PRACTICE AND METHODS OF DEVELOPING A READING CULTURE FOR MODERN UNIVERSITY YOUTH IN CHINA (ON THE NANCHANG UNIVERSITY EXAMPLE)

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Abstract. The problem of reading culture of modern university youth is investigated in two interconnected dimensions. On the one hand, it is interpreted as an obvious socio-cultural challenge of the era of information and communication revolution, actualising the practice of interaction of traditional and modern forms and methods of broadcasting information flows. On the other hand, this problem is illustrated by the history of the development of reading culture by students of Nanchang University which allows us to complete its socio-theoretical analysis with representative empirical studies using the practice of amazing reading culture by students of one of the famous universities of modern China. The habits, preferences, distribution of time and purposes of reading of university youth are described. It is shown that most students have a positive attitude towards reading, but there are such problems as lack of time for reading and lack of reading conditions. The practice of improving the reading culture of students at Nanchang University, including the definition of reading goals, stimulating interest in reading, using traditional culture to improve the level of text content, cultural development, teacher control method, etc. are analysed. The strategies for cultivating cultural confidence, international technologies and media resources, enriching educational resources and reading environment, stimulating internal motivation and individual support, using new ones to develop students' reading culture are summarised.

Keywords: university youth; reading culture; cultural confidence; digital technologies; media resources; educational resources; Confucian educational traditions.

ПРАКТИКА И МЕТОДЫ РАЗВИТИЯ КУЛЬТУРЫ ЧТЕНИЯ СОВРЕМЕННОЙ УНИВЕРСИТЕТСКОЙ МОЛОДЕЖИ В КИТАЕ (НА ПРИМЕРЕ НАНЬЧАНСКОГО УНИВЕРСИТЕТА)

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Аннотация. Исследована проблема культуры чтения современной университетской молодежи в двух взаимосвязанных измерениях. С одной стороны, она интерпретируется как очевидный социокультурный вызов эпохи информационно-коммуникационной революции, актуализирующий практику гармоничного взаимодействия традиционных и современных форм и методов трансляции информационных потоков. С другой стороны, эта проблема рассматривается на примере развития культуры чтения студентов Наньчанского университета, что позволяет дополнить

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ее социально-теоретический анализ репрезентативным эмпирическим исследованием реальной практики совершенствования культуры чтения студентов одного из известных университетов современного Китая. Описаны привычки, предпочтения, распределение времени и цели чтения университетской молодежи. Показано, что большинство студентов положительно относятся к чтению, однако они имеют такие проблемы, как нехватка времени для чтения и отсутствие планов на него. Проанализирована практика повышения культуры чтения студентов Наньчанского университета, включающая определение целей чтения, стимулирование интереса к нему, использование традиционной культуры для повышения уровня содержания текста, культурное развитие молодежи, усиление контроля со стороны преподавателей и др. Обобщены стратегии культивирования культурной уверенности, интеграции технологий и медиаресурсов, обогащения образовательных ресурсов и среды чтения, стимулирования внутренней мотивации и индивидуальной поддержки, использующиеся для развития культуры чтения студентов.

Ключевые слова: университетская молодежь; культура чтения; культурная уверенность; цифровые технологии; медиаресурсы; образовательные ресурсы; традиции конфуцианского образования.

Introduction

The relevance of this article is determined by two most important reasons. Firstly, in the era of the information and communication revolution that has covered most countries and regions of the modern world the issue of means, methods and technologies for transmitting and mastering information is acquiring non-trivial character. Along with the visualisation and algorithmisation of information resources in the professional and socio-cultural spheres of functioning of modern societies trend a significant role is retained by traditional forms of transmission of text information. This circumstance explains the obvious interest in the phenomenon of reading and the development of its cultural forms in the conditions of interaction with visual technologies for mastering huge amounts of information in modern societies. Such interaction becomes especially significant in the sphere of higher education.

Secondly, the culture of reading and the special symbolic status of written monuments and texts have always been characteristic for the Chinese civilization. Introducing to the social and ethical norms of Chinese society usually involved mastering a significant corpus of written sources (wen), the attitude to which was embodied in a complex system of cult and rituals. The extensive literary heritage of China which was mainly created by labor and effort (shenshi) contributed to the development of a culture of reading and the formation of Confucian educational traditions. These traditions today as well play an important role in the development of modern university education in China. One of the most important intellectual resources of this education is the development of a culture of reading among university youth, taking into account the use of traditions of shenshi and Confucianism.

