

Study on the Influence of Family Reading Climate on Children's Reading Development

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ABSTRACT

This paper explores the various components of family reading climate and their effects on children's reading habits, interests and abilities. The study shows that a good family reading climate, including a rich family book collection, a reasonable reading schedule, parents' positive reading behaviour, a comfortable reading space, reading exchanges among family members and the importance of reading, has a significant effect on children's reading habits, reading interest and reading ability. The article analyses the influence of factors such as parents' literacy, family economic status and family life rhythm on the family reading climate, and proposes corresponding improvement strategies, such as parents' establishment of correct reading concepts, rational planning of family reading time and space, selection of reading materials suitable for children and diversified family reading activities. The article also puts forward prospects for further research, such as studying the differences in the reading climate of families with different backgrounds and paying attention to special groups, aiming to provide references for improving the family reading climate and promoting children's reading development.

KEYWORDS

Family reading climate; Children's reading development; Influencing factors; Creating strategies

1. INTRODUCTION

In today's society, reading plays a crucial role in the growth and development of individuals. Childhood is a key stage for developing reading habits and abilities, and the reading climate of the family, as the primary environment for children's growth, has a profound influence on children's reading development. With the continuous updating of educational concepts and the emphasis on early childhood education, it is of great significance to study in depth the influence of family reading climate on children's reading.

Studying the influence of family reading climate on children's reading can help parents better understand their own key role in children's reading development, so as to create a good reading environment, and promote children's reading habits, interest in reading and the development of reading ability. This not only helps children achieve better academic results, but also has a positive impact on their lifelong learning and comprehensive quality improvement.

At present, scholars have conducted some research on the relationship between family reading climate and children's reading. Relevant studies show that there is a significant positive correlation between a good family reading climate and children's reading performance. For example, some studies have paid attention to the impact of family book collection on children's reading, and found that a rich family book collection can help stimulate children's interest in reading and broaden their reading horizons; at the same time, parents' reading behaviours and the degree of importance they attach to reading also have an important impact on children's reading habits. However, the existing studies are

still inadequate in some aspects. For example, the research on the specific components of family reading climate and their interactions is not deep enough, and the research on the strategies of creating family reading climate in different family backgrounds needs to be further strengthened; in addition, more empirical research and practical exploration are needed on how to effectively promote the formation and sustainable development of family reading climate.

2. CONNOTATION AND COMPOSITION OF FAMILY READING CLIMATE

2.1. Definition of Family Reading Climate

Family reading climate refers to the overall climate and situation related to reading created in the family environment, which covers the sum of a series of factors that can influence the reading attitudes, behaviours and habits of family members. This climate is intangible, but it has a subtle effect on the reading concepts and practices of family members, especially children.

2.2. Components of the Family Reading Climate

Family book collection: Family book collection is the important material foundation of family reading climate. A rich family book collection can not only provide children with a wide range of reading choices, but also stimulate their desire to explore knowledge. Books of different genres, themes and levels of difficulty can meet children's reading needs at different stages.

Reading schedule: A reasonable reading schedule allows family members to develop regular reading habits. For example, setting a regular time for family reading, such as reading together every night before bed, or arranging a special reading time on weekends, makes reading part of family life.

Parental Reading Behaviour: As a child's first teacher, parents' reading behaviour is a powerful role model. When parents read regularly and share their reading experiences with their children, children are more likely to imitate and become interested in reading. Parents' active participation in reading activities, such as discussing the content of books with their children, also enhances children's motivation and engagement in reading.

Family reading space: Dedicating a comfortable, quiet and inviting family reading space helps family members focus on reading. This space can be a cosy corner of the study or an area with soft cushions and good lighting.

Reading communication among family members: This includes discussing the contents of books, sharing reading tips and recommending good books to each other. This kind of communication can enhance the emotional connection between family members, and at the same time improve your child's reading comprehension and expression skills.

Emphasis on reading: The recognition and emphasis on reading by the whole family will directly affect the reading climate. When families see reading as an important way to grow and learn, they will be more active in creating a favourable climate.

The above components interact with each other and have a comprehensive impact on the formation and development of the family reading climate, which has a profound effect on children's reading development.

