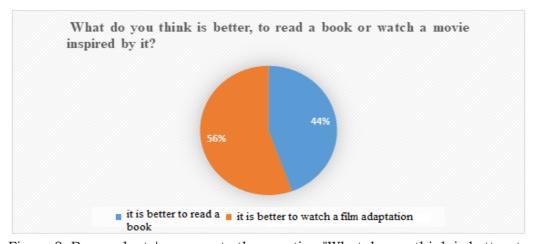


Figure 8. Respondents' answers to the question "What do you think is better, to read a book or watch a movie inspired by it?"

Thus, the survey results show that the motivation of students to read a book is lower than average, as the majority (79%) responded that they do not read. Low motivation to read books is also indicated by the answers "it is better to watch a movie than to read a book" (56%). In our opinion, there is an urgent need to develop motivation for reading, reading activities and reading culture. In connection with the above mentioned, it would be appropriate to show the main conditions for the realization of the reading culture according to Russkih (2014):

- Presence of previously gained knowledge conducive to reading-related erudition (Chiu & Chow, 2010; Daniels & Steres, 2011);
- Reading skills including the skills of not just mechanical but thoughtful and meaningful reading;
- Emotional reaction to the author's message, which promotes a positive perception of the work and encourages further reading.

Conclusion

We believe that reading culture develops personal reading taste and preferences. Given the revealed students' low motivation for reading activities and activeness; there is a need for some systematic work to develop students' reading culture. The conducted research on the components of students' reading culture gave us the following results:

- We have analyzed the study on the problem of reading culture in accordance with different approaches such as psychological, philological, pedagogical, socio-cultural, and communicative;
- The components of reading culture were defined in the works of researchers;
- The review of dissertations on students' reading culture development was made:
- The real state of development of the components of reading culture including motivation and reflexive activities of students are presented.

Conflict of interests

The authors declare no conflict of interest.

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