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DEVELOPING CULTURE OF READING IN ENGLISH IN GENERATION Z STUDENTS

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The article analyzes the problems faced by students of generation Z in the forming of foreign language reading competence. Theoretical approaches to the problem of forming a culture of reading in a foreign language are summarized. As a way to involve students of generation Z in reading activities, a student-centered individual reading program in English is offered, aimed at forming a reading culture for 1st–2nd year students of the university. The three-stage educational model of critical thinking development technology (challenge – comprehension – reflection) is used to organize students' activities related to individual reading during the semester. The methodology of competence-based educational practices aimed at the forming of students' autonomy through active and interactive methods is used to enhance the learning potential of the program. The results of the study confirm the effectiveness of the proposed methodology, which promotes the intellectual and emotional immersion of students in an independently selected authentic work of art and the forming of motivation to read in the process of active communication about what they have read.

Keywords: English as a foreign language, generation Z, individual reading, reading culture, student-centered learning, educational autonomy, educational model challenge-reflection-reflection, individual reading development program

РАЗВИТИЕ КУЛЬТУРЫ ЧТЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ У СТУДЕНТОВ ПОКОЛЕНИЯ Z

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В статье анализируются проблемы, с которыми сталкиваются студенты поколения Z при формировании иноязычной читательской компетенции. Обобщаются теоретические подходы к проблеме формирования культуры чтения на иностранном языке. В качестве способа вовлечения обучаемых поколения Z в читательскую деятельность предлагается студентоцентрированная программа индивидуального чтения на английском языке, направленная на формирование культуры чтения студентов 1–2-х курсов университета. Трехстадийная образовательная модель технологии развития критического мышления (вызов – осмысление – рефлексия) используется для организации деятельности студентов, связанной с индивидуальным чтением в течение семестра. Методология компетентностно-ориентированных образовательных практик, направленных на формирование автономии обучаемых с помощью активных и интерактивных методов, применяется для усиления обучающего потенциала программы. Результаты исследования подтверждают эффективность применения предлагаемой методики, способствующей интеллектуальному и эмоциональному погружению студентов в самостоятельно выбранное аутентичное художественное произведение и формированию мотивации к чтению в процессе активного общения по поводу прочитанного.

Keywords: английский язык как иностранный, поколение Z, индивидуальное чтение, культура чтения, студентоцентрированное обучение, учебная автономия, образовательная модель вызов – осмысление – рефлексия, программа развития индивидуального чтения

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Introduction

Technology has profoundly altered the world and alongside with a significant positive impact brought considerable challenges into 21-st century EFL classroom. Today's Generation Z students often referred to as digital natives easily keep pace with rapid advances in digital technologies. However, when it comes to such a fundamental educational skill as reading competence, the situation is different.

Gen Z students are perceived to lack strong reading culture even in their native language. They favor visual and interactive content like graphic novels, manga and comics or short blogs and essays. If representation and diversity that they give priority to when choosing books (or other forms of entertainment) are not provided by traditional sources they switch to user-generated content online. As a result, they lack reading endurance indispensable for an active reader to power through a long academic text or a book for independent reading. Undoubtedly, such deficiency does not encourage long reading, deep reading and independent reading for pleasure. University professors' empirical observations support the idea, that we witness a generational change in how students engage with literature [1; 2]. Researchers' findings also persistently indicate a decline in deep reading practices and critical thinking skills development of Gen Z students unwilling to step out of their comfort zone [3]. Independent reading is viewed by some reluctant EFL learners as a formal and tiresome long-term home assignment, rather than a pleasurable activity. In addition, with AI development the temptation of using it as an independent reading report generating tool instead of putting an effort in developing your reading culture that enables you to formulate and share your own thoughts and feelings inspired by reading authentic fiction literature becomes more evident.