3. THE INFLUENCE OF FAMILY READING CLIMATE ON CHILDREN'S READING DEVELOPMENT

3.1. Influence on the Cultivation of Reading Interest

Various factors in the family reading climate can greatly stimulate children's interest in reading. A rich and varied family book collection can satisfy children's curiosity and desire to explore, and let them discover the joy of reading. Parents' reading behaviour will trigger children's desire to imitate and make them interested in reading. For example, when children see their parents engrossed in reading, they will be influenced to see reading as an activity worth engaging in. Reading exchanges among family members can help children feel the charm and value of reading and further enhance their love of reading. Activities such as discussing the contents of books, sharing reading tips and family storytelling sessions can help children feel the joy of reading and a sense of achievement through interaction. A comfortable reading space will also attract children to take the initiative to read and enjoy the process of reading. Such a space not only provides a quiet environment, but also stimulates children's reading interest and curiosity through arrangement and design.

3.2. Influence on the Development of Reading Habits

A good home reading climate provides a stable and continuous reading environment for children, making it easier for them to develop the habit of reading regularly. In a home filled with a reading climate, children will subconsciously regard reading as part of their daily life, as natural as eating and sleeping. Parental role modelling and a regular reading schedule can help children establish a regular reading rhythm. Through family reading activities at regular intervals, such as a nightly parent-child reading time, children not only enjoy reading, but also develop a daily reading expectation. The abundance of books in the family collection also provides children with more exposure to different books, thus developing the habit of picking up a book to read at any time. In addition, discussions and recommendations about books among family members can motivate children to explore new books and gradually build up a sustained interest in and habit of reading.

3.3. Impact on the Improvement of Reading Ability

In a good family reading climate, children's reading ability will be significantly improved. Through long-term exposure to various kinds of books, children's vocabulary is constantly enriched and their comprehension ability is gradually enhanced. Interactive communication between parents and children in the reading process helps children improve their reading comprehension and analytical skills. For example, parents can guide their children to think about the plot and motivation of characters in a book through questions and discussions, helping them to deepen their understanding of the content and critical thinking skills. The importance and encouragement of reading in the family will give children more confidence to challenge more difficult books, thus enhancing their overall reading skills. Guaranteed time for reading gives children enough time to build up and settle down, promoting proficiency in reading skills. In addition, through diversified reading materials, children are exposed to different literary forms and styles, enhancing their literary appreciation and language expression. Long-term reading accumulation not only contributes to the improvement of academic performance, but also plays a positive role in the development of their comprehensive quality.

4. FACTORS INFLUENCING THE FAMILY READING CLIMATE

4.1. Parents' Cultural Level and Conception

The cultural level of parents greatly influences the creation of family reading climate. Parents with a higher level of education tend to be more aware of the importance of reading, and may have better

reading habits and reading literacy themselves, thus more actively creating reading conditions for their children and guiding them to read. They may know how to choose suitable books for their children and are better at communicating and interacting with their children about reading. For example, these parents may choose books that are rich in content and suitable for their children's age group, and even subscribe to a variety of useful magazines for their children. In addition, highly literate parents are often able to demonstrate the variety and depth of reading through their own reading behaviours and discussions, thus stimulating their children's interest and curiosity in reading.

Parents' perceptions also play a key role. If parents believe that reading is an integral part of their children's development, they will pay more attention to creating a reading climate in their daily lives, while conversely, they may not pay enough attention to the reading climate in the home. For example, some parents may view reading activities as a fun and meaningful form of family entertainment rather than a burden or task. This positive conception of reading can more effectively infect children and make them develop a love of reading at an early age.

4.2. Family Economic Situation

Family economic conditions have a certain influence on the creation of a reading climate in the family. Better economic conditions can provide families with a rich collection of books, and be able to buy more types and quantities of books to meet children's reading needs at different stages. It also has the ability to create a comfortable, independent reading space for children, such as a special study or reading corner with comfortable seating and good lighting. Financial status may also affect whether parents have enough time to read with their children, e.g. whether they have to run around to make a living and spend less time reading with their children. However, financial situation is not the only factor that determines the reading climate in a home. Even if financial conditions are limited, a good reading climate can be created to a certain extent by making reasonable use of public resources, such as libraries, community reading activities and school reading programmes. For example, taking children to borrow books from libraries regularly and participating in reading or storytelling clubs organised by the community can make up for the problem of insufficient book collection at home.

4.3. Rhythm of Family Life and Time Allocation

The fast-paced modern life makes the pace of family life intense and busy. Busy work and various affairs may result in parents not having enough time to read with their children or not being able to set a good reading example for their children. Unreasonable time allocation may make the family reading time squeezed, making it difficult to form a regular reading habit. In addition, a fast-paced family life can leave both children and parents in a state of stress and anxiety, which is not conducive to the enjoyment of reading. On the contrary, a more relaxed pace of family life and reasonable time allocation can provide more opportunities and possibilities for the creation of a reading climate in the family. For example, families can dedicate a certain period of time each day to reading activities by setting up a detailed schedule. Parents can make use of the time in the morning or evening to read with their children, discuss the contents of the books and share their reading experience. In addition, weekends and holidays are also good times for parent-child reading and more family reading activities can be arranged, such as visiting bookstores, joining reading clubs or family book clubs.

