

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF READING CULTURE OF EDUCATION SEEKERS IN UKRAINIAN AND GLOBAL PRACTICE

Halyna Bilavych

Vasyl Stefanyk Precarpathian National University, Ukraine

Maria Bagriy

Vasyl Stefanyk Precarpathian National University, Ukraine

Tetiana Klubochkina

Vasyl Stefanyk Precarpathian National University, Ukraine

Mykola Pantyuk

Drohobych Ivan Franko State Pedagogical University, Ukraine

Borys Savchuk

Vasyl Stefanyk Precarpathian National University, Ukraine

Abstract. *The aim of the article is to consider the formation of reading culture as an important pedagogical problem of today in the context of domestic and global problems of the development of students' reading literacy, to single out the pedagogical conditions for the formation of the reading culture of an individual.*

Ukrainian and foreign scientists, teachers, and common people emphasize the crisis of children's reading: children and youth do not have a developed interest in this field of study, there is no motivation to read. This is a global trend.

Pedagogical conditions for the formation of the reading culture of an individual are highlighted: from the teacher's point of view, this is high-quality preparation for teaching schoolchildren to read, mastery of a high level of reading culture, reading practice, children's reading circle; students believe that this is the activation of independent reading activity aimed at the development of abilities, interest in literature, improvement of knowledge, reading abilities and skills, active reading activity; parents think that it is the possession of reading culture, interest in reading, desire to ensure that fiction books do not lose their educational role among children, so that the great spiritual potential of fiction does not remain outside their attention, etc.

Keywords: *adults, children and youth, education, education seeker, formation of reading culture, new Ukrainian school, reading, Ukrainian and world literature, upbringing.*

Introduction

Reading is a basic component of Ukrainian education and upbringing, cultural development in general. It is an activity that forms and develops a young

personality, it is a means of obtaining an education and forming a culture, achieving human success in life. Considering this, the role of reading in the development of a child, his spiritual world, intelligence, imagination, mastering his native language, achievements of national and world literature, oral and written speech, development of literary creative abilities, etc., is huge. Under the conditions of the new Ukrainian school, the digitization of education, the importance of reading as a basic intellectual technology, the most important resource for personal development and a source of knowledge acquisition is being actualized. For Ukrainians, like other nations, reading is a means of preparation for life in the global information space as well as many other things. Taking into account the analysis of the situation that has developed in Ukraine regarding the reading practices of children, youth and adults, a number of problems that need to be solved are urgent: first of all, we are talking about a low level of reading activity, and therefore reading culture and reading literacy, unformed reading skills; lack of motivation to read among Ukrainians, especially students; insufficient promotion of reading, lack of “reading fashion” among children and youth; insufficient supply on the Ukrainian book market of high-quality modern Ukrainian-language literature in public libraries, primarily in rural areas, low level of purchasing power of both adults and children and youth; insufficient amount of infrastructure for purchasing books, obtaining information about new editions; insufficient support for reading practices in social networks, the media, lack of popular media that support the idea of propagandizing reading; the absence of a targeted educational policy regarding the promotion of reading in all educational and training institutions, starting from preschool education institutions (PEI), ending with higher education institutions (HEIs), adult education; lack of proper information digitization of libraries, offering of Ukrainian book content in public, school, and higher education libraries; the personnel factor, which will be manifested in the insufficient training of both librarians and teachers-beginners, teachers of extracurricular institutions, educators of special education, etc., the insecurity of the Ukrainian book market from pirated products and competition with the influx of Russian book products; lack of early childhood reading experience and reading culture, as well as self-identification with consumers of Ukrainian-language book content; other factors of an objective and subjective nature. Only active large-scale (at the state level) promotional activities aimed at supporting and developing reading at the national level will make it possible to increase the number of book lovers in Ukraine, expand the readership, and educate the young generation as readers who possess critical thinking, reading competence, key skills, high the level of spiritual values that fiction can create. This will be served by the use of productive world experience in the development and support of reading among children and adults.

The aim of the article is to consider the formation of reading culture as an important pedagogical problem of today in the context of domestic and global

problems of the development of students' reading literacy, to single out the pedagogical conditions for the formation of the reading culture of an individual.

Methodology

To solve the tasks, a set of research methods was used i.e. theoretical: theoretical-methodological analysis of pedagogical, psychological and methodical literature devoted to the problem of systematic development of students' reading culture; Ukrainian and foreign program and normative documents regarding the development and support of reading, organization of the process of formation of individual reading competence; search and bibliographic (study of library funds, bibliographic editions of Ukraine and leading countries of the world, library and bibliographic indexes and fiction for children of primary school age, online resources of libraries); method of studying and systematizing advanced teaching experience Ukraine and the world regarding the formation of reading practices of children and youth; retrospective (analysis of the problem of formation of a reading culture, the role of books in the development of a child's personality, systematization of the source base); empirical: observation, interview, questionnaire, ranking, analysis of library subscriptions, reading diaries, surveys of teachers, students, library workers; methods of mathematical statistics, graphic processing of experimental data.

