

Research on Methods to Improve the Reading Quality of College Students in the Era of Fragmented Reading

Yuan Tingting, Cui Xiaowei

Jitang College of North China University of Science and Technology, Tangshan, Hebei, 063210, China

Keywords: Fragmented reading; college student; Reading quality

Abstract: With the development of information technology, mobile terminals such as the Internet and mobile phones are increasingly popular, and fragmented reading has become a widely popular reading method. In this context, the reading quality of college students presents a diversified and complex characteristic. In response to this situation, universities should actively make adjustments and improve the reading quality of college students. This article will conduct relevant research and propose relevant strategies, hoping to provide reference and assistance.

1. Introduction

In traditional reading methods, people mainly use paper books as a medium to obtain information and knowledge through traditional reading modes and methods. However, with the popularity of the Internet, people can access information at any time through mobile terminals such as mobile phones. This reading method has changed the ways and means for people to obtain information, breaking the limitations of traditional reading patterns and creating fragmented reading. With the widespread popularity of fragmented reading modes, college students have gradually developed corresponding reading habits. However, many college students do not pay attention to reading quality, which has an impact on their academic performance. Therefore, how to improve the reading quality of college students has become an important issue in university teaching and relevant research should be carried out.

2. Characteristics of fragmented reading among college students

Fragmented reading has become a major form of reading among college students, and the main characteristics of this form are shown in Table 1.

Table 1: Main Characteristics of Fragmented Reading

Characteristic	Explanation
Various forms	There are various forms of fragmented reading among college students, including not only reading in class, but also browsing various web pages, listening to music, watching movies, etc. on their mobile phones during their spare time.
Wide range of reading content	The scope of fragmented reading content for college students is very broad, including not only traditional novels, poems, essays, philosophy, but also practical or social articles, and even some news reports.
Reading is relatively casual	College students' fragmented reading does not have a fixed pattern and form, but is determined based on their own interests, hobbies, and personal needs. This makes college students feel less pressure and burden when reading fragmented content, and therefore they will choose more content that they are interested in for reading.
Easy immersion	Fragmented reading has a wide range of reading content and rich forms, which can provide college students with a large amount of information resources that meet their needs. This also makes it easy for college students to enter an immersive state when reading.
Easy to form personal thinking patterns	In fragmented reading, due to the overwhelming amount of information, college students are prone to forming their own thinking patterns. Although college students gain a lot of information and knowledge through fragmented reading, this knowledge is easily forgotten and forgotten by them.
Precious essence is not much more expensive	Fragmented reading focuses on reading the "essence" of the text, and does not require college students to read the entire text, so fragmented reading is "more valuable than more". But under this characteristic, many college students do not consider whether they really need to read, which makes their fragmented reading a "fast food style", so this should be taken seriously.

3. Suggestions for improving the reading quality of college students

3.1. Utilizing digital technology to enrich reading content

With the development of digital technology, the popularity of mobile terminals such as the Internet and mobile phones has made reading a new way of life. Many people use fragmented time to read a lot. For example, reading can be done during commuting, leisure time, before going to bed, and even while queuing. This reading method is easy to immerse people in, especially in the era of abundant online information resources. People are often surrounded by various information. Therefore, in order to immerse college students in reading, universities should pay attention to reading content guidance. The main methods are shown in Table 2.

Table 2: Common Reading Content Guidance Methods

Method 1	Guide students to choose a reading method that suits them and develop good reading habits through various ways and means
Method 2	Utilize digital technology to enrich the reading content of college students. For example, Internet technology can be used for knowledge payment services, and social platforms can be used for knowledge exchange and sharing

In addition, it is recommended that universities strengthen the digital construction of their libraries

and use digital technology to provide students with more and richer reading resources. For example, students' diverse reading needs can be met by building online and offline libraries. For example, excellent books can be regularly released through online platforms for students to borrow for free [1-2].

3.2. Enrich reading methods to meet different needs

The emergence of fragmented reading methods is fundamentally due to the reading needs of college students. Unlike traditional text-based reading, fragmented reading is a digital and electronic reading mode. In this mode, college students can use terminals such as computers and mobile phones to read and obtain information faster and with richer content. Therefore, universities should actively explore diversified reading methods and enrich the reading choices of college students. Universities should provide corresponding reading services for college students with different needs [3-4]. For example, for college students who are highly dependent on electronic devices, universities can organize the construction of service platforms such as electronic libraries and e-book libraries; For some students who have a special preference for paper books, universities can provide paper book borrowing services; For college students who are interested in traditional culture and hope to improve their cultural literacy, universities can organize activities such as reciting Chinese classics and appreciating poetry.

In the era of fragmented reading, the demand for personalized and diversified reading among college students is increasing. Universities should actively explore diversified and personalized service platforms and models. Only in this way can we meet the learning and reading needs of students with different needs and levels, and improve their reading quality[5].

3.3. Improve the fragmented reading service system

Firstly, universities should increase their promotion of digital reading and actively guide college students to engage in fragmented reading. Universities can introduce the advantages and values of fragmented reading to college students through campus radio, WeChat official account and other channels. Secondly, universities can organize reading activities such as "World Book Day" and "My University Reading Journey" to encourage college students to engage in fragmented reading. Finally, technology such as big data analysis can be utilized to establish a quality evaluation system and a reading warning mechanism for college students. For example, when conducting "online reading selection", students' reading results can be analyzed and evaluated, and timely warnings and suggestions can be made for unreasonable reading content[6].

