

Activities and projects aimed to promote reading in Yelabuga (the Republic of Tatarstan) and Pilsen (the Czech Republic)

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Abstract

The democratic society of the 21st century requires a person to possess advanced communication standards. The article sets tendencies to develop reading culture among teenagers by means of events and projects aimed to support reading. The Yelabuga Institute of Kazan (Volga Region) Federal University hosts the following projects: “The Festival of School Teachers”, “Books for Hospitals”, “University Parnassus”, “Yelabuga Parnassus”, “Biblionight”, “Living Book”, the literature club “The Planet of the Writer”, “University for Children”, “Intel Summer”, the festival of schools of Russia, “I Am a Poet, They Say”, “Sunday Quests”, “One Book Museums” and others. The issue of reading is also relevant in Pilsen, the Czech Republic. The following projects aim to develop a literate reader: “Bibliotherapy”, “Mutual Reading”, “Train Reading”, “Books Fair”, “Reading before Hollywood” and others. A survey among teenagers aimed to determine readers’ preferences was conducted both in the Czech Republic and the Republic of Tatarstan. The survey involved 900 respondents. It can be argued that modern schoolchildren tend to read; however, the generation of the late 20th and early 21st centuries fails to read enough. Thus, currently, parents of 11-15-year-olds have little authority with them, while teachers lack time and motivation to follow current works of literature, due to the educational crisis. In such a way, schoolchildren acquire works of literature, which are not high-quality ones, through peers and the Internet. The article outlines some ways to solve the issue.

Key words: *dialogue, the change of the civilization paradigm, culture of reading, creative clubs, activities and projects to promote reading.*

Introduction

Currently, a teenager implements a variety of communicative patterns within dialogues: “teacher – teenager”, “teenager – an author of a work of literature”, “teenager – peer”, etc. (Lvova, 2013). This makes it more essential to develop and improve the communicative competence of teenagers, make them realize the value of reading and studying literature required for their further personal development, to form the need for systematic reading as a means to get to know the world and their place in it (Mamadaliyev, 2015; Grakhova et al., 2019; Magsumov, 2018; Vu, 2019).

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Unfortunately, it is quite common for a book to stay out of modern teenagers' life. This happens due to a shift in civilizational paradigms associated with the rapid development of information technology (Alajmi, 2019; Arribas et al., 2019; Popova et al., 2019; Voronkova et al., 2019; Polyakova et al., 2019; Makulov et al., 2017; Mueller et al., 2019; Ohlin, 2019; Tadeu et al., 2019). According to Romanicheva, schoolchildren lose interest in reading, in part due to the introduction of the current Russian Federal State Educational Standard. This official paper limits literature classes in middle and high school to pragmatic sense (Romanicheva, 2015). No value is given to reading arrangements and analysis of literary works performed by schoolchildren. The issues of developing reading culture have always been a subject researched by many scholars: teachers, psychologists, methodologists, and linguists (Bakhtin, Bibler, Lotman, Kagan, Gorshkova, Kryukova, Kurganova, Kuchinsky, Lavlinskii, Melentieva, Ryabuhina, and others). However, there are no studies covering the work of scientists from different republics on solving the problem of reading, highlighting international activities and projects that can increase interest in reading books.

Research Objective: to analyze the effectiveness of projects and activities carried out in the Republic of Tatarstan and the Czech Republic, thereby demonstrating the experience of the joint work of the Yelabuga Institute of KFU and the West Czech University to stimulate interest in reading among modern teenagers.

To achieve this goal, it seems necessary to solve the following *tasks*:

- to study the causes of falling interest in reading among modern teenagers;
- to identify modern teenagers' reading preferences;
- to consider the peculiarities and patterns of interest in reading among Yelabuga and Pilsen teenagers;
- to highlight reading support events and projects held in the Republic of Tatarstan and the Czech Republic.

Method

Research Design

The study is based on the methodological principles of interdisciplinarity and consistency, described in modern socio-humanitarian sciences. Contrastive and comparative methods make it possible to reveal the features and patterns of interest in reading among teenagers in Yelabuga and

Pilsen. The socio-cultural and typological approaches are used to state the typological common features in readers' preferences and problems of teenagers of the Czech Republic and the Republic of Tatarstan.

Participants

The questionnaire survey among teenagers (900 people) of the Czech Republic and the Republic of Tatarstan was aimed to identify their preferences in reading. In connection with the stated problem of adolescent reading, a survey was conducted among teenagers aged 11-15. Addressing this category of schoolchildren (adolescents) is not accidental. Adolescence is a very complicated and simultaneously important stage in the formation of personality. It is during the transitional age that teenagers actively seek for themselves and for the answers to a number of questions concerning their peers (friends, classmates) and adults (parents, teachers), personal development, the experience of first strong feelings (love, jealousy, and hatred). For this purpose, they can turn to literature. However, it is common for teenagers to refuse books (or even reading in general), when they do not understand the meaning of what they read, do not see in it the connection with the modern time and their personal life experience. As a result, adolescents who need to build up their intellectual and moral potential begin to lose touch with books as a source of knowledge and spiritual experience. Over the years, this connection can break completely (Vasilev et al., 2018; Rajović and Bulatović, 2017; Boutelier, 2019; Kireev et al., 2019; Laužikas and Miliūtė, 2019; Nechaev et al., 2018; Safiullin et al., 2019). The result is an adult who is not used to reading, with a narrow outlook and perverted moral guidelines. That is why it is so important, in the authors' opinion, to maintain and consolidate adolescents' interest in reading (Sibgaeva et al., 2018). At the first stage, the authors identified schoolchildren's preferences regarding reading using questionnaires, the reasons for their interest/lack of interest in reading, and then during the experiment identified the impact of various activities and projects on the reading activity of teenagers.