Results and discussion

One of the key tasks, as stated in the Concept "New Ukrainian School" (hereinafter – NUS) (2017), is the formation of a comprehensively and harmoniously developed personality of the student (Ministry of Education and Science of Ukraine, 2017). The purpose of primary education is "comprehensive development of the child, his talents, abilities, competences and comprehensive skills in accordance with age and individual psychophysiological characteristics and needs, formation of values, development of independence, creativity and curiosity" (State sites of Ukraine, 2018).

The interest in reading formed at the primary school age is a prerequisite for the further intellectual and spiritual growth of the student at the first level of general secondary education. Therefore, the task of the primary school is to instill in a younger student reading interests, a taste for reading, the need to read independently, a desire to expand the circle of reading constantly, etc. (Bilavych, & Rozman, 2016; Fasolya, 2016; Fentsyk, & Larynova, 2017; Skoblikova, 2014; Yatsenko, 2008).

Nowadays, scientists agree that the problem of reading/non-reading is an important and relevant issue of educational theory and practice. That is why it is so important to form the reading culture of students, the criteria of which,

according to the definition of Ukrainian scientists (Bondarenko, 2020; Bilavych, & Rozman, 2016; Fasolya, 2016; Fentsyk, & Larynova, 2017; Skoblikova, 2014; Yatsenko, 2008) as well as foreign researchers (Alexander, 2005; Anderson, Wilson, & Fielding, 1988; Chapman, & Tunmer, 1995; Conradi, Jang, & McKenna, 2014; McGeown, Osborne, Warhurst, Norgate, & Duncan, 2016; Pfof, Dorfler, & Artelt, 2013), is the process of forming a valuable attitude towards the book in students of education; formation of sustained interest in reading fiction; navigate the book world, be able to choose an interesting book to read; the ability to analyze what has been read, to react emotionally to a book, the ability to aesthetically perceive an artistic text, to find valuable and meaningful information in a work, the formation of students' need for reading practice, the awareness that there are significant differences in the intellectual development of a student who reads and one who belongs to the category of non-readers (students who actively read are able to think in categories of problems, grasp the whole and identify contradictory relationships of phenomena; assess the situation more adequately and find the right solutions faster; have a larger memory and active creative imagination; better command of speech: it is more expressive, normative, lexically rich, emotional, figurative, logical; formulate the opinion more precisely and express it freely; make contacts more easily and are pleasant in communication, have speech etiquette and speech etiquette formulas; have a greater need for independence and inner freedom, are more critical, independent in their judgments and behavior).

An education seeker who has a reading culture is characterized by a valuable attitude towards reading and knowledge gained by reading literature accessible in content and form (why read?); reader's outlook and literary ideas; knowledge of the circle of reading in its genre and thematic variety (what to read? what to read about?); the ability to perform the necessary reading actions in working with a book and a work for the formation of reading practices; productive ways of reading, quality reading skills (how to read?); formed IT skills, bibliographic literacy, etc.

Education of a reading culture consists primarily of the habit of systematic daily reading. Therefore, it is important to form a reading culture of students at the NUS, the criteria of which, according to the definition of Ukrainian and foreign scientists, is a pedagogical purposeful process of educating students in a valuable attitude to books; formation of sustained interest in reading; the ability to navigate the world of books, the ability to find it both in the library and on the Internet; the ability to analyze what has been read, to perceive an artistic text aesthetically, to find valuable and meaningful information in it; formation of schoolchildren's need for reading practices, etc.

According to the results of the international assessment of reading quality by the Program for International Student Assessment (PISA), according to such parameters as attitude to reading, gender differences in reading, family reading,

the indicators of Ukrainian students are slightly lower than the average indicators of students of OECD countries (the average score of Ukrainian of students in reading (reading competence) – 466 points (in the leading country – 555, on average in OECD countries – 487); 70.7% of Ukrainian schoolchildren reached the second-fourth levels of the formation of reading competence (in OECD countries – 77%) , 25.9% of Ukrainian 15-year-old boys and girls do not have a basic reading level (23% in OECD countries), and only 3.4% have reached a high level – 5-6 level (in OECD countries – 9%) (Bondarenko, 2020; PISA, 2018).