Current challenges students predominantly face in reading authentic English texts include: short attention span and lack of concentration; lack of higher level of thinking critical reading skills, like inability to understand the gist of an argument, to contrast and compare the points, to synthesize and evaluate what they were reading. Sometimes, students do not possess enough vocabulary to understand an authentic text and speak about it. An additional challenge is a low level of Gen Z students' real-life face-to-face communication skills, sometimes burdened by a passive learning experience at remoted classes during Covid-19 pandemic.

Review of relevant literature and case studies revealed a number of approaches to meeting these challenges and enhancing the English reading proficiency of Gen Z, both at school and university. Many researchers advocate using the learner-centered approach in order to foster motivation and engagement among Gen Z learners. Their findings indicate the benefit of implementing different interactive educational tools, aligning with the cognitive and motivational characteristics of digital natives: project-based learning [4, p. 549], game-based learning [5], the development of tailored educational reading content that will meet the diverse needs of modern students [6, p. 444]. N. Bilonozhko and A. Syzenko, who made a thorough review of the existing classifications of learning and reading comprehension strategies, single out the strategies applicable to reading authentic texts as a way to encourage students to read [7]. As I. Pramerta claims, "Gen Z students in EFL contexts strongly prefer interactive and participatory reading activities". His findings reveal that "discussion" is the most popular method that highlights their preference for collaborative learning and interaction [6, p. 450]. However, it is of paramount importance to understand that, Gen Z students treat interaction and participation in their own way. They do not have the teamwork-oriented and collaborative nature of Millennials and, primarily, intrapersonal approach to learning is typical for them. C. Seemiller and M. Grace's research indicates that Gen Z students prefer individual learning "because they can focus, set their own pace, and make meaning of their learning before having to share that meaning with others" [2, p. 23]. These scholars further emphasize, that "Generation Z students view peers and instructors as valuable resources and like to have the option to work with others on their own terms, often after they have had a chance to think through a concept, problem, or project on their own" [Ibid.]. Nevertheless, it does not mean abandoning collaborative group work with these students. They do favor joint projects, interactive games and creative activities, as their brain section responsible for visual ability is far more advanced. For the same reason they learn more effectively solving problems by trial and error.

The abovementioned findings highlight the challenges Gen Z students face and offer some ways to foster their engagement in developing foreign language reading competence, fundamental for academic success, life-long learning and career advancement. However, there remains a significant gap in the literature, that addresses the development of customized independent reading programs for University level EFL students.

This article considers the recent research and presents the findings that specify the domains relevant to developing culture of reading in a foreign language at university level through design and implementation of a customized independent reading program, in particular: independent reading in educational context; motivation for reading and the motivating role of a teacher.

Building up on theoretical review, the author intends to present an innovative competence-oriented independent choice-led reading program specially designed to promote the culture of reading in English in Gen Z learners.

Methods and Materials

The literature search and review were carried out with the help of the following methodological steps: scoping, selecting, searching, analyzing, synthesizing and reporting.

The methods applied in further empirical research include:

- a) observation and in-depth investigation of the empirical data collected during the implementation of interactive class and out-class activities based on students' individual reading;
- b) analysis of their impact on students' reading autonomy;
- c) design of Reading Program (RP) aimed at promoting students' reading culture in EFL through engaging them intellectually and emotionally in interactive activities in a reading-friendly educational environment.

The RP operationalizes a three-stage educational framework (introduced by K. Meredith and J. Steele [8] to promote critical thinking through reading and writing) as an inclusive model for organizing activities around students' independent reading during the semester. Each stage of ERR (evocation-realization of meaning- reflection) model corresponds to a stage of the learning process organized with the help of pedagogical and methodological means. Certain processes prevail at each stage of ERR scheme and these processes give a chance to "build up" learning in full correlation with the organizational structure of the learning process. At the evocation (anticipation) stage – realization of need, provision of motive, establishing self-directed purposes (which includes choosing a way to realize the motive, planning activity and ways of action) prevail. At the stage of Realization of meaning (building knowledge) – organized active cognitive engagement and support to the learner's monitoring of understanding new information by using methods adequate to this very content (achieving specific objectives through performing actions and procedures that activate acquisition of content) predominate. At the Reflection (consolidation) stage – getting the outcome that realizes the motive and to this or that extent satisfies the need prevails [9].