In the Republic of Tatarstan, 400 schoolchildren of the 7th, 8th, and 9th grades studying at schools No. 3, No. 8 and No. 9 of Yelabuga and rural schools of the Yelabuga district answered the questionnaire. In the Czech Republic, 500 schoolchildren from Pilsen were involved in the survey. The choice of respondents for the survey was related to the beginning of cooperation between the West Czech University and the Yelabuga Institute of the Kazan Federal University in 2018

(<https://tve24.ru/2536-elabugu-posetili-gosti-iz-chehii.html>). On September 19, 2019, a joint International Conference “Educational Potential of Family Reading in the Era of Digitalization and Globalization” is scheduled, the purpose of which is to discuss the results of research on topical reading issues, compile and transmit the world experience on preserving the traditions of family reading.

Data Collection

The following methods based in general on the principles of various branches of science are used:

- theoretical research methods: analysis of psychological, sociological, and pedagogical literature on the research topic; synthesis for the study of advanced psycho-pedagogical and social experience for obtaining a complete picture of the process under study; abstraction when studying events and projects aimed at supporting reading in Tatarstan and the Czech Republic, expanding and systematizing scientific facts, explaining and predicting phenomena, increasing the reliability of the empirical results, moving from abstract knowledge to specific;
- empirical methods: specially designed questionnaires, content analysis, analytical conversation, experiment.

Research stages: 1) the study of psychological, sociological, and pedagogical literature, trends in the theory and practice of the formation of reading culture; 2) experimental work (conducting a survey); 3) experimental verification of the developed theoretical positions; systematization and generalization of the results.

The classical technology was used to collect experimental data: the data obtained were formulated and recorded in a short form; the information was grouped; data within each group were arranged in a row by ascending characteristic; variation series were ranked; statistical processing of the received information was carried out; visual materials were drawn up.

Data Analysis

In order to obtain more reliable results, the authors of the study decided to combine the possibilities of quantitative (questioning) and qualitative methods. The qualitative approach in this case is the analysis and interpretation of the data obtained during the observation of students and schoolchildren who were involved in the implementation of a number of activities: creative

conferences and projects, literary contests and actions, works of the literary club “The Planet of the Writer”, etc.

Findings

A questionnaire survey was aimed to research the issue of reading among teenagers. It involved 500 teenagers (11-15-year-olds) in Pilsen. It revealed that 99% of them read books. The most favorite authors were the following: John Ronald Reuel Tolkien with his famous masterpiece *The Lord of the Rings*; Susanna Collins *The Hunger Games*; Joe Nessa, John Green – *Paper Cities*, *The Stars Are to Blame* and *Search in Alaska*; Stefan Chevsky *One in the Corner*, the books by the sisters Austin and Lewis Carol.

The first question of the questionnaire was focused on the frequency of reading. Forty percent of the eighth-grade students answered that they read yesterday, 32% of students – a week ago, and 21% read a month ago. Only 7% of the students read a year ago (Figure 1).

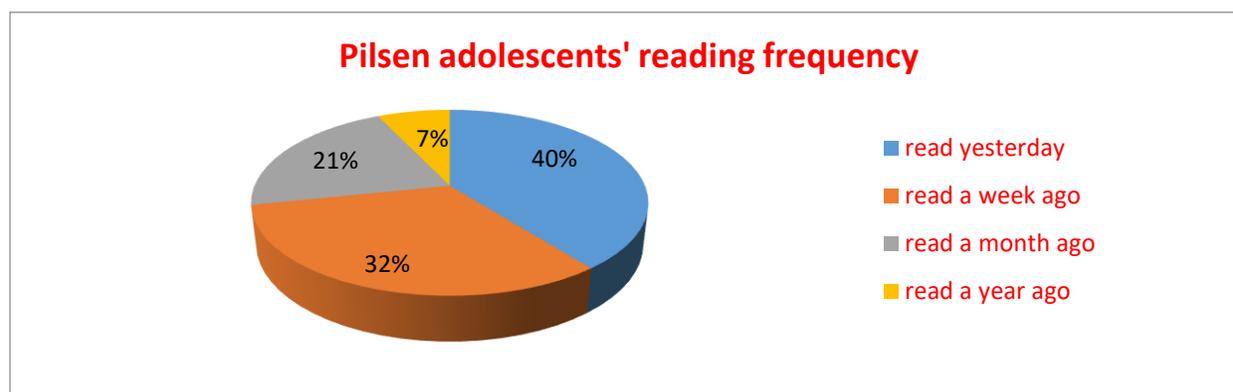


Figure 1. Pilsen adolescents' reading frequency

Fifty-eight percent of students chose to read fiction and adventure stories; 25% – detectives; 17% – romance (Figure 2).