The difference in reading performance of Ukrainian students compared to the average performance of schoolchildren from OECD countries is 23 points (PISA, 2018). Such a situation in educational circles of Ukraine causes lots of concern. Therefore, the experience of work involving children and youth in reading in Great Britain, the Federal Republic of Germany, Sweden, Italy, Finland, Austria, France, Poland, Belgium, Norway, the USA, Japan, Romania, Bulgaria and other countries where problems of reading and reading literacy are interpreted as a national and state priority. As we can see, the problem of the reading culture formation appears in the state dimension, it is one of the urgent problems of modern Ukrainian society, determined primarily by the fact that modern children and youth, as well as adults, do not read much, preferring other types of leisure activities.

In connection with the digitalization of education and social life, distance learning caused by the spread of COVID-infection, and now also the war in Ukraine, which was started by Russia on February 24, 2022, the main characteristics of children's reading are changing i.e. the status of reading, duration, nature, methods work with printed and electronic texts, children's and youth's reading circle, students' reading preferences, reading motivation, etc. The crisis of children's reading manifests itself not so much in the fact that schoolchildren stop reading, as in the fact that they have not developed interest in this field of study and the motivation to read disappears. And later, reading for teenagers and adolescents becomes more and more functional, pragmatic, utilitarian, and professional. Fiction is replaced by educational literature (this is at best, but at worst reading “for the soul” disappears from among the hobbies of youth. Teenagers are increasingly reading like adults: on the one hand, reading is the acquisition of information necessary for learning, on the other hand, it is “light reading” as entertainment (reading comics, illustrated magazines, books with simple and short texts, usually not of high artistic quality) (Alexander, 2005; Anderson, Wilson, & Fielding, 1988; Bilavych, Rozman, 2016; Chapman, & Tunmer, 1995; Conradi, Jang, & McKenna, 2014; Pfof, Dörfler, & Artelt, 2013; Fentsyk, & Larynova, 2017; Skoblikova, 2014; Yatsenko, 2008). Hence there is a problem of an active reader who will have a steady interest in reading and a high level of motivation throughout his life.

Our research (September 2021 – May 2022) in some schools of Ivano-Frankivsk and Ivano-Frankivsk region (10 schools) showed that only 28% of parents of 4th graders systematically read books out of 212 parents we interviewed: mothers prefer entertainment books, fathers enjoy reading sports and technical magazines. 7% of families have a tradition of daily reading aloud of favorite children's books. 46% of respondents were able to name their favorite book; the favorite book became the one that was read at home together with mom, dad, grandmother or grandfather. Favorite books include folk tales – 20%, literary tales – 10%, books by V. Nestaiko (36%), novels by R. Tolkien – 22%, series of books about Harry Potter – 21%, a book about Winnie the Pooh A. Milne (20%), books by R. Dahl (20%), etc. Fairy tales, fantasy, short stories were mentioned named by younger schoolchildren as their favorite genres of children's literature. Most 4th graders hardly read fiction outside the school curriculum. The choice of books for independent reading is influenced by teachers – 61%, parents – 34%; interesting literary reading lessons at school – 31%; advice from friends or classmates – 17%. The study showed that in those families where there are home libraries, children prefer reading. To the question “Where did you get the books to read?” respondents answered: from the home library – 28%, from the school library – 50%, bought books – 26%. A survey of fourth-graders showed that modern parents rarely buy books for their children (26% of the respondents), usually parents tend to buy e-books, audio-visual sources of information, which has a negative impact on the reading culture of the younger generation.

As already discussed above, “reading without coercion” is actively losing its popularity in the world, widespread consumption of “quick information” from social networks, accessible video content, as well as television is coming to the fore.

However, in many countries of the world, educational, political, and cultural elites make active attempts to counteract this, since reading plays an extremely important role for the development of any country. According to the report of the International Association of Publishers “Reading Matters: Surveys and Campaigns – how to keep and recover readers” (IPA, 2019), reading as a vital need, which is manifested in a stable number of readers or some signs of positive dynamics related to reading, is demonstrated only by certain countries with a long reading tradition and a high level of education (Canada, Poland, Germany, Great Britain, Denmark, Norway, Sweden, France, etc.) (International Publishers Association, 2019; Lustró biblioteki, 2021; IPA, 2019). We present the data published by the International Publishers Association (IPA), which reflect the reading practice of Ukrainians and representatives of other countries as of 2019 in fig. 1. As we can see, in terms of reading activity, Ukrainians (46% of people who read at least once a month) are significantly (by almost 20%) inferior to Canadians (67%), as well as others to representatives of European countries: French (60%), Icelanders (53%) (IPA, 2019).