In addition, universities can also set up specialized management agencies and personnel responsible for the fragmented reading management of college students, and regularly provide ideological and political education to college students. On this basis, by integrating and utilizing fragmented reading resources, we aim to provide higher quality digital reading services for college students.

3.4. Strengthen teachers' reading guidance ability

Improving the reading quality of college students requires guidance from teachers. On the one hand, teachers should strengthen their reading guidance ability and create a good reading environment and atmosphere for students. For example, rich reading activities can be carried out, such as "one book per day" and "one book per week". Teachers should guide students to read during activities, allowing them to have a deeper understanding of knowledge through reading and generating interest in reading through activities. On the other hand, teachers need to change their teaching philosophy

and continuously improve their professional knowledge and literacy. In today's rapidly developing information technology, college students have more and more convenient ways to obtain information. In the teaching process, teachers should not only impart knowledge, but also pay attention to cultivating students' good reading habits and reading abilities[7].

In addition, teachers also need to guide students in reading. For example, students can be recommended relevant books, excellent books, etc. At the same time, students can also organize reading exchange meetings, sharing sessions, and other activities to encourage them to share their favorite books and content. In such activities, students will be more actively involved. Therefore, teachers should continuously improve their professional abilities and comprehensive qualities, and provide students with a good reading environment and atmosphere.

3.5. Building a professional information resource library

In the era of fragmented reading, college students lack a systematic knowledge system and do not have the ability to engage in deep reading and continuous learning. Therefore, universities should encourage college students to actively build professional information resource libraries, and use media such as the internet and mobile phones to obtain and integrate information resources. Universities can improve the information literacy of college students by establishing professional resource libraries, helping them choose the valuable information they need. Professional resource libraries can be approached from the following aspects:

Firstly, universities should encourage college students to actively participate in various reading activities.

Secondly, universities should actively provide students with abundant reading resources and encourage them to communicate and exchange ideas with the library through social media platforms such as Weibo and WeChat.

Thirdly, universities should establish a professional knowledge system and timely update the channels for college students to obtain information and read knowledge.

Fourthly, universities should strengthen network security construction to protect students' personal privacy and intellectual property rights [8-9].

In short, improving the reading quality of college students in the era of fragmented reading is a complex and arduous task. In this process, schools, teachers, and students need to work together. Only in this way can high-quality talents with innovative and practical abilities be cultivated.

3.6. Simplify reading texts to meet students' reading needs

College students should not read too many texts, partly because their reading time is limited and it is difficult for them to read all of them; On the other hand, it is because the reading needs of college students are not the same as those of adults. College students mainly engage in leisure reading for the purpose of better leisure and entertainment, while adults need to acquire knowledge through reading in their spare time from work and study[10]. Therefore, in order to meet the reading needs of college students, colleges and universities should simplify the text. For example, they can extract the "essence" from a large number of texts to form an essential text, which students can read directly. If necessary, they can continue to read the complete text.

4. Conclusion

In summary, with the rapid development of network technology and the popularity of smartphones, fragmented reading among college students has become a mainstream trend. Although there are some problems with fragmented reading among college students, it is still an important way for them to

obtain information, learn knowledge, and engage in leisure activities. Therefore, universities should have a correct understanding of fragmented reading and provide students with high-quality reading resources through various channels to help improve their reading quality, and fully utilize the role of fragmented reading to assist students' academic development.

Acknowledgement

Project of Hebei Higher Education Society: Research on Strategies for Promoting College Students' Health and Success in the Context of Digitalization (Project Number: GJXH2024-242).

References

- [1] Shao Liyue. Exploration of the "Smart Reading" Strategy in University Libraries under the Background of Informatization [J]. *Journal of Puyang Vocational and Technical College*, 2024, 37 (3): 109-112
- [2] Gu Xianming, Li Xing. Research on the Current Situation and Countermeasures of Micro reading for College Students in the New Media Era: Also Discussing the Teaching Reform of Writing Courses in Colleges and Universities [J]. *Yunneng Journal*, 2016, 37 (5): 155-157
- [3] Xu Jingjing. A Study on the Reading Quality of College Students: A Research based Learning Perspective [J]. *Journal of Jiangxi Normal University of Science and Technology*, 2017 (3): 76-82
- [4] Li Lingli. Investigation and Analysis of the Current Situation of Mobile Reading among College Students and Strategies for Solving Problems [J]. *Today Media (Academic Edition)*, 2018, 26 (9): 68-71
- [5] Xu Aiyu, Chen Congxian, Wang Wei. The Impact and Countermeasures of Fragmented Reading on College Students' Reading Literacy [J]. *Journal of Shandong Youth Political College*, 2018, 34 (6): 46-50
- [6] Sun Rui, Dong Yongmei. Research on the influencing factors of fragmented reading among college students based on the promotion of mobile micro reading in university libraries [J]. *Library Research*, 2018, 48 (1): 93-98
- [7] Liu Xiaoling. A Study on the Influence of Skinner's Reinforcement Theory on the Development of Reading Habits in College Students: A Case Study of Beijing Union University. *Tech Wind*, 2019 (20): 52,58
- [8] Lan Jihong. College students' extracurricular reading tendencies and the construction of a bookish campus: based on a survey questionnaire analysis of a private university in central China [J]. *Statistics and Management*, 2020, 35 (2): 103-107
- [9] Liu Xiaona. A Brief Discussion on the Optimization Measures of University Library Services under the Background of Fragmented Reading [J]. *Henan Library Journal*, 2022, 42 (3): 65-67
- [10] Liu Fang. Contemporary college students' high-quality reading: the connotation of the times, practical problems, and optimization approaches. *Technology and Publishing*, 2023 (4): 38-42.