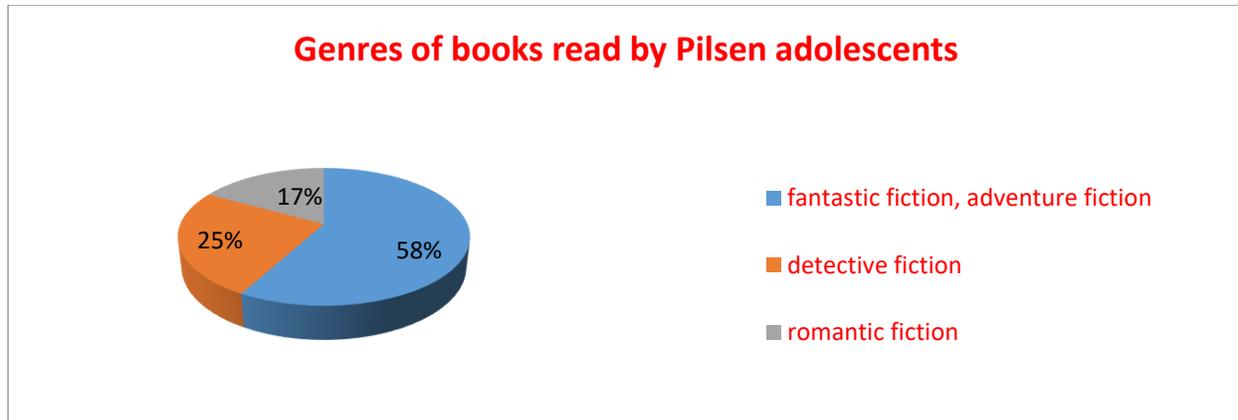


Figure 2. Genres of books read by Pilsen adolescents

When asked about the reasons for reading, 57% of respondents answered “because I like it”; 25% – “the teacher asks me to read”; 18% – “to get new information” (Figure 3).

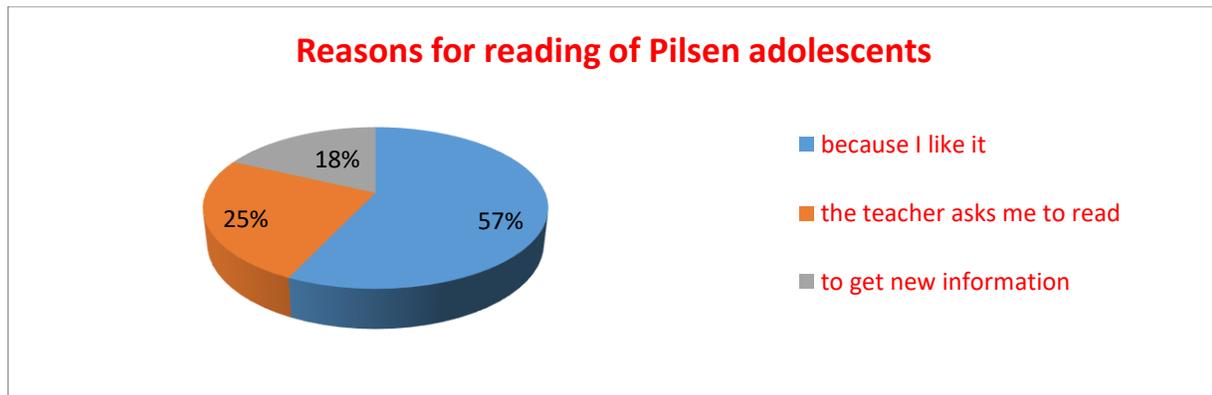


Figure 3. Reasons for reading of Pilsen adolescents

Learners support the abovementioned information by considering the following factors when selecting a book: 40% of respondents follow the Internet reviews; 39% focus on the bright book cover, and 18% follow their friends’ recommendations (Figure 4).

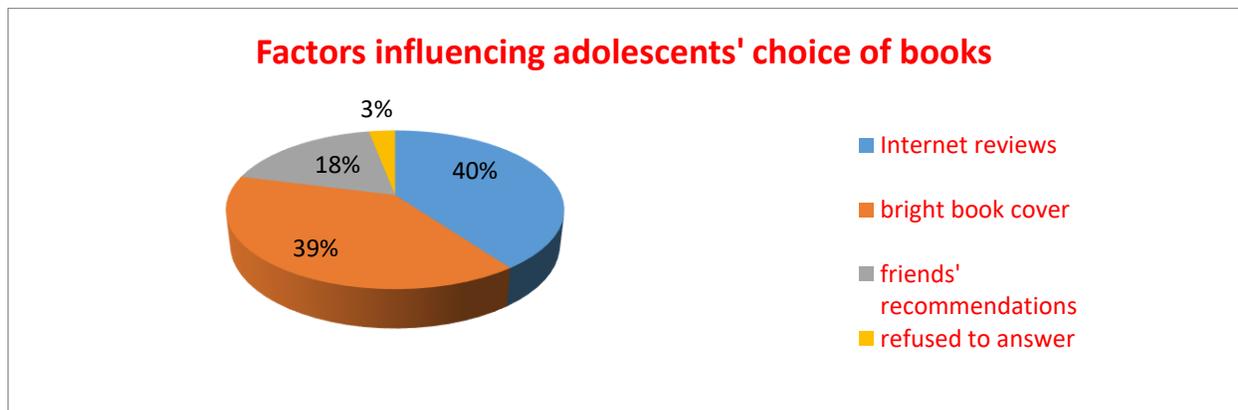


Figure 4. Factors influencing adolescents' choice of books

People to discuss a book with fall into the following groups: 50% discuss books with friends; 25% talk to parents; 21% did not answer the question; 4% talk to teachers (Figure 5).