The subjects of the study are freshmen and sophomores majoring in Linguistics: with specialization in "English and Education" and "English for Cross-cultural Communication". The total number of the experimental students is 90 students observed during their first two years at the university during the period of 2019–2024.

Theoretical Background of Reading Program Model

In most general sense "independent reading" implies the student's choice-led reading that is done either for information or for pleasure. It should be noted, that in one's native language context the term "reading for pleasure" has been gaining popularity with the development of "reading for pleasure pedagogy" concept that acknowledges the importance of social dimension of reading. Additionally, "reading for pleasure" is frequently referred to as leisure reading [10], spontaneous pleasure reading or lucid reading [11], or voluntary reading [12].

Independent reading in EFL, in which the choice of reading materials, time and place to read is made by the student, is done on the student's volition for the purposes of education, professional development or for enjoyment. When reading fiction, the reader is more likely to experience the intrinsic enjoyment of a "flow state". Research in this area emphasizes the importance of reading for pleasure for both educational as well as personal development [13–15] and emotional well-being. According to V. Smith [16], reading for pleasure is oriented towards finding personal meaning and purpose and related to the human need to make sense of the world, the desire to understand, to make things work, to make connections, to engage emotionally and feel

deeply. Independent reading by young adults learning EFL at the university level is in some ways similar to extensive reading. The latter also belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading. As J.R. Bamford and R. Day note, “in contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information”¹.

Like independent, choice-led reading, extensive reading is aimed at general understanding of the text with the main goal of finding pleasure in it and building the reader’s confidence and skills. Both kinds of reading give the reader an opportunity of personal experience. They are individualized and self-determined as a student has a choice of choosing materials for reading and reads them independently. A student is free to stop reading in case they find the book dull or too challenging. Research findings suggest that self-selection of extensive reading materials is, indeed, a way to promote learner’s autonomy. These similarities are particularly evident if an extensive reading course is administered as “a non-credit addition to an existing reading course” or as “an extracurricular activity” (in terminology of J.R. Bamford and R. Day). In the first case, it is an optional reading activity done for pleasure and to the students’ interests, in addition to a formal reading course, and often no follow-up tasks are required. In the second case, it is an optional open-access extracurricular reading club. Two other ways of incorporating extensive reading into a foreign language curriculum are a separate, stand-alone course and part of an existing reading course. They have a more calculated specified format and timeframe as well as a certain kind of assessment and less resemble reading for pleasure. Students’ autonomy in this learning procedure is also more limited. However, student-centered approach to independent/extensive reading and a subtle choice of supporting communication activities helps to turn a student’s reading experience into an intellectually and emotionally satisfying educational adventure.

Throughout this article, the term “pleasure reading” stands for “independent/extensive reading” and is defined as “independent, voluntary reading of self-selected authentic literature in English, which is done outside the classroom as a student’s long-term individual reading project”. It is monitored during group reading conferences and one-to-one interviews, and guided by individual/group scaffolding of the teacher or a junior peer with a final presentation of the assignments on the chosen book as a credit procedure before the integrated exam in EFL. As it was noted by J. Sanacore [17], becoming a lifetime reader is predicated on developing a love of reading. Independent reading at universities should be a learning procedure aimed at fostering students’ lifelong reading habits that stimulate their personal, academic and social growth. It is used to promote students’ intrinsic motivation for reading, make the process and result of reading more meaningful and pleasurable, develop young adults’ reading autonomy, enrich their cultural background and shape their identity. Thus, students grow through and by reading.