That is why the phenomenon of reading culture among modern university youth is considered in the article using the example of one of the well-known universities in China, Nanchang University. This case-study method allowed to integrate the theoretical context of considering problem of reading culture among university youth in the modern conditions of the information and communication revolution and its instrumental and empirical measurement using the example of students of Nanchang University.

The current situation of reading culture

Reading culture refers to the sum of values, behavioural habits, social norms and institutional arrangements regarding reading in a society or group. It includes not only the reading activity itself, but also the purpose, method, content and status of reading in social life. Reading culture is a dynamic phenomenon that continues to evolve with the development and changes of society. Professor Wang Yuguang of Peking University believes: «When we pass on culture through reading, the concept of reading culture is born. Reading culture can force people to think. This is the most indisputable fact since the birth of writing, and it is also the most incredible thing»[1] [1, p. 6]. Professor Wang's description of reading culture plays an important role in the subsequent research in the field of reading culture in China.

Huang Xiaoxia published a paper titled «A study on the correlation between university reading culture and campus culture» which pointed out that reading culture contains the following six main characteristics:

1) values. Reading culture reflects the importance a society attaches to reading and the importance of reading in personal and social life. For example, some societies may regard reading as the key to personal development and education, while other societies may pay more attention to the entertainment and leisure functions of reading;

2) behavioural habits (frequency, time, place and way people read). Reading habits may vary due to factors such as age, gender, and educational background;

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[1]Hereinafter translated by us. – *N. Zn.*

3) social norms. Reading culture also includes social expectations and norms for reading behaviour. For example, some cultures may encourage young people to read classic literary works, while other cultures may be more supportive of reading modern literary works;

4) institutional arrangements. The institutional arrangements of reading culture include the education system, library system, publishing industry and related policies which affect the accessibility of reading materials and the promotion of reading activities;

5) content preferences. Reading culture is also reflected in the content that people prefer to read, such as literature, science, history, technology, etc. These preferences may be influenced by social culture, educational background and personal interests;

6) reading motivation. The motivations for reading can be diverse, including acquiring knowledge, entertainment, socialising, career development, etc. Different motivations may affect the type of reading materials people choose and the way they read [2, p. 19–20].

Reading is an important way to acquire knowledge and information. It is very important for personal education and career development. Through reading, people can understand and learn about history, culture and tradition, thereby taking over cultural heritage. Reading can also improve people's social awareness and participation, and enhance sense of responsibility. In addition, reading contributes to the psychological and emotional development of individuals, and improves thinking ability and creativity. Paying attention to the current status of reading culture among university youth is not only of great significance to the youth group in universities, but also very important to the country [3, p. 30].

Author of this study selected students from Nanchang University in China which is a typical Chinese comprehensive university as the target group for the survey. The questionnaires were randomly distributed online to all grades and major categories of the university. A total of 304 questionnaires were received, with only 5 invalid questionnaires. Among them, there were 71 freshmen, 77 sophomores, 75 juniors, and 76 seniors, covering four major categories: literature and history, science and engineering, economics and management, and art.

In terms of book selection, the survey results show that 10 % of students focus on the practicality of reading, like to read professional books, and are not interested in non-professional books, ignoring the improvement of comprehensive abilities; more than 70 % of students can balance the two; more than 10 % of students think that professional books are profound and boring, like to read non-professional books, and are not interested in professional books, ignoring the improvement of professional literacy. The survey results also show that the 81.35 % of students like to read comprehensive books: 37.10 % of students like to read social science books, 33.73 % of students like to read natural science books, and 18.45 % of students like to read philosophy books, indicating that most students have a certain awareness and interest in reading and have a wide range of reading.

In terms of reading time, the survey results show that 34.52 % of students read for less than 30 minutes a day, 46.63 % of students read for 30 minutes to 1 hour a day, and 18.85 % of students read for more than 1 hour a day. Since students' reading concentration is generally not high, they are easily disturbed by the outside world when reading, and cannot read patiently and persistently, resulting in their short reading time and low reading interest every day. When asked «Do you have your own reading plan?», 34.96 % of students answered that they have one, while 65.04 % of students do not have, indicating that most students do not have the habit of making a reading plan.