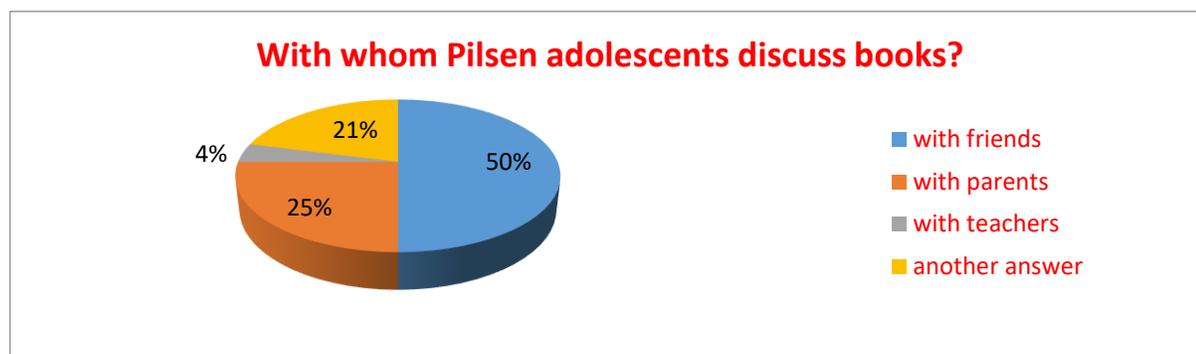


Figure 5. With whom Pilsen adolescents discuss books?

Up to 89% of teenagers sometimes go to the library; only 11% have never been to the city library. Moreover, the respondents answered the question “Does the school collaborate with the local library and participate in projects aimed to develop reading literacy?” According to the vast majority of the eighth- and ninth-grade schoolchildren, their school was not involved in the projects.

As for the development of reading literacy, in most cases, schoolchildren were not aware whether their school was involved or not. On the other hand, many respondents named such projects as “Reading Helps”, “Train Reading” and others.

A similar questionnaire survey was conducted in Yelabuga and involved 400 students of the 7th, 8th, and 9th grades; 80% of students belong to secondary schools of Yelabuga, 20% of students are from rural schools of the Yelabuga District. The questionnaire survey results are as follows: 98% of teenage schoolchildren read, 77% have a library (bookshelf) in their houses. 50% of respondents follow teachers’ recommendations when choosing a book, 21% rely on parents’ opinions, and 16% follow their peers (Figure 6).

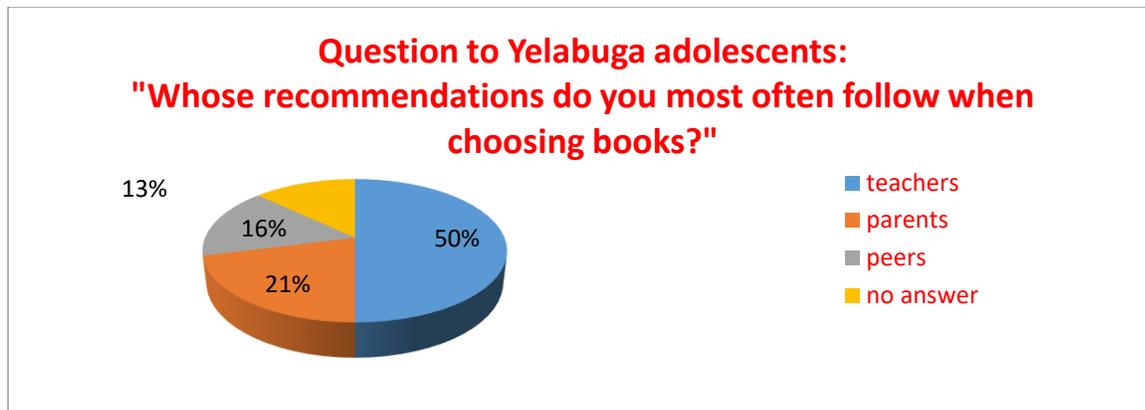


Figure 6. Question to Yelabuga adolescents: "Whose recommendations do you most often follow when choosing books?"

Reading is characterized as random; many teenagers lack the sufficient level to comprehend texts studied in the 5th – 8th grades; 71% of learners prefer to read classic works of literature (*Taras Bulba* by Gogol; *The Prisoner of the Caucasus*, *The Poor People* by Leo Tolstoy, *Dubrovsky* by Alexander Pushkin; *Mumu* by Turgenev); there is a significant increase in the Internet influence in reading culture among teenagers; 39% of respondents read for personal awareness, 37% read for pleasure, and 22% read for school homework (Figure 7).