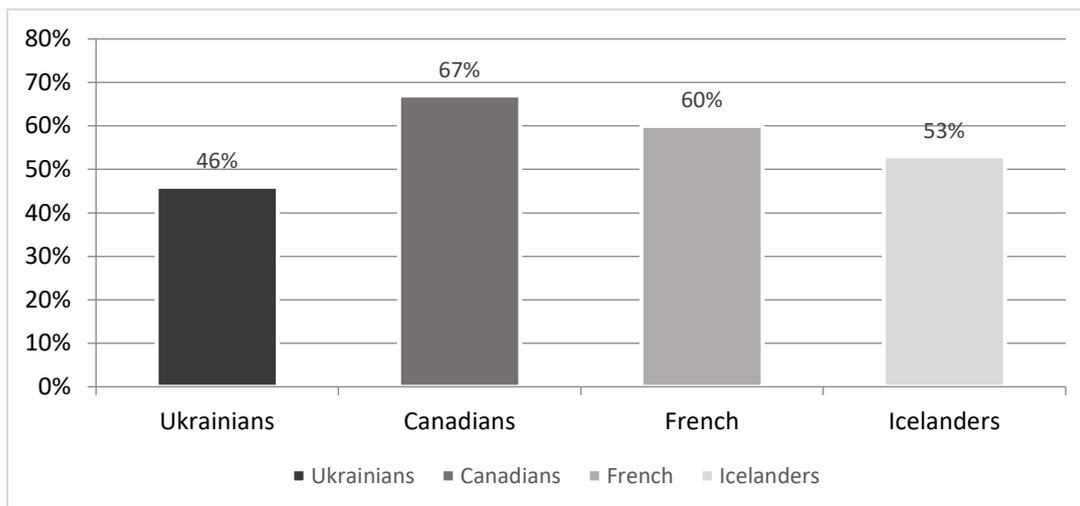


Figure 1 Reading practices (at least once a month) of Ukrainians, Canadians, French, Icelanders (%) (IPA, 2019)

According to the conclusion of the IPA, as of 2019, less than 0.5 books per capita were published in Ukraine (school textbooks, advertising and other publications not intended for free sale were not taken into account), and the following year, due to the spread of the COVID-2019 pandemic, this indicator decreased by half (to 0.25 books per capita). According to the data of national associations of publishers (International Publishers Association (IPA); Reading development strategy for 2021–2025 “Reading as a life strategy”; Report of the Kyiv International Institute of Sociology on reading in Ukraine), in the Republic of Poland this indicator is 2, 45, in the Czech Republic and the Slovak Republic – 3 books, in Turkey – 5 books, published per capita (Fig. 2). This factor has one of the determining influences on the reading activity of children and adults in Ukraine.

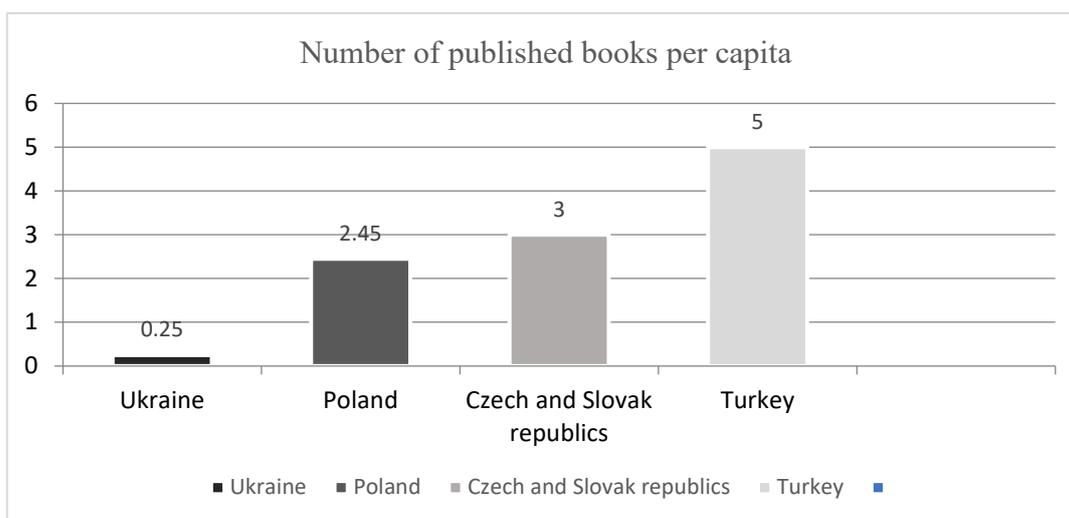


Figure 2 Book publications per capita in Ukraine, Poland, the Czech Republic, Slovakia, and Turkey as of 2020 (%) (IPA, 2019; MCIP, 2021; KMIS, 2020)

This fact (the publication of 0.25% of books per one resident of Ukraine) complicates the availability of book products on the book market and affects the formation of Ukrainians' interest in reading. In addition, taking into account the possibility of purchasing books in Ukraine, the index of provision of bookstores is still extremely low: as of 2018, there was one bookstore per 140,000 population, which is ten times lower than the average European indicators (in Germany, there is one store per 15,000 inhabitants, in Poland and Denmark – 1 bookstore per 12,000 inhabitants), as of 2019, there were 1,914 bookstores in Poland, and only about 300 in Ukraine (MCIP, 2021).