Though less studies focus on volitional reading in a second language than in their native language, there is research evidence, that reading in English of an EFL learner increases motivation and results in better language comprehension and production; enhances vocabulary acquisition, confidence in grammar and spelling, precision in writing and verbal fluency, as well as extends over all reading performance [18; 19].

Motivation for reading is another crucial issue in promoting lifelong EFL reading habits of young adults and developing their culture of reading. It should be emphasized, that motivation is multi-faceted and determined by a variety of factors and attitudes. As it was confirmed in one of our previous papers, the motivational theory of self-determination² can serve as the basis for the development of more efficient in-service training programs at a university. It is also applicable to other autonomy-supporting university programs that use a competence-based approach to learning, like, for example RP, which can develop a positive attitude to language learning, increase motivation of young adults to independently read in a foreign language and develop their reading culture.

Self-determination theory assumes that propensity to learn and develop is innate and expresses itself through proactive and future oriented behaviors. Such behaviors are promoted by three types of motivation: intrinsic, integrated and identified. Extensive research has proved that behaviors resulting from these three forms

¹ Bamford J., Day J.R. *Extensive Reading Activities for Teaching Language*. – Cambridge: Cambridge University Press, 2004. – 220 p.

² Deci E.L., Ryan R.M. Self-determination theory // *Handbook of theories of social psychology* / P.A.M. Van Lange, A.W. Kruglanski, E.T. Higgins (Eds.). – Thousand Oaks, CA: Sage, 2012. – P. 416–437.

of motivation vary in the level of self-determination. Intrinsic motivation has the most positive impact on cognitive, behavioral, and emotional aspects of learning, while identified motivation – the least positive impact. Evidence suggests that this effect decreases with the degree of extrinsic determination when external controls introduced into the learning environment affect the psychological processes connected with high-quality learning [20; 21]. Research evidence illustrates that intrinsic but not extrinsic motivation predicts reading for pleasure [22]. Reading motivation is defined as “the individual’s personal goals, values and beliefs with regard to the topics, processes, and outcomes of reading”. In the context of motivation for reading, intrinsic motivation “has to come from readers undisturbed by an externally imposed task who are reading for their own enjoyment and satisfaction”³. K.E. Cox, and L.T. Guthrie demonstrated that readers who are intrinsically motivated are more likely to be reading for their own pleasure and satisfaction; the research indicates that these readers may be reading more widely and more frequently and enjoying their reading more [23]. This correlates with the findings of research by A. Wigfield et al. focused on children’s motivation. The authors discuss the nature of reading motivation, focusing on two major constructs that determine reading motivation: reading self-efficacy, and intrinsic motivation for reading. Their findings demonstrate that the often-observed decline in children’s motivation can be reversed with instructional practices designed to foster children’s motivation [24]. In an earlier research assessing whether or not reading motivation is domain specific, A. Wigfield came to the conclusion that “for some of the important motivation constructs, particularly, competence and efficacy beliefs, there is strong evidence for domain specificity. For other constructs, particularly, achievement goal orientations, most of the measures are general” [25, p. 62].

A powerful motivational factor in the learning environment is teachers’ motivational influence. According to Dornyei, it is based on: a) personal characteristics (motivation, warmth, commitment, empathy and competence); b) immediacy (perceived closeness and accessibility); c) active motivational socializing behavior permitting to exert a direct influence through appropriate modeling, task presentations, a system of feedback and rewards; d) classroom management (setting and maintaining group norms and maintaining autonomy supporting authority). Dornyei developed a comprehensive model of a motivational teaching practice that has four dimensions: creating the basic motivating conditions, generating initial student motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation [26].

The autonomy-supporting RP piloted at the Chair for the English Language and Professional Communication of the Linguistics University of Nizhny Novgorod (LUNN), took into consideration the data reviewed above.