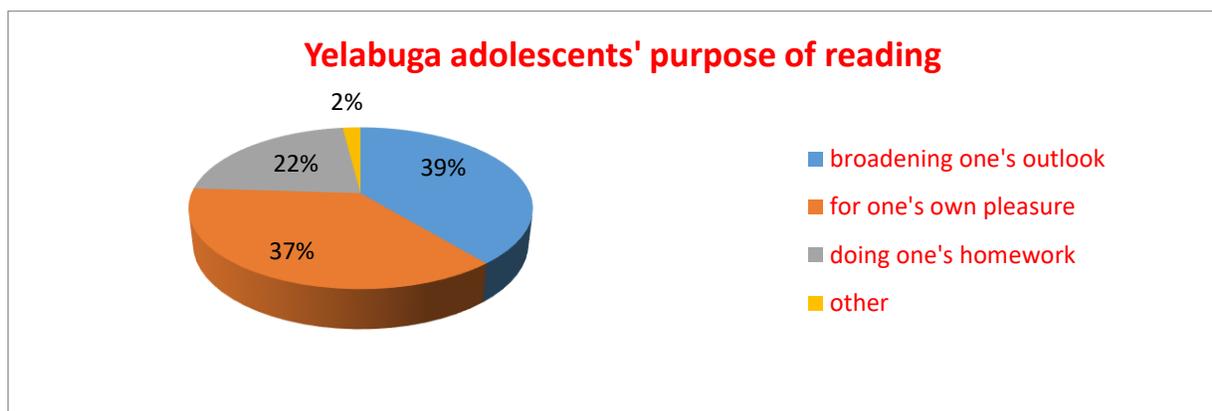


Figure 7. Yelabuga adolescents' purpose of reading

Thirty percent of respondents prefer fiction, 28% opt for adventure literature, and 22% like to read fantasy (Figure 8).

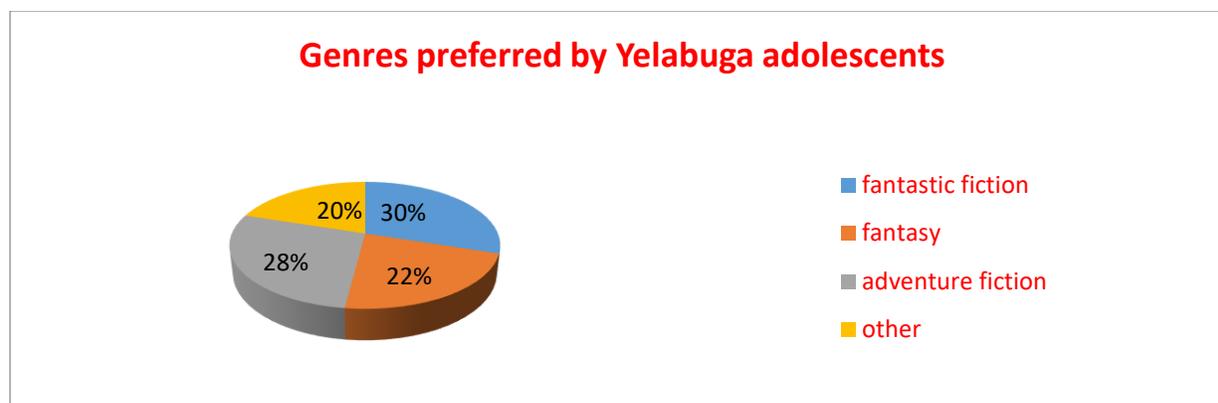


Figure 8. Genres preferred by Yelabuga adolescents

The next question was focused on the types of books that schoolchildren preferred to read. Seventy-eight percent of respondents prefer to read a paper book, 14% choose electronic books, and 8% of school children prefer neither (Figure 9).

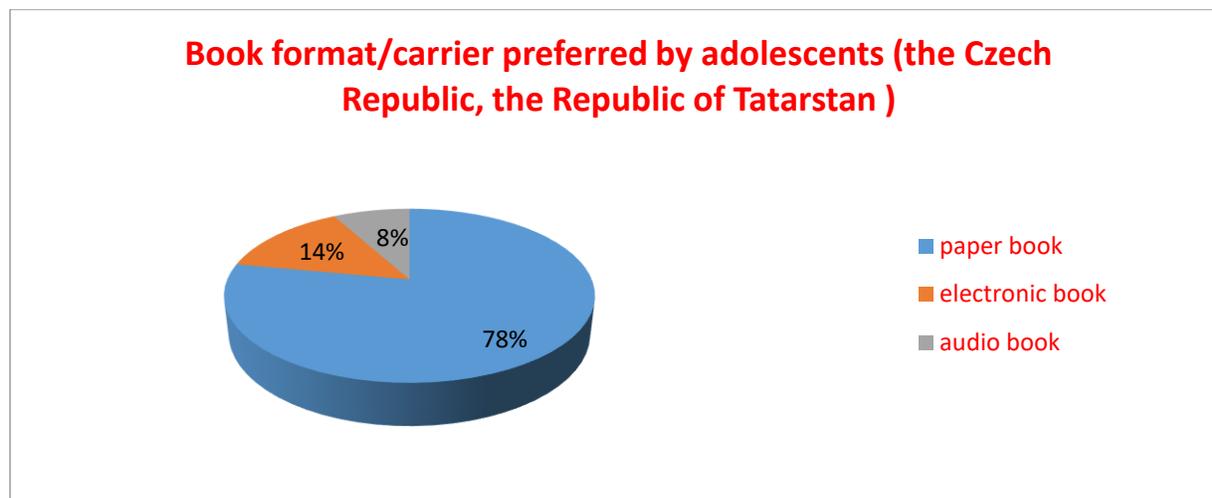


Figure 9. Book format/carrier preferred by adolescents (the Czech Republic, the Republic of Tatarstan)