Ukraine is taking important steps on the way to stimulating the reading practices of citizens, a number of strategic documents aimed at the development of reading as a vital need among Ukrainians have been adopted e.g. Strategy for the development of library affairs for the period until 2025 “Qualitative changes in libraries to ensure the sustainable development of Ukraine” (2016), Strategy for the Popularization of the Ukrainian Language until 2030 “A Strong Language – a Successful State” (2019), Reading Development Strategy for 2021–2025 “Reading as a Life Strategy” (2021) (MCIP, 2021).

However, despite this, the rates of reading books by both youth and adults are falling, and the number of Ukrainian-language book products per capita is insufficient. According to the authoritative study “Reading in the context of media consumption and life design” (2020), the frequency of leisure time reading by Ukrainians has decreased compared to 2018 i.e. in 2018, 11% of Ukrainians claimed to read books every day, in 2020, only 8 % of readers (UIK, 2021).

Similar trends can be traced among the young readership. According to the data of the study “Reading in the context of media consumption and life design” (2020) (UIK, 2021), which was conducted by the Ukrainian Book Institute, which, among other things, is engaged in the promotion of reading in Ukraine, communication and games with friends are among the key leisure practices of children (59% spend free time with their friends every day); consumption of video content, namely: watching TV shows, movies, videos on YouTube (yes, in their free time every day, 44% of children watch TV, 35% watch videos from other sources, YouTube channels; for example, YouTube – 36% of regular users from the children's audience, Instagram – 27%, TikTok – 13%); every third respondent plays games (in particular, computer games), communicate in messengers, spend free time in nature; every fourth person is engaged in a hobby, every fifth person is engaged in sports. Only 13% of children read every day in their leisure time, 56% read at least several times a month, 11% of respondents read several times a year. 20% of children are a group of those who do not read for leisure (UIK, 2021). (See Fig. 3).

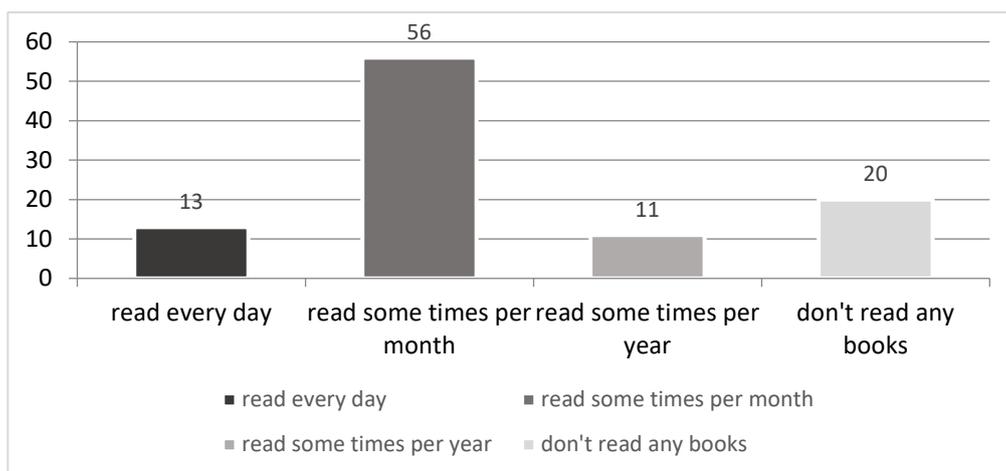


Figure 3 Reading activity of children (2020) (%) (UIK, 2021)

Under the conditions of the quarantine caused by the spread of the COVID-19 pandemic, the reading practices of children in 2020 changed somewhat: 23% of children-readers emphasized that they began to read more often, 16% of people noted that they began to read less often (UIK, 2021). Unfortunately, the increasing of spare time has not significantly affected the practices for reading in free time, which children usually devote to social networks.

The results of the survey related to the gender and age aspect are also important for our research. Among the adult population and children, the same trends are observed in the gender-age plane regarding the difference between students who read (readers) and students who do not read (non-readers): if among irregular and monthly readers, the distribution of students by gender is 50:50, then among readers (who read daily) it is 1:2 in favor of girls, among non-readers there are twice as many boys as girls (2:1). Fig. 4 shows the reading frequency of students depending on their age (UIK, 2021).