Results and Discussion

A RP structure was developed in order to foster students’ culture of reading in EFL, increase their learner autonomy and stimulate their development into self-motivated lifelong readers. The program helped to create a reading-friendly educational environment rich in round-fiction activities. Fitting EER framework instructional techniques and strategies were systematically organized in a specially designed RP model. The methodology of autonomy-supportive educational practices and educational tools were chosen to maximize the teaching potential in the context of an activity-based instructional theory of practice. The students were actively engaged in setting goals for independent reading, interactive participation in decision-making and collaboration.

Student-centered activities also involved faculty members of the Chair for the English Language and Professional Communication of Higher School of Linguistics, Pedagogy and Psychology of LUNN, librarians from the English-language library (the Chair and the open-space library form an educational cluster that serves as a platform for interaction of the university community in the English language) and junior students. The faculty, as the leading facilitators of the program carried out individual and group activities including goal-setting, monitoring the participants’ pleasure reading during the semester, reflection practices, anonymous feedback and portfolio reviews. The librarians launched reading-oriented project activities. Scaffolding was flexibly adjusted to the emerging needs of students and provided by teachers, librarians and junior students or peers.

³ Guthrie J.T., Wigfield A. Engagement and motivation in reading // Handbook of Reading Research / M.L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr (Eds.). – 3rd ed. – New York: Longman, 2000. – Vol. 3. – P. 405.

It might take place at group sharing sessions, as an individual support outside classroom hours, in the library, through LMS that assists our students' independent learning.

The project activities started outside the classroom when each student chose a fiction book to read during the coming semester. At the first book club session, each student presented the chosen book and made a promotion presentation to introduce the book to the group and find the group-mates who would prefer to join this student in reading the book. After the students split into book teams, they choose their team captain, developed the group name and motto, introduced their team to the group, and shared with the group, what stood behind their decision to read the book they have finally chosen.

During the semester, the book team members read the book and did individual assignments, as well as met informally in the library and online to discuss what evoke their reaction. Monthly book club sessions or readers' conferences were arranged in class where the book teams participated in different communication activities talking about their book in a small group and then with the whole audience exchanging information, sharing ideas and emotions. The final book club session was arranged at the end of the semester after the chosen books have been read till the end.

Additionally, at the end of each semester individual interviews were scheduled where the students discussed follow-up assignments and portfolios with the teacher conducting the program in their group. Dual-entry diaries and portfolios were handed in/uploaded to LMS two weeks prior to the appointed interview. The books were to be brought to the interview/sent to the teacher by e-mail beforehand/uploaded to cloud storage. A student was able to choose to present an oral video-summary of the plot of the book and their inferences before the interview or do it face-to-face with the teacher during the interview.

The participants of the program autonomously made the following choices: the book for the semester (with a given minimum amount of pages to read), paper or web-portfolio to reflect on it, hand-written or e-way to present the written part of follow-up assignments, a personal or a video summary of the of the book to make. The distribution into book teams was also arranged by the students without any pressure from the teacher.

The taxonomy of chosen activities included reading conferences, book club sessions, writing a dual-entry diary, vocabulary-sharing sessions, quote reflection and answering discussion question entries in individual blogs, book promotion presentations, reflective practices, open-ended question discussions, short-story projects, reading recommendations for peers, book trailers, final eye-to-eye interviews, anonymous feedback, portfolio reviews, etc.

Since the RP was launched as a long-term project in 2012, it has undergone regular changes that incorporate new events, digital tools, follow-up procedures.

Though the participants of the program are given the lower limit of the amount of pages to read per semester, we observe that a growing number of students regularly read more than recommended. More students choose the book their groupmates spoke about at book club sessions as the book to read during the next semester. Students actively respond to quote reflection in individual blogs, enthusiastically participate in open-ended question discussions, reading-oriented project activities and other round-fiction activities. Discussion questions evoked by reading deal with the students' life, their personal values and the world around them. Thus, young adults get involved in heated debate not only between the members of the team that read the same book, but with the other students that read a different one.