Through reasonable time management and the joint efforts of family members, regular and sufficient time can be set aside for reading in busy lives, thus effectively creating a good family reading climate and promoting the formation of children's reading habits and the enhancement of their reading ability.

5. STRATEGIES FOR CREATING A GOOD FAMILY READING CLIMATE

5.1. Parents Set Up Correct Reading Concepts and Lead By Example

Parents should firstly recognise the importance of reading to children's growth, abandon the utilitarian concept of reading, and regard reading as an important way to cultivate children's comprehensive quality. Parents should develop a love of reading and set an example for their children through their own actions. On a daily basis, they can often show scenes of their own reading and share the experience and pleasure of reading with their children, so that they can feel the charm and value of reading. Parents can discuss the books they are reading and tell how they have influenced their views and knowledge. Through such sharing, children can understand that reading is not only entertainment but also a key part of learning and growth.

5.2. Properly Plan Family Reading Time and Space

Set up a family reading schedule to ensure that there is a regular reading time every day, so that reading becomes a regular part of family life. Dedicate a quiet, comfortable and attractive reading space at home, with abundant books and comfortable seats, so that children can enjoy reading in this exclusive space. It's also important to ensure that reading time is consistent and stable, so that it's not randomly interrupted by other commitments. For example, a regular period of time after dinner or before bedtime can be set aside as family reading time to form a habit. Create a cosy reading corner with bookshelves, reading lamps and comfy cushions so that children can look forward to the reading space.

5.3. Choose Reading Materials Suitable for Children

Carefully select books that are appropriate for your child's age, interests and reading ability. They can include different types such as picture books, story books, popular science books and classic literature. Attention should also be paid to the quality of the books' content, language expression and binding design to stimulate children's interest in reading. As the child grows, adjust the reading materials as appropriate to provide books that are challenging but within his or her ability to read, and promote the child's reading level to improve continuously. Parents can also make use of libraries and online resources to find the latest and most popular books suitable for their children and maintain their children's continued interest in reading.

5.4. Diversify Family Reading Activities

Family reading clubs can be organised where family members take turns to share the books they have read and their feelings. Conduct story role-plays to let children experience the characters and plots of the stories in depth. Organise reading competitions to stimulate children's sense of competition and motivation to read. You can also make reading handbills and bookmarks with your child to make reading more interesting. Parents can take their children to bookstores or libraries and let them freely choose their favourite books. Such independent selection not only enhances children's interest in reading, but also develops their decision-making and independent learning abilities. In addition, children are encouraged to participate in reading activities in libraries, bookstores and other places to broaden their reading horizons.

5.5. Combining Technological Means to Enrich Reading Forms

With the development of technology, digital reading methods such as e-books, listening apps and reading software have become increasingly popular. Parents can make use of these technological means to enrich the form of family reading. For example, they can use e-readers to download various books, or listen to stories on the way to and from school through book-listening apps. At the same

time, parents can also use the interactive functions in the reading software with their children to discuss the contents of books together, increasing the fun and interactivity of reading.

6. CONCLUSION

This study delved into the family reading climate and its influence on children's reading. The components of family reading climate were clarified, including family book collection, reading schedule, parents' reading behaviour, family reading space, reading communication among family members and the importance attached to reading. Its specific influence on children's reading habit formation, interest cultivation and ability enhancement is analysed. Factors affecting the creation of a family reading climate, such as parents' cultural level and concepts, family economic status, family life rhythm and time allocation, are also analysed. Strategies for creating a good family reading climate are also proposed, such as parents setting up correct reading concepts and leading by example, rationally planning family reading time and space, choosing reading materials suitable for children, and carrying out diversified family reading activities. Through the study, a more comprehensive and systematic understanding of family reading climate has been gained.

In the future, further in-depth studies can be conducted on the differences in family reading climate among different cultural backgrounds and social classes and their impact on children's reading. New forms and methods of family reading activities can be explored to better stimulate children's interest and motivation in reading. Special studies will be conducted on the family reading climate of special groups of children (such as left-behind children, poor children, etc.), so as to provide more targeted suggestions for improving their reading situation. In addition, with the continuous development of technology, it is also an important direction to study the creation and changes in the family reading climate under the digital environment. It is also possible to follow up and study the sustained impact of family reading climate on children's growth and development from a longer-term perspective, so as to provide a more solid theoretical foundation for the cultivation of well-rounded talents.

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