

A Survey of the Current Reading Situation of College Students for Nationalities and Its Countermeasures—Take Inner Mongolia Minzu University as an Example

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Abstract: Extensive and in-depth reading is an important part of college life. For a long time, bound by exam oriented education and indoctrination education, many students have not developed good reading habits before entering the university. After entering the university, independent classroom knowledge learning is far from achieving the expected goal of students' comprehensive development. To deepen classroom knowledge, expand professional vision and comprehensively improve personal comprehensive quality, it is urgent for every student to develop good reading habits. This research group takes some college students of Inner Mongolia University for Nationalities as the research object, and through the investigation and analysis of the individual reading habits of college students, it puts forward suggestions on cultivating good reading habits of college students for reference by college colleagues.

1. Introduction

Reading extensively and deeply is an important part of college life. For a long time, constrained by the exam oriented education system and indoctrination education, many students have not developed good reading habits before entering the university. After entering the university, independent classroom knowledge learning is far from achieving the expected goal of students' comprehensive development. To deepen classroom knowledge, expand professional vision and comprehensively improve personal comprehensive quality, it is urgent for every student to develop good reading habits.

2. A survey of college students' reading

The research group took the students of Inner Mongolia University for Nationalities as the objects, randomly distributed 1024 questionnaires, and took back 844 valid papers. Among the participating students, 295 were male students, accounting for 34.95%, and 549 were female students, accounting for 65.05%; 489 freshmen, accounting for 57.94%, 284 sophomores, accounting for 33.65%, 36 junior students, accounting for 4.27%, 28 senior students, accounting for 3.32%, and 7 graduate students, accounting for 0.83%; There are 285 liberal arts students, accounting for 33.77%, 405 science students, accounting for 47.99%, 110 art students, accounting for 13.03%, and 44 other students, accounting for 5.21%.

2.1. A survey of college students' reading habits

(1) Questions about reading time every day. Among the 844 students, 443 students (52.43%) spent less than 2 hours a day reading (including 141 students who basically did not read in their spare time); 339 students spent 2 to 3 hours, accounting for 40.17%; 62 students spent more than 3 hours, accounting for 7.35%.

(2) Questions about personal reading plan. Among the 844 students, 289 had a study plan, accounting for 34.24%; 555 people did not plan to study, accounting for 65.76%.

(3) As for reading habits (multiple choices are allowed), 318 of the 844 students have the habit of commenting, accounting for 37.68%; 448 people had the habit of copying, accounting for 53.08%; 136 people had the habit of cutting and pasting, accounting for 16.11%; 200 people have the habit of writing and reading, accounting for 23.7%; 241 people did not have the above habits and others, accounting for 28.55%.

(4) Questions about habitual reading places (multiple choices are allowed). 497 of 844 students chose to stay in the dormitory, accounting for 58.89%; 453 people chose to read in the classroom, accounting for 53.67%; 356 people chose to read in the library, accounting for 42.18%; 177 people read in quiet places on campus, accounting for 20.97%; 133 people chose to read anytime and anywhere, accounting for 15.76%.

2.2. A survey of college students' reading ability

(1) Questions about the number of books borrowed each semester. Of the 844 students, 313 borrowed less than 4 books, accounting for 37.09%; 199 people borrowed 4 to 8 books, accounting for 23.58%; 74 people borrowed more than 8 books, accounting for 8.77%. 258 people never borrowed books, accounting for 30.57%.

(2) Questions about actual reading. Of the 844 students, 345 basically finished reading, accounting for 40.88%; 351 people chose what they needed, accounting for 41.59%; 84 people chose to browse randomly, accounting for 9.95%; 64 people did not look, accounting for 7.58%.

(3) About the method of finding books in the library. Among 844 students, 502 chose to find books according to the classification of shelves, accounting for 59.48%; 197 people chose to use the retrieval system to find books, accounting for 23.34%; 62 people chose to seek help from others, accounting for 7.35%; 83 people chose to look for needles in a haystack, accounting for 9.83%.

(4) On the use of digital libraries. Among 844 students, 591 used them to consult books, accounting for 70.02%; 306 people have used it to write papers, accounting for 36.26%; 333 people have read electronic books, accounting for 39.45%; 91 people, accounting for 10.78%, have used audio and video materials.

2.3. Investigation on college students' reading cognition, reading preference and reading atmosphere

(1) Questions about reading cognition. Among the 844 students, 93 of them have always chosen to read relevant books in their spare time to consolidate their classroom knowledge and expand their knowledge, accounting for 11.02%; 126 people read purposefully most of the time, accounting for 14.93%; 526 people occasionally read purposefully, accounting for 62.32%; 99 people never arranged time to read, accounting for 11.73%.

(2) Questions about reading preferences. Among 844 students, 134 chose to read natural science books, accounting for 15.88%; 284 people chose books on humanities and social sciences, accounting for 33.65%; 60 people chose art and sports books, accounting for 7.11%; 172 people chose fashion entertainment, accounting for 20.38%; 194 people chose online literature, accounting for 22.99%.

(3) Questions about reading atmosphere. Among 844 students, 49 thought that the reading atmosphere around them was very strong, accounting for 5.81%; 187 people thought that the reading atmosphere of the surrounding people was relatively positive, accounting for 22.16%; 473 people thought that the reading atmosphere of the surrounding people was average, accounting for 56.04%; 135 people thought that the reading atmosphere of the surrounding people was poor, accounting for 16%.