Qualitative empirical evidence has been acquired through portfolio reflection, questionnaire surveys, class observations and interviews. The responses of students demonstrate evident improvement in their attitude to reading fiction for interest, enjoyment and learning. The students shared that communication over pleasure reading provoked their interest for additional voluntary reading on a peer's or teacher's recommendation. As we may currently conclude after analyzing the collected data, the students are particularly inspired by group reading-oriented projects and round-fiction activities.

During COVID-19 pandemic, classes were held via a cloud-based video communications app Zoom. Figure 1 illustrates the way a Sophomore Book Team presented their book during the final Book Club Session in a Zoom "classroom".

The students were distributed into four Zoom rooms according to the books they had read in small groups during the semester and were given time to develop group reflection on the book. To present the results of their joint activities, the students that had named their group "Fourk" added to the poster their own photos

where they are demonstrating the sign of four. The way they incorporated their own images into the book cover is also meaningful.

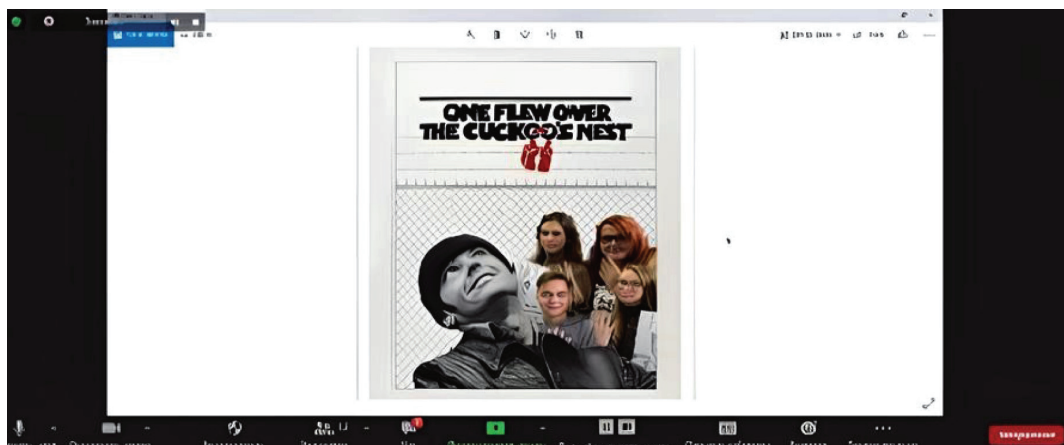


Figure 1 – Final Book Club Session in Zoom Students' Book Team Project
(printed with permission)⁴

As our qualitative data show, due to active engagement and collaboration Gen Z students find reading for pleasure worthwhile and readily reflect on their reading experience as the book is included into the process of communication over its plot, ideas, message, and emotional response.

Judging by anonymous feedback, the students, especially freshmen, are impressed by the community spirit and lifelong reading and learning role models they observed through a closer out-class contacts with the faculty and library team, which resulted in summer reading projects launched on agreement with students at the end of the first RP year.

Increased motivation and strengthened confidence in free reading have also been observed. Though quantitative research is still in progress and goes beyond the scope of this paper, preliminary findings show the tendency to the growth of motivation of the students participating in RP with predominance of intrinsic motivation. Both at the end of Freshmen and Sophomore years the respondents demonstrated that cognitive motives played an essential role in motivating them to read with a tendency to growth from 19.7 % in Freshmen to 22.8 % in the Sophomore group. It may be explained by critical thinking-oriented EER framework of the Reading Program in which all the activities are focused on developing such cognitive skills dimensions as: interpretation, analysis, explanation, inference and evaluation.