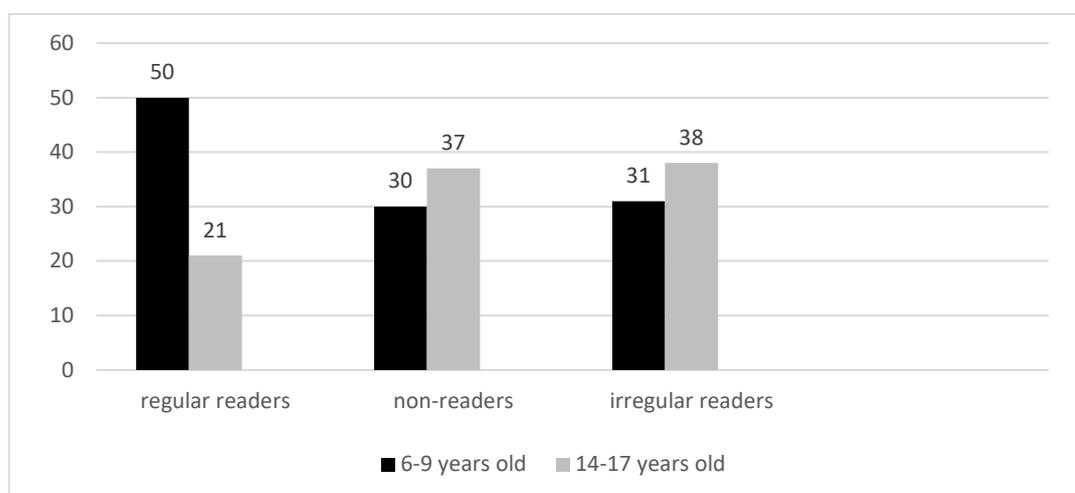


Figure 4 Reading frequency of students depending on age (2020) (%) (UIK, 2021)

As we can see (Fig. 4), the frequency of reading depends on age i.e. the younger the student, the more often he practices reading. 50% of junior high school students are readers who read every day. Among teenagers (14–17 years old), this indicator has halved as only 21% of students have a daily reading practice. The same trend persists among non-readers and irregular readers: 30% and 31% of junior high school students, respectively, against 37% and 38% of teenagers.

The majority of respondents claim that they do not like to read. 58% of students do so (48% of them are taught to read by their parents, 10% are not taught to read); among boys, the share of non-readers (those who do not like to read) is higher (66%) than among girls (48%); the statistics for book lovers are similar: 49% of girls and 33% of boys (KMIS, 2020; UIK, 2021). The answers of young respondents regarding the influence of the family environment, in particular parents, on engagement in reading are important. 74% of adults and 78% of students said that their parents tried or try to encourage them to read books. However, we distinguish the following trend: the younger the generation of schoolchildren, the more negative is the reaction of children to this training. 46% of adult respondents said that they liked the fact that their parents had taught them to read, and 28% of people did not like it. Only 30% of children like that their parents try to involve them in reading practices, 48% of the children interviewed do not like this situation (KMIS, 2020; UIK, 2021). There is a number of reasons for such resistance of the part of children, i.e. the idealization of parents' own efforts on the child to develop an interest in reading, the fact that children of generation Z have, like no other in the entire history of human development, the most alternatives reading, etc. This explains the fact that among the student audience, this indicator has increased by 2.5 times and reaches 57% (UIK, 2021).

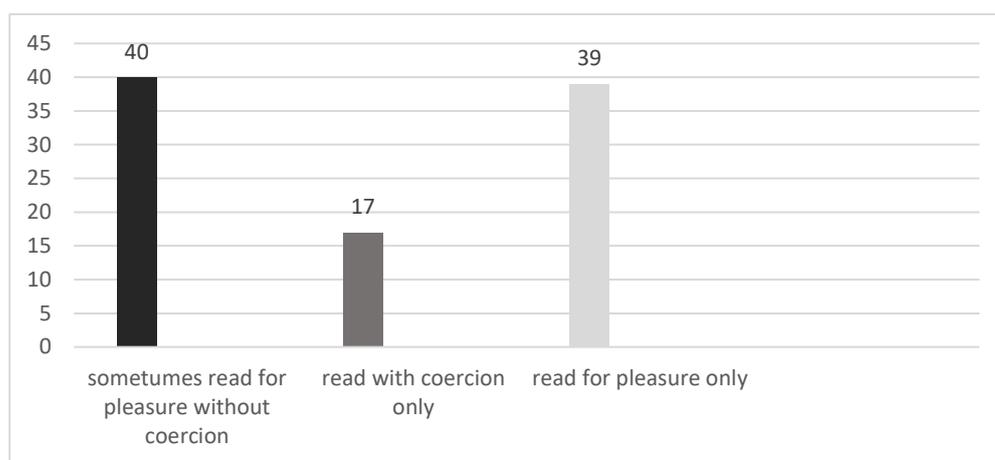


Figure 5 Motivating students to read (2020) (%) (UIK, 2021)