In terms of the impact of reading, most students chose to cultivate their character (76.79 %), increase their knowledge (82.14 %), improve their reading and writing skills (67.66 %), enhance their competitiveness (56.35 %), and develop a sound character (62.30 %). This shows that university students have a deeper and more comprehensive understanding of the impact of reading, reflecting their strong awareness of reading and good values.

In terms of reading purpose, students chose «leisure and entertainment» (71.23 %), «broaden horizons» (69.84 %), «improve self-cultivation» (63.89 %), «professional needs» (53.97 %), «to cope with exams» (31.15 %), and «others» (13.49 %). Xu Jinzhu pointed out that the purpose of reading is the reader's preconceived reading behaviour goals and results based on his own reading needs, with the help of consciousness and concepts [4, p. 32]. In the information age, people's reading time is gradually decreasing, and fragmented information is everywhere. Therefore, there are more students who read for leisure and entertainment, and fewer students who read for professional needs and to cope with exams.

Practical exploration of the development of reading culture among university youth (on the Nanchang University example)

Aspects of students. Nanchang University recognised that to improve the current reading culture of university youth, the first task is to help students establish high-level reading goals. «The purpose of reading is not only to acquire knowledge, information, or entertainment. The purpose of reading is also to "read for understanding" and to read for the individual development of students» [5, p. 10]. «People who can read freely are those who know how to "pursue truth", "yearn for goodness", and "become beautiful", thus creating a free personality and a free person in action» [6, p. 37].

The second task of Nanchang University is to develop students' good reading mentality. Contemporary university students are under pressure from family, school, society and other aspects, and it is difficult for them to be concerned which makes them lack a good mentality to devote themselves to reading. There are many ways to cultivate a good reading mentality, and the core is to get rid of pride, complacency and impetuous emotions, and maintain inner peace.

The third task of Nanchang University is to cultivate students' interest in reading. «In a broad sense, reading interest refers to the reader's preference for the entire reading activity, and in a narrow sense, it refers to the reader's tendency to choose a certain type of work» [7, p. 294]. It is clear that students should be free to choose their favorite reading materials, find their reading interests through reading selection, and then expand their reading interests to other different types of books. In the process of guiding students to read, teachers give students enough autonomy to choose so that students can enjoy reading and take the initiative to read.

The fourth task of Nanchang University is to establish good reading habits for students. Therefore, based on the characteristics of university education and the actual situation of the school, Nanchang University uses the campus media, such as campus newspapers, windows, radio, networks, to provide resources and help for university students' reading through relevant reports, dialogues, etc. Besides, this university organises relevant book review activities, uses book reviews to correctly guide students, helps them distinguish the authenticity and quality of the content of the literature, and then through public opinion guidance, stimulates readers' desire to read, improves their ability to distinguish, and thus acquire knowledge. Then, reading clubs are created, support for students' reading activities is provided, various reading competitions are held, and club activities with reading guides are combined.

The fifth task of Nanchang University is to improve the reading methods of university students. It is recommended that university students should read are write at the same time. For important content, they can annotate, extract or write a review. They should think while reading, and read with their eyes, hands and heart. In order to improve reading efficiency and achieve reading goals, it is necessary for students to make a detailed reading plan. Let students determine the books to be read according to their knowledge structure, professional level, reading ability and hobbies, and then choose the appropriate reading method. «There is no right or wrong reading method itself, and different types of books have different reading methods. Choosing a reading method based on the type of book can not only save time, but also improve the reading rate» [8, p. 72]. The method of browsing titles can be used for reading entertainment gossip; for classic masterpieces, they should read carefully and repeatedly. Although more and more university students tend to read digitally, they can not lose traditional paper reading, because traditional reading and digital reading are equally important. What is the intensive reading method? «Intensive reading is to read chapter by chapter, section by section, sentence by sentence, and word by word in depth , with the aim of fully and deeply grasping the content of the book, understanding the basic concepts, viewpoints, and theories in the book, and further studying and exploring the content of the book» [9, p. 22]. Intensive reading is applicable to classic masterpieces and emphasises the pursuit of reading quality.