Professional motives, closely related to broad cognitive motives, occupied the second place, 21.6 % and 22.7 % accordingly and revealed insufficient change in the Sophomore group. Professional approach to language learning and using the English language as a means of communication inside the curriculum in and outside the classroom from the very first day at the university permeates the whole EFL curriculum into which RP is integrated. It might be assumed that such an educational environment arrangement fosters the development of the students' professional motivation and further on sharpens their professionally important skills as well as personal development. The accessibility of all the materials and assignments of the course in LMS in addition to vast open resources in English helps students become driven about "living in English" as a way to gradually acquire the language up to a near-native level. Development of soft skills indispensable at modern workplace and the values shared with others is also linked to professional motivation.

The next two groups of motives were emotional and communication motives. There was a slight 1.1 % decrease in emotional motives, from 13.6 % to 12.5 %, however, practically no change in communication motives: 12.3 % in Freshmen and 12.5 % in Sophomores. It may be related to the traditional teaching format at Russian universities, when students attend classes within the same group throughout the whole period of studies. After school, Freshmen go through a certain period of adjustment to a new university educational environ-

⁴ Compiled by the author.

ment, whereas Sophomores are already used to interaction and collaboration in EFL classroom and out-class activities. Through free active communication about what they read, the students secure attachment to others, autonomy, identity and social needs are satisfied.

Achievement and pragmatic motives demonstrated a certain degree of decrease, from 15.8 % to 13.8 %, and from 7.2 % to 5.4 %, accordingly. Ambition motives increased insufficiently from 9.7 % to 10.2 %, whereas duty motives remained low and unchanged, 0.15 % in both Freshmen and Sophomores.

The experience of developing RP suggests that meaningful choices and true communication in reading for pleasure, connection of what you read with the real world and personal values, are powerful tools for instilling love for reading and developing students into self-motivated lifelong readers. Communicating your ideas and feelings inspired by reading for pleasure leads to the development of critical thinking, decision-making, public speaking skills, empathy, open-mindedness, teamwork, etc. Critical thinking skills progress was evident in a variety of questions referring to a higher-level of thinking and more mature argumentation the students were using during book club sessions, in blog writing and reflection. Through sharing their ideas and feelings, the students learned to be better speakers and listeners. Exposed to a variety of opinions, they became less judgmental and biased, more open-minded and empathic.

The role of the English-language library in the project should not be underestimated. Spiritually, the library is an integral part of the faculty and gives the students the feeling of belonging. Shared values, activities and events, in which the teachers, librarians and visiting alumni participate together with the students, a healthy learning environment the faculty tries to create and foster motivation to advance in both students and teachers.

Conclusion

The article has described some results of empirical research in independent reading in EFL at modern university. The experience of using the suggested RP model confirmed, that a student-centered independent reading program tailored to reach certain objectives with the help of active and interactive methods of teaching represents an effective educational practice and serves as a framework for developing Gen Z students' culture of reading through fostering the students' motivation to read and enhancing their linguistic, social, and critical thinking skills. It also demonstrated that nurturing young adults' voluntary independent reading is not an optional extra or standalone activity. Though many students experienced improvement in their skills as a direct result of their independent reading efforts, to meet its goals RP should be an integral part of a well-designed EFL curriculum. The curriculum provides fostering all skills in consistency. The curriculum as a whole should be based on student-centered approach, active teaching/learning strategies and mutual values. Thus, it promotes students' autonomy strategies that contribute to the enhancement of positive reading habits and attitudes, motivate and equip students for further independent reading in a foreign language. Reading culture as a shared value of the university community developed in a reading-friendly educational environment triggers a sense of reader relationships that socially motivates students to read. It ultimately results in more independent reading and is a ground for more exciting and enthusiastic self-stimulated discussions.

However, many questions require further analysis. For example, profound quantitative research in motivation for independent reading developed through PR is needed. Additionally, the language teaching community might benefit from knowing whether the RP will adequately serve the needs of university students for whom English is a second major and whose level of English is lower than of the research participants. With the growing number of foreign students at Russian universities, it might also be of interest to explore peculiarities of individual reading programs in other countries to find out what methods and activities are efficient in other cultural contexts. The above-mentioned issues might be the focus of further research.

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