Both schoolchildren from Yelabuga and Pilsen identically responded to the question *whether their school was involved in library projects*. The survey conducted in Yelabuga and Pilsen after classes dedicated to the year of Leo Tolstoy confirmed the efficiency of organized events. It was attended by 40 Yelabuga schoolchildren and students, as well as 12 Czech students. One hundred percent of respondents answered in the affirmative to the question “*Would you like to read (reread) books of Leo Tolstoy having attended the literature club ‘The Planet of the Writer’?*” The question “*What works by Leo Tolstoy had you read before you participating in the literature club?*” showed the

following statistics among schoolchildren: *Anna Karenina* – 20% of learners; *War and Peace* – 40%; *Childhood* – 25%; 15% of students did not answer this question. The efficiency of club activities is monitored through the answers to the following question: “*What works of literature would you like to read or reread having visited the literary club?*” The number of answers was unlimited. 100% of respondents stated *Diaries of the Writer*; 60% – the novel *Anna Karenina*; 86% – *ABC*; 12% reported that they were planning to read all the volumes of works by Leo Tolstoy in the nearest future; 21% – were interested in the final work *Resurrection*; 70% – *Childhood, Adolescence, Youth*; 50% – *War and Peace*; 64% – *Sevastopol Stories*; 81% of respondents would read *Kreutzer Sonata*; 54% – *Father Sergius*, 32% – *The Strider* as mature works were not specified when introducing the works of Tolstoy, but were discussed in the documentary films during the curatorial hours, which proves considerate watching. Luckily, no respondents refused to answer this question. The crucial advantages of the club, according to the respondents, are “literary contests” – (95%), “teamwork” – (74%), “everything was for the benefit” – 87%, “games” – 78%, “friendly environment” – 100%, “meeting interesting people” – 98%; “informative value” – 100%.

Discussion

“The national program to support and promote reading in the Russian Federation for 2007-2020” was introduced in 2007 to eliminate the reading crisis and its consequences in Russia. This is the first program aimed to change attitude to reading culture within social and governmental bodies. The program was the first step to consistently form and implement an effective national policy to support and develop reading. Grigorieva in the article “Children's Libraries of the Chuvash Republic in 2010” (Grigorieva, 2011) reflects on the fact that it is possible to develop the reading culture both in the classwork and extracurricular time by means of creative activities within a library, i.e. reading clubs.

Czech researchers also focus on the issue of reading. Manguel studies the issues of reading among children and assures that adults should gradually develop love for reading in their children by reading to them simple literature works and then progress towards more complex ones (Cherkasov et al., 2019). The teacher encourages primary school children to attend preschool classes and read aloud for preschool children; teenagers can read to primary school children and students – to high school children (Manguel, 2012).

Lidmila Vašová in her monograph “Bibliopedagogics...” assures that the method of bibliotherapy (which implies treatment by word, emotional “training” by means of literature works) seeks to positively influence the psychosomatic state of the patient and strengthen mental balance.

The researcher proposes to develop imagination, creativity, and critical thinking or communication skills through bibliotherapy (Vašová, 1989). In the early 21st century, libraries began to study bibliotherapy, working closely with psychologists and readers. Librarians arrange classes for children, parents, and teachers (Kavanová, 2009), recommend books to read, help to choose them and even write a book of one’s own. Manguel, a Czech researcher of reading, argues that it is impossible to solve the issue of reading alone, it is necessary to unite the efforts worldwide and solve these problems together, to implement global projects to promote reading (Manguel, 2012). The project “Train Reading” is supported by the Czech railway. Many passengers listen to books read by the author himself broadcasted by alert systems in trains (Langmeier and Krejčlová, 2006). Both in the Czech Republic and in Russia, there are websites for teenagers and groups in social networks, where students can communicate and look through the books their peers read. The sites are run by educators and psychologists (Homolová, 2007). Guests from Pilsen not only held similar events in the Czech Republic, but also confirmed the effectiveness of informal literary meetings bringing together representatives from different countries.

The Czech Republic pays particular attention to a book cover as it can either attract or discourage the reader (Bubeničková, 2011). The communities carry out social questionnaires among teenagers and encourage them to illustrate and create book covers. Readers contest in book illustrations and thus promote reading culture since cover ideas can be introduced after a teenager has read a book. Participants are prized for the best cover illustration.

The price is also relevant when choosing a book: as an upcoming reader would rather read a book online for free, teenage books manifest a dramatic decrease in prices (Dolezalová, 2005). At the same time, in Russia lack of demand for paper books causes increased prices.