In addition to understanding the main meaning of the article, it is also necessary to analyse and understand the words, phrases, sentences, paragraphs, and chapters of the article one by one. What is extensive reading? Extensive reading is different from intensive reading. It refers to a broad and general reading method. The main purpose of extensive reading is not to analyse the reading content word by word, but to expand the reading scope, increase the reading volume, and only absorb knowledge that is useful to oneself. What is speed reading? «Speed reading refers to a reading method that quickly and comprehensively absorbs useful information from the text» [10, p. 534]. During the reading process, students do not need to remember the content, viewpoints, and arguments of the book. They only need to clarify and understand the author's writing ideas and main points, and increase their reading speed as much as possible. In addition to the above reading methods, there are many other reading methods for university youth to learn and choose (for example, research reading, creative reading, reading and writing, and four-step reading). University students do not have to choose only one method when reading, but they can combine and use multiple methods alternately according to reading needs to improve reading quality and efficiency.

The sixth task of Nanchang University is to use traditional culture to help university students improve the level of their reading content. University students stay away from literary classics which leads to shallow extracurricular reading. Shallow reading not only wastes time, but also causes students to gradually lose the ability to think deeply [11, p. 98]. In order to improve the level of reading content, they should take the initiative to read more books with profound content. The reason why literary classics become literary classics is that they condense the hard work of the authors and are constantly selected in the long river of time, thus being passed down to the present day and bringing precious spiritual wealth to future generations. Books on leisure and entertainment can be read, but they must not be regarded as the main reading for university youth.

Aspects of the university. Nanchang University library has been continuously improving the library's

physical environment and service quality. The library is committed to creating a strong reading atmosphere, attracting and encouraging university students to actively participate in reading activities by creating a comfortable, quiet and scientific and healthy reading space. Nanchang University library has a wide range of content and well-structured book resources which provides university youth with rich extracurricular reading materials and creates good reading conditions. In order to further improve the efficiency of resource utilisation, the library will continue to strengthen collection construction, ensure the diversity and update frequency of resources to meet the needs of different disciplines and research fields. The library is well aware of the importance of reader feedback. In order to collect and respond to readers' opinions and suggestions in a timely manner, the library is establishing a more complete feedback collection and processing mechanism. This mechanism will help the library understand the specific needs of readers, so as to make timely adjustments to the book structure, optimise the borrowing process, and continuously improve the beauty and comfort of the reading environment. Based on reader feedback, the library continuously improves service processes, simplifies borrowing procedures, and improves service efficiency. Through these measures, the library can provide readers with a more convenient and personalised service experience, thereby increasing the frequency and depth of readers' use of library resources. Beautifying the reading environment is the key to improving the reading experience. Nanchang University library provides readers with a more pleasant and thought-provoking reading space through environmental design, facility renovation and cultural atmosphere creation. These not only enhances the attractiveness of the library, but also inspires students' enthusiasm for reading and academic exploration.

Campus culture plays a vital role in the entire campus environment and has received increasing attention in recent years. Good campus culture construction can revitalise the campus cultural atmosphere and promote the development of reading culture [12, p. 555–556]. University life has become more colorful due to the existence of student associations. Student associations are an indispensable part of university life and a beautiful landscape that constitutes campus cultural life. These associations not only enrich students' extracurricular life, but also enable students to make progress and grow

in the process of activities. Therefore, the development of student groups has received attention and support from Nanchang University. With the development of the times, university students are increasingly pursuing the freshness of extracurricular activities. Only by keeping pace with the times can the form of activities continue to attract students' participation. For example, when holding essay competitions, the topics are combined with current hot topics that are of concern to university youth; young writers who are loved by university students are invited to hold lectures to increase their enthusiasm for reading.

Aspects of teachers. Zhang Zhigong explained the significance of reading: «Reading is very important because through reading people can be educated in thought and edified in emotion, and can acquire all kinds of knowledge needed so as to be spiritually enriched and enjoyable» [13, p. 220]. University is far away from parents, so university students' reading cannot be supervised by their parents. Teachers, as the most frequent contact objects in university youth's study and life, play a guiding role in their thoughts and have the obligation to help them correctly understand extracurricular reading and improve their reading level. In order to help university students establish a correct reading concept, Nanchang University advocates that teachers help students establish appropriate reading goals:

1) understand the content of the book, absorb nutrients from the book, and cultivate a sense of language;

2) experience the rich emotions contained in the book and improve aesthetic ability. A book is the crystallisation of the author's thoughts and can cultivate students' ability to discover and create beauty;

3) expand the living space. In reading, we experience many things that we cannot experience in our lifetime and go to places where our bodies cannot reach. This interest is a manifestation of reading purpose and motivation. Reading interest in a narrow sense refers to the reader's tendency to choose a specific subject or a certain type of book. In order to cultivate university youth's interest in reading, first find the place of interest and leave room for free choice. In the process of reading, if there is no clear reading plan and just follow the feeling, it will cause meaningless loss of time and energy. Many students do not have the habit of making a reading plan. The reason may be that they think it is not necessary, or it may be due to lack of guidance from others.