Worthy of attention is the experience of work involving reading in Germany, Italy, Austria, France, Belgium, Norway, the USA, Japan, Romania, Bulgaria, Poland and other countries. According to the study of the reading activity of students in Great Britain (Statista, 2019), since 2005, the proportion of students who read daily compared to 2019 has decreased on average by 12% for girls and 13.2% for boys. There is a stable trend from 2005 to 2019 regarding the predominance of reading activity among girls compared to boys (this difference is from 8 to 10 percent). In 2019 among schoolchildren aged 8 to 18, 29.9 percent of girls and 21.8 percent of boys reported that they read daily (Statista, 2019). As of 2021, 41% of UK residents spend less than an hour a week reading or listening to books. 11% of people aged 18-34 admitted to reading more than 14 hours a week. 33% of people said they read more than in February 2020 (CartridgePeople, 2023). In order to achieve more effective results regarding the formation of a reading culture, daily compulsory reading classes have been introduced in UK schools; increased investment in school education; the principles of working with “difficult families”, “risk group” schoolchildren, and children with special needs have been radically changed, in particular in the area of the development of reading culture. As a result of the joint efforts of the British government with educational structures, the book community, mass media, public institutions and organizations, private companies managed to develop a comprehensive program of a large-scale company to popularize and involve the widest strata of the population of Great Britain in reading.

Conclusions

Activation of reading practices of children and youth is possible under the influence of a purposeful system of pedagogical conditions, which are primarily an activity approach in teaching reading techniques (strategies); organization of pedagogical situations that stimulate students' reading activity; new directions in the joint work of the school, library, family, extracurricular activities. During the period of study, the learner must not only master various strategies of developmental, creative, intellectual, business reading, but also the reading of fiction (“leisure reading”, “reading for oneself”), which should form him as a reader. Consequently, the following tasks are suggested: teachers must master the current methods and technologies of working with artistic texts, provide assistance to students in mastering basic strategies that combine reading printed and screen texts, familiarize them with the reading circle, be an active book lover and promote reading from among by their own example students, involve parents in reading practices actively, cooperate with the school librarian and employees of local public libraries closely. Book culture created by mankind and the phenomenon of reading, as well as the traditions of book printing in Ukraine, the development of writing, the contribution of Ukrainian writers, teachers to the

development of national and world culture, etc. belong to the fundamental achievements of the human mind. Therefore, the special role of the Ukrainian book culture and its bearer, the Ukrainian reader, a person who reads, in the development of the Ukrainian state and civilization in general is undeniable. Reading and reading literacy (or the reading culture of an individual) are now highly valued and recognized by the world community.

The new paradigm of education requires mastering the concept of “reading culture”, by which we understand the active interest of students in reading and literature available to them in terms of content and form; knowledge of the circle of children's reading in its genre-thematic dimension; the ability to perform the necessary reading actions in working with a book and a work in order to form and develop the need for reading; availability of reading independence, productive ways of reading, high-quality reading skills, reading outlook. Education of a reading culture consists primarily of the habit of systematic daily reading. Nowadays, to encourage reading high-quality fiction among students, it is necessary to make much more effort than before. It is impossible to raise a full-fledged personality without a book as reading develops cognitive processes, personal general culture, forms knowledge, teaches thinking, helps a person understand his purpose, enriches the spiritual world. Reading practices form the qualities of a developed and socially valuable person in the education seekers. Reading, literacy, general cultural training, the ability to work with texts of various types are necessary conditions for successful education, and reading is the highest form of self-knowledge. According to such criteria, reading literacy is evaluated in the world at present (for example, PISA). In our opinion, solving these problems in Ukraine can be achieved under the following conditions: use of world experience in reading development and support; students' knowledge, in addition to the curriculum, of the works of modern children's writers, classic Ukrainian and foreign literature, works of national writers; updating the content and structure of extracurricular reading lessons through the study of modern children's bestsellers; implementation of a popular children's book in extracurricular work with schoolchildren; creation of a “reading environment” in the family-school-library system; in-depth knowledge of the work of popular children's writers by the teacher himself; etc. In the leading countries of the world, attraction to reading has become recognized as a nationwide social problem, the effective solution of which is possible only as a result of careful development of targeted policy priorities in the field of development of reading activities and raising the status of books in the social environment. Such a state strategy must be implemented in Ukraine as soon as possible.