So, the authors are convinced that the issue of reading is a global one; there is a correlation of responses from the schoolchildren of the Republic of Tatarstan and the Czech Republic. The questionnaire confirmed the students’ interest both in literature and the illustrative value of books, but there are still some problems to consider. Teachers and parents lose authority, despite the fact that *numerous events are held in Yelabuga and Pilsen to support reading, they involve only certain schools and libraries, there is a lack of data on projects and activities, which undoubtedly result*

in a decrease in readers' literacy, teenagers' preference for periodicals (marketing magazines, newspapers, etc.). In general, it is clear that readers of all generations prefer modern literature to classical, but they do not know which authors to give preference to, therefore, are guided by the Internet data (Chitsaz et al., 2019; Yemelyanov et al., 2018; Plaskova et al., 2017; Shaitura et al., 2018). For the same reason, many respondents read only literature according to the school curriculum. However, there are also commercial issues. The Czech Republic exhibits falling prices for children's and teenagers' works of literature. In Russia, however, this tendency is not revealed. The authors rarely communicate with young readers which, if implemented, could have encouraged even the most unmotivated learner (Shatunova et al., 2019). Both the Republic of Tatarstan and the Czech Republic lack collaboration among libraries, schools and higher educational institutions, republics. Therefore, today it is necessary to proceed from the fact that the problem of reading has gone beyond the educational, cultural-moral development of an individual. It is supposed that as a result of coordinated state structures, public associations, the increase in the intellectual potential, preservation and development of world culture, maintenance and growth of cultural riches will be provided. However, not only effective socially-oriented government policies and powerful financial injections are needed to support and cultivate reading, but also scientists' desire to learn from the experience of other countries.

Currently, the following activities aimed to develop reading culture are quite relevant: contests, training sessions, and festivals. These are considered as the most productive methods to reproduce reading culture, which imply the development of creativity among children and teenagers and reveal the creativity potential (Korableva et al., 2019; Bozhkova et al., 2019). There are many projects and events organized in Russia and worldwide, namely, "Children's Book Week", "World Day of Reading Aloud", "Biblionight" (Grigorieva, 2011), the reading championship "Open Your Mouth" (Homolová, 2007), "Worldwide Harry Potter Night", the international campaign "Read to Children about the War", the oratory contest "Living Classics", theatrical performances "Entertaining Classics", the project "Literary Seasons" (Homolová, 2007).

Internet portals form a cultural fund, the so-called multifunctional platform with a variety of interactive services, which includes extensive features and services, by referring users to other sites. The following sites are of particular interest: LIVELIB, Fiction Laboratory, LitLife, ABC of Literature, Reading Hut!, LIBRARY.RU, Reading Center of the Russian National Library, Biblioguide and others. Internet portals increase literacy in works of literature among teenagers

and offer a wide range of genre and thematic works, provide teenagers with e-books, offer creative contests for readers.

Yelabuga hosts numerous events aimed to develop reading culture among teenagers. The creative conference “Yelabuga Parnassus” is of particular interest (Bozhkova, 2017). Teenagers, who are constantly engaged in creative self-development, seek to publish their papers and to speak to their peers and guests of the event. Thus, a separate section “Creativity without Borders”, which involves creative projects in literature, physics, chemistry, and mathematics, was established. The conference promotes and develops interest in reading among young people. Teachers of Yelabuga organize Sunday literary quests for children and their parents. Teenagers and parents exchange their views, learn to negotiate, consider each other's points of view on certain phenomena, and learn to analyze works of literature.

The literary competition of creative works “I Am a Poet, They Say”, held since 2013 at the Yelabuga Institute of KFU at the Department of Russian Language and Literature, manifests the following preliminary results: its participants succeed in international and all-Russian literary competitions and projects (Shabalina, 2017). The competition is held in two stages: at the distant stage, teenagers upload their works of literature (created by them) into a social network. Afterwards, the jury studies the works and during the face-to-face stage, participants receive a competent assessment of their works and strive to improve their quality. During the second (face-to-face) stage, participants are also supposed to submit their works to the expert group (who evaluate both the quality of the works of literature and the ability to present themselves).

Public organizations based at the Yelabuga Institute of KFU host the following all-Russian and international campaigns: “Donate a Book to the Library”, “Biblionight”, “Book for the Journey”. Street libraries are organized and replenished due to the free exchange of books by residents of the city. There are the projects “Living Book”, “Time to Read”, “War and Peace. Read Together”, “Festival of School Teachers”. The experience shared among teachers assists in implementing effective pedagogical projects. The “School – University” integration implements projects and contests which promote reading culture among students and schoolchildren (Shabalina, 2017; Kamaeva, 2014).

The President of the Republic of Tatarstan Minnekhanov declared the year 2018 to be the year of Leo Tolstoy since the “Kazan period” was the most crucial in the life and work of the classic. The Yelabuga Institute of Kazan (Volga Region) Federal University organized a number of events

dedicated to the 190th anniversary of the great classic. This showed the dynamics of readers' literacy at schools and universities. The students of Yelabuga Institute are monitors who promote the projects among teenagers and students. The main task is to upload the contest information onto the Internet by creating and developing public groups in social networks. Students receive contest works, contact participants, inform them about the details of the contest, answer their questions, and send diplomas and certificates. These are social networks that primarily inform the participants from other regions and republics about the contests. Twice every month students of the Faculty of Philology and History organized workshops in the literary club "The Planet of the Writer" and arranged curatorial hours, i.e. watching documentaries and films about the life and work of Leo Tolstoy, organized contests ("One Book", book trailers, illustrations, writings on the works of the classic). The work was performed in several stages: to form a group in social networks; to advertise the event on the websites of the institute and schools of the city; to receive applications; to meet with participants face-to-face; to attend lectures, debates; to organize face-to-face and distant competitions; to watch movies; to present closing remarks, to reward the most active participants; to upload review articles onto the website of the institute.