Results

First and foremost, there is a need to develop the cultural confidence of university youth. Cultural confidence refers to the recognition and pride in one's own culture, and is an important spiritual pillar for the development of a country and a nation. General president Xi Jinping pointed out that cultural confidence

is a more fundamental, deeper, and more lasting force. For university youth, cultural confidence is not only a source of motivation for personal growth, but also an important force for promoting social progress. As an important place for knowledge dissemination and cultural inheritance, universities bear the responsibility of

cultivating young people's cultural confidence. Through various forms such as curriculum setting, campus cultural activities, and social practice, universities can help students deeply understand and identify with China's excellent traditional culture and advanced socialist culture. In terms of curriculum setting, China's excellent traditional culture and advanced socialist culture are included in compulsory courses, and through systematic theoretical learning, students' sense of identity and pride in their own culture are enhanced. In terms of campus cultural activities, a variety of cultural activities are organised, such as traditional festival celebrations, cultural lectures, art exhibitions, etc., to create a strong cultural atmosphere and enhance students' cultural experience. In terms of social practice, students are encouraged to participate in social practice activities, such as volunteer services and cultural research, so as to feel and inherit the essence of Chinese culture through practical actions. By integrating traditional culture into education, universities can help young students have a deeper understanding of their cultural roots, enhance cultural confidence, and thus better answer the question of the times: «Who am I, for whom, and who do I rely on?» [14, p. 34]. For example, Hunan Normal University has promoted the organic combination of Chinese excellent traditional culture, the university education and the high-quality development of university education by changing its educational philosophy, enhancing the attention of universities to excellent Chinese traditional culture, strengthening teachers' research on excellent Chinese traditional culture education and teaching, improving the curriculum system, educational effectiveness and comprehensive literacy promoting cultural integration, innovating teaching methods, cultivating the teaching staff. Through activities such as «Paying tribute to classics and promoting traditional culture», the library of Nanjing University of Technology has inherited and promoted excellent Chinese traditional culture, expanded the scope of services, and deepened the extended services of the connotation of «national reading», reflecting the cultural leadership and demonstration role of universities. These examples show that Chinese universities can integrate Chinese traditional culture into university education and reading culture construction in various ways which can not only enrich campus cultural life, but also enhance students' cultural literacy and sense of identity.

Second, technologies and media resources need to be integrated to help university youth. In modern society, the rapid development of technology and media resources has provided new opportunities for the promotion of reading culture among university youth. New media forms such as digital reading, online libraries, e-books, and audio books have greatly enriched reading resources and reading methods. These technologies and media resources not only improve the convenience of reading, but also broaden the breadth and depth of reading.

As an important place for knowledge dissemination and cultural inheritance, universities should make full use of modern technology and media resources to promote the development of reading culture. By building a digital reading platform and carrying out online and offline reading activities, universities can provide students with a more diverse and convenient reading experience, establish and improve the campus digital library, provide a wealth of e-books, journals and academic resources, and facilitate students to read and learn anytime and anywhere. In order to create vivid and interesting reading materials to attract students' reading interest, it is necessary to integration media resources such as video, audio, and animation. For example, by producing microclass videos, audio books, and so on, the interactivity and fun of reading can be enhanced. Online and offline reading activities can be held, such as online reading clubs, reading check-in activities, online book review competitions, etc., combined with offline reading salons, author meetings and other activities, to form a full-scale, multi-level reading promotion model [15, p. 475–476]. With the continuous advancement of technology, universities should continue to pay attention to and introduce new technologies and media resources, such as virtual reality and augmented reality, to further enrich the reading experience. At the same time, we will strengthen cooperation with technology companies and publishing organisations to jointly promote the development of reading culture.