References

- Alexander, A.P. (2005). The path to competence: A lifespan developmental perspective on reading. *Journal of Literacy Research*, 37(4), 413–436. doi: 10.1207/s15548430jlr3704_1
- Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23(3), 285–303. Retrieved from: <http://www.jstor.org/stable/748043>
- Bondarenko, N. (2020). Chytatska hramotnist ukrainskoho uchnivstva: aktsenty PISA–2018. *Ukrainskyi pedahohichnyi zhurnal*, 2, 100–103. DOI: doi.org/10.32405/2411-1317-2020-2-95-103
- Bilavych, G., & Rozman, I. (2016). Modern fiction as a factor of students' reading culture development. *Advanced education*, 6, 101–105.
- CartridgePeople. (2023). *World Book Day Statistics: How The UK Enjoys Books*. Retrieved from: <https://www.cartridgepeople.com/info/blog/world-book-day-statistics>
- Chapman, J. W., & Tunmer, W. E. (1995). Development of young children's reading self-concepts: An examination of emerging subcomponents Literatragaben and their relationship with reading achievement. *Journal of Educational Psychology*, 87(1), 154–167. DOI: 10.1037/0022-0663.87.1.154
- Conradi, K., Jang, B. G., & McKenna, M. C. (2014). Motivation terminology in reading research: A conceptual review. *Educational Psychology Review*, 26(1), 127–164. DOI: 10.1007/s10648-013-9245-z
- Fasolya, A. (2016). *Literaturna osvita: kompetentsii, kompetentnosti, znannia, uminnia i navychky*.
- Fentsyk, O., & Larynova, O. (2017). Chytatska kompetentnist zdobuvachiv pochatkovoiv osvity: sutnist poniattia. *Science, research, development. Pedagogy*, 3, 101–104.
- IPA. (2019). *Reading Matters: Surveys and Campaigns – how to keep and recover readers*. Retrieved from: <https://internationalpublishers.org/reading-matters-surveys-and-campaigns-how-to-keep-and-recover-readers/>
- KMIS. (2020). *Zvit Kyivskoho mizhnarodnoho instytutu sotsiologhii shchodo chytannia v Ukraini*. Retrieved from: <https://www.kiis.com.ua/>
- Lustro biblioteki. (2021). *Ponad 80 mln zł na rozwój czytelnictwa*. Retrieved from: <https://lustrbiblioteki.pl/2021/10/ponad-80-mln-zl-na-rozwoj-czytelnictwa/?fbclid=IwAR2x->
- McGeown, S. P., Osborne, C., Warhurst, A., Norgate, R., & Duncan, L. G. (2016). Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors. *Journal of Research in Reading*, 39(1), 109–125. doi: 10.1111/1467-9817.12060
- Ministry of Culture and Information politics of Ukraine [MCIP]. (2021). *Stratehiia rozvytku chytannia na 2021–2025 roky “Chytannia yak zhyttieva stratehiia”*. Retrieved from: <https://mkip.gov.ua/files/pdf>
- Ministry of Education and Science of Ukraine. (2017). *New Ukrainian School*. Retrieved from: <https://mon.gov.ua/eng/tag/nova-ukrainska-shkola>
- Pfost, M., Dorfler, T., & Artelt, C. (2013). Students' extracurricular reading behavior and the development of vocabulary and reading comprehension. *Learning and Individual Differences*, 26, 89–102. doi: 10.1016/j.lindif.2013.04.008
- PISA (2018). Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris 2018. Retrieved from: <https://doi.org/10.1787/5f07c754-en>.

- Skoblikova, O. V. (2014). *Formuvannia literaturnoi kompetentnosti uchniv pochatkovykh klasiv*. Kharkiv: Ed. "Osnova" group.
- State sites of Ukraine. (2018). *State Standard of Primary Education*. Retrieved from: <https://www.kmu.gov.ua/en>
- Statista. (2019). Proportion of boys and girls who read daily in the United Kingdom (UK) from 2005 to 2019. Retrieved from: <https://www.statista.com/statistics/299114/daily-reading-by-young-people-in-the-uk-by-gender/>
- UIK. (2021). *UIK opryliudnyv rezultaty doslidzhennia "Chytannia v konteksti mediaspozhyvannia ta zhyttiekonstruiuvannia"*. Retrieved from: <https://drive.google.com/drive/folders/1KCC8ZkOAXTWInqRTRchHzpVzUhKtxSf5>
- Yatsenko, T. (2008). Formuvaty kompetentnisnogo chytacha. *Ukrainska mova i literatura v shkoli*, 6, 75–78.