Meanwhile, a certain underestimation of social aspects can be traced in the works of some of the aforementioned researchers: there is not a single study demonstrating the joint efforts of scientists from different republics, although, in the authors' opinion, this could be a rather effective method of solving the world problem related to a decline in interest in reading.

Conclusion

Thus, the authors have demonstrated the most interesting projects and activities aimed at reviving interest in reading, which are held both in the Republic of Tatarstan (Yelabuga) and the Czech Republic (Pilsen). Thus, it has been proved that the loss of interest in reading by teenagers is a global problem and requires joint efforts. It has been also confirmed that teenagers do not refuse to read, they simply cannot always find the book they need or understand the work without an intermediary. Based on this, scientists from the Yelabuga Institute of Kazan (Volga Region) Federal University invited guests from Pilsen to attend events to improve the reading culture of schoolchildren and students (<https://kpfu.ru/elabuga/laboratoriya-filosofii-tolstogo-334998.html>). Thirty students who attended the first lesson of the literary club ("Pedagogical Work of Leo Tolstoy") were interviewed about the life and work of Leo Tolstoy in order to determine the level

of their knowledge. Schoolchildren and students were asked to imagine and visualize the perfect educational institution. The schoolchildren were happy to imagine their dream school as a cozy one, supplying delicious breakfasts, provides conversations, interesting teachers, putting no pressure, and requesting no home assignments and neutral school uniform. Members of the club were surprised to learn that the school of their dreams existed, and was opened by Leo Tolstoy, who was both a writer and a wonderful, sensitive teacher. Peasant children studied grammar, history, drawing, the law of God, drawing, reading, writing and other subjects at this school. They studied under no pressure. After the lecture, participants could act as writers and create intertext of quotations from fairy tales and stories for children included in the *ABC* of Leo Tolstoy. The club participants got acquainted with each other while creating a “new work of literature”. They performed elaborate creative work: to join quotations from fairy tales, fables and stories of Leo Tolstoy into their individual works of literature and come up with a title.

Next, during the classes “The Diaries of Leo Tolstoy”, the participants studied the writer’s diary written for future generations. The club members analyzed the set of rules “To develop will, activity, memory and mental abilities” created by Leo Tolstoy for himself. Like Tolstoy, learners came up with 10 rules for each day. Every team introduced relevant and modern guidelines.

In the workshop (“Nutrition in the Life of Leo Tolstoy and the Characters of the Novel *Anna Karenina*”), speakers defined nutrition science for the students and explained balanced nutrition followed by the author of the ninety-volume collection of works. Sophia Andreevna treasured recipes of favorite dishes of Tolstoy. The recipes were included in the book *Lunch for Leo. Cookbook of Sophia Andreevna Tolstaya* (Tolstaya, 2016). By the end of an entertaining lecture, the participants had to calculate calories in the food of the two main characters of the novel *Anna Karenina* of Tolstoy (Levin and Oblonsky). To do this, the speakers gave the participants a list of dishes that the characters ate per day. This confirmed the autobiographic nature of the Konstantin Levin character and motivated participants to read the novel again.

The “Curatorial Hours” was a popular event among participants as they could discuss the documentaries about the personality of Leo Tolstoy.

The literary club “The Planet of the Writer” is recognized worldwide as guests and participants involved teachers and the Master of the West Czech University (Pilsen). The teachers organized similar events among the students of their university and discussed the projects aimed to promote reading culture and be carried out in the Czech Republic.

As a result of generalization and systematization of the study results, the authors have drawn the following conclusions:

1. It has been confirmed that the problem of reading is global. However, the problem is not that adolescents do not read, but that there is no propaganda of useful literature; therefore, schoolchildren do not know which book to choose. In both the Czech Republic and Tatarstan, fantastic fiction is becoming the preferred genre, and a paper book remains the favorite;
2. According to the set goal, effective activities and projects carried out in the Czech Republic and Tatarstan to promote reading that will be useful for the interested audience have been determined;
3. Problems in the field of reading and functional literacy can be solved more effectively by using the experience of activities and projects aimed at increasing the interest in books of scientists from different countries;
4. The authors have experimentally tested and proven the need to involve specialists from different countries (Tatarstan's experience of holding events in the Czech Republic showed students' interest in events of this kind and their desire to read Tolstoy's books);
5. It is obvious that the opportunities of reading in the process of determining the value guidelines of the educational process are underestimated. The results of the survey show that adolescents' choice of books is mostly influenced by parents and teachers. The teacher in the process of literary education should consistently develop different forms of children's and adolescents' creativity and know the specifics of modern literature.

In this regard, further research has a wide range of problems to deal with, such as the problem of “family reading” and parents’ role in shaping a thoughtful reader; enhancing the teacher’s role in the organization of educational activities and educational co-operation in achieving students’ personal and social development through reading.

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