Third, there is a need to enrich educational resources and the reading environment in modern society. The richness of educational resources and reading environment directly affects the development of university youth reading culture. High-quality educational resources and a good reading environment can not only stimulate students' interest in reading, but also improve their reading ability and overall quality [16, p. 26]. As an important place for knowledge dissemination and cultural inheritance, universities should make full use of their own resource advantages, create a good reading environment, and provide rich educational resources. By optimising library resources, building reading spaces, and carrying out diversified reading activities, universities can provide students with a better reading experience. In order to optimise library resources, the library's collection should be updated and enriched, and the number and types of e-books, journals, and academic resources should be increased to ensure that students can easily obtain the required reading materials; to build reading spaces, comfortable reading corners and reading booths can be set up on campus to create a strong reading atmosphere and encourage students to read anytime and anywhere. Various reading activities can also be carried out, such as organising reading clubs, book review competitions, author meetings and so on, to stimulate students' interest

in reading and promote reading exchanges and inter-actions. Enriching educational resources and reading environment is not only a means for the development of university reading culture, but also an important way to improve students' reading interest and reading ability.

Finally, we should stimulate the intrinsic motivation of youth in universities and provide personalised support. Intrinsic motivation refers to the motivation of an individual to engage in certain activities spontaneously without external rewards or pressure. For university youth, the intrinsic motivation of reading can prompt them to actively explore knowledge and improve the depth and breadth of reading. Stimulating intrinsic motivation is an important way to cultivate lifelong learners. Universities should stimulate students' intrinsic motivation for reading in a variety of ways, such as providing rich reading resources, creating a good reading atmosphere, and carrying out diversified reading activities. Through these measures, students can be helped to discover the joy of reading and cultivate their reading habits. It is necessary to recommend relevant books and articles based on students' interests and professional backgrounds to stimulate their interest in reading. For example, science and engineering students can recommend science and technology books, and humani-ties and social sciences students can recommend lite-rature and history books. It is also important to encourage students to develop personal reading plans, independently select reading materials and reading progress, and enhance their autonomy and enthusiasm. Reading report meetings, book review competitions and other activities are organised to give students the opportunity to display and share their reading results and enhance their sense of accomplishment and self-confidence. Personalised support refers to providing targeted reading guidance and help based on individual differences of students. Universities should pay attention to the different needs of students, provide personalised reading resources and support services, help them overcome difficulties in reading, and improve reading results. It is necessary to provide personalised reading guidance and suggestions based on students' reading level and interests to help them choose suitable reading materials, ensure reading resources in various forms, such as paper books, e-books, audio books, etc., to meet students' different reading needs. It is important to pay attention to students' mental health, provide psychological support and counseling, help them overcome anxiety and pressure in reading, and enhance their reading confidence [17, p. 236–237].

Conclusions

This article provides a comprehensive analysis of the reading culture among university students in China and offers practical strategies to enhance it. The study reveals that while university youth generally hold a positive attitude towards reading and recognise its benefits for personal development and knowledge acquisition, students face significant challenges such as limited reading time and a lack of structured reading plans. They exhibit diverse reading preferences, with a majority favoring comprehensive books, but there is a need for a more balanced approach that includes both professional and non-professional reading materials.

Nanchang University has implemented several practical explorations to enhance reading culture. These include setting high-level reading goals to deepen the purpose of reading, cultivating a good reading mentality to ensure full engagement with materials, and stimulating reading interest by allowing students to choose their reading materials and providing them with autonomy. The university also supports the development of good reading habits through campus media and organised activities, encourages the use of various reading methods to improve efficiency and quality, and leverages traditional culture to enrich the content of reading.

In order to promote reading culture more broadly, the article proposes a strategic framework that includes cultivating cultural confidence through curriculum integration, cultural activities, and social practice. It also emphasises the integration of technology and media resources to provide a diverse and convenient reading experience, enriching educational resources and the reading environment through optimised library resources and comfortable reading spaces, and stimulating intrinsic motivation with personalised support. These strategies are not only relevant to the context of Chinese universities but also offer valuable insights for institutions worldwide. By enhancing reading culture, universities can foster critical thinking, cultural literacy, and lifelong learning among students, preparing them to be well-informed and engaged members of society. This approach is particularly important in the global context where the ability to read deeply and critically is essential for addressing complex challenges and contributing to a knowledge-based economy.

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