3. An analysis of college students' reading

By analyzing the reading situation of 844 college students in Inner Mongolia University for Nationalities, the following main problems are summarized:

3.1. Some college students do not fully realize the importance of reading

According to the survey questionnaire data, only 11.02% of the students will persist in reading relevant books and materials after class to consolidate classroom knowledge and expand professional knowledge, and nearly 70% of the students have not realized that knowledge learning in and out of class must be effectively connected with ideology and learning behavior; In the extremely abundant spare time in the university, 65.76% of the students have never even considered formulating or implementing their own reading plans. According to statistics, more than 90% of the students have their own reading plans when entering the university. Only 10% of the students have no own reading plans. However, 81% of the students have given up their own reading plans within one year of entering the university. 34% of the students feel that the schoolwork is too heavy. There is no time and energy to study again. 21% of the students think there are many other things to learn by themselves. Most of the students give up their study plan because they play video games or play online entertainment [1]; 30.57% of students never borrowed books from the library in each semester, and 37.09% of students borrowed less than 4 books; Among the students borrowed, 41.59% of them picked up useful things based on pragmatism, and 17.53% of them simply flipped over or didn't look at them when they thought about it. These data show that current college students generally do not really realize the extreme importance of reading for personal growth, nor do they generally develop good reading habits.

3.2. Some college students have low reading ability and poor reading quality

From the questionnaire, many students have not really mastered the correct use of modern library books. For example, in terms of access to library book resources, only 23.34% of the students will directly use modern retrieval tools to find books, 59.48% of the students will still search according to the arrangement of the shelves, and 17.18% of the students will not use any retrieval methods to find books; In terms of reading materials selection, many students disconnect reading from professional learning. Leisure and entertainment reading and other non-professional materials reading account for more than 75% of the total reading in daily reading, which greatly deviates from the main line of students' academic focus; In terms of reading purposes, nearly 80% of the students combine their reading behavior in their spare time with the purpose of completing homework, various grades and preparing for the postgraduate entrance examination. During the reading process, the focus is always on the test points, difficulties, etc. In terms of knowledge selection, it is better to remember when it is useful, but it is better to forget when it is useless. Some students are busy reading books, and do not understand the author's intention. They read at a glance, skim over and lose when they finish reading. According to the data obtained from the questionnaire survey, less than 15% of the students will adhere to the relationship between reading and expanding their knowledge horizons, cultivating

their own sentiments, and improving their cultural taste.

3.3. The education of cultivating students' reading habits in universities is weak, and the campus reading atmosphere is weak.

According to the questionnaire survey, only 5.81% of the students think that there is a very strong reading atmosphere around them (classmates, relatives and friends around them), 22.16% of the students think that the reading atmosphere around them is relatively good, and 72.04% of the students think that the reading atmosphere around them is general and poor. Many college students also do not have the most basic reading skills. Many people do not know how to use their free time to arrange necessary book reading, nor do they know which fields to choose to read books or materials, nor do they know how to read efficiently.

Some students are addicted to online novels, online games, etc. According to the questionnaire survey, nearly 25% of students spend their spare time reading online novels or playing online games, and even more than 8% of students are still addicted to online novels and online games during class.

4. Suggestions on cultivating students' good reading habits

The university is a critical period for the growth and development of students. It is also a turning point for students to change from passive and spoon feeding learning mode to independent learning and all-round development. Educating and guiding students to make good use of their spare time scientifically, reasonably and efficiently, we should develop good reading habits and master scientific reading methods are not only important for college students to successfully complete their studies, but also for cultivating and building a "learning society". [2]

(1) Colleges and universities should fully understand the extreme importance of cultivating students' good reading habits. From the perspective of the current education system and mechanism in China, the study of students before the university was constrained by exam oriented education and indoctrination education. Most students did not develop good and long-term reading habits. Therefore, universities must include the cultivation of good reading habits in the education of basic abilities of college students. Schools should include reading education in the talent training program and formulate corresponding teaching plans for implementation.

(2) We should strengthen teachers' main responsibility and give play to teachers' role as guides. In colleges and universities, students most rely on the head teachers, counselors and teachers who teach various courses to "conduct education and solve problems". They not only have solid professional knowledge and broad knowledge vision, but also can grasp students' academic progress and development demands at any time. They are the best candidates to guide students to deeply study professional knowledge and extensively dabble in extracurricular knowledge.

(3) We should strengthen the training of students' reading skills and improve their effective reading quality. The school must hire professional teachers to explain reading skills to students, including intensive reading, skimming and speed reading. Intensive reading is to think while reading, study repeatedly and absorb essence; Skimming is to make clear the main points, grasp the key sentences and browse roughly when reading; Speed reading is to quickly browse while reading, understand the general idea and experience the feelings.

(4) We should create a strong reading atmosphere. Environment is an important factor affecting human behavior. A good reading environment can enable those who like reading to read more books, and let those who do not have the habit of reading gradually develop the habit of reading under its influence; Without a good reading environment, even those who like reading may not be able to read quietly. Therefore, colleges and universities must carefully examine and improve the reading environment on campus.

In a word, how to cultivate college students' good reading habits has become a research hotspot that colleges and universities, especially higher education workers must actively respond to and properly solve. At present, with the rapid development of society, various new situations and problems are emerging in the work of cultivating students to develop good reading habits. Schools and educators must keep pace with the times. While inheriting traditional good practices, they must adapt to the development of the times and introduce new reading models, new ideas, new platforms and new measures to achieve a limited connection between education supply and students' needs, and help more students develop good reading habits that will benefit them for life. [3]

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