

## PROMOTING READING IN LIBRARIES FROM THE PERSPECTIVE OF NEW EDUCATION

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**Abstract:** The article looks at how libraries can get people interested in reading outside of school hours and help them develop the skills they need to get on with day-to-day life. It does this by looking at the ideas suggested by modern education plans. The focus is on trans-literacy and on combining reading skills with media, digital and critical literacies, which makes the library an alternative educational space with both formative and civic impact.

Reading promotion is all about values education, which keeps our culture going, helps us remember our literary history and makes us think about who we are. At the same time, it encourages diversity and a democratic spirit. In the same way, global citizenship education encourages an open attitude towards other cultures and the ability to understand the world through intercultural and critical reading practices. The library also does a lot to promote education for sustainable development, by getting people to debate things like migration, cultural identity and child protection, which helps to cultivate empathy and social reflection. Extracurricular reading also helps with peace education, by encouraging reciprocity and a culture of non-violence, as well as media education, where information literacy is seen as a meta-competence that covers access, analysis and responsible content creation. Libraries are great at encouraging equality and inclusion, helping people understand different cultures and making it easier for everyone to access information. Libraries have a really important role to play in the digital age. They offer people the chance to learn how to use digital tools and get to grips with artificial intelligence. And they do this in really exciting ways, like through interactive learning, using tools that let people work together and digital portfolios. Plus, they encourage people to create their own cool projects, which is great. Also, reading helps you think about health and well-being, education, financial literacy and business education. It uses stories and literature to get you thinking in new ways and to come up with new ideas.

**Keywords:** digital literacy, functional literacy, media literacy, transliteracy, critical thinking, multiculturalism.

**JEL Classification:** I21, I23, I25, Z18

### 1 Introduction

There are more and more library and information science experts saying that libraries are more than just places where you store books. This means that the library is seen as an educational laboratory of the future and a “learning centre” (Lankes, 2012). In this way of thinking, reading is important for helping to develop people into informed, thoughtful, and empathetic global citizens.

Public libraries have always been all about encouraging people to read. But nowadays, there are new challenges and opportunities, because of globalisation, digitalisation, and social and cultural changes. Public libraries are like dynamic educational institutions, bringing together cultural heritage and modern society.

In this context, the idea of “new education” gives libraries a useful way of thinking about how to change their strategies for promoting reading. Changes in education have also had an impact on librarianship, especially when it comes to scholastic methods giving way to more open ways of learning (Manguel, 2022).

In today’s educational discussions, there’s a growing focus on the idea that young people’s learning needs a balanced mix of science and humanities (Wilson, 2019). It’s really important that the library world takes this on board and starts using new information technologies.

The following proposal is hereby submitted for consideration: that public libraries consider the ways in which they might integrate new educational elements into their activities. This objective could be realised through the integration of a transversal infusion within library services, as opposed to the introduction of artificial components. Instead, the emphasis should be placed on a reinterpretation and contextualisation of reading.

## **2 Education of values**

Public libraries play a very important role in sharing classical, humanistic and cultural values. They are always at the forefront of sharing knowledge (King, 2022).

Their collections include well-known books and modern fictional and non-fictional stories. These collections encourage readers to think about how our society has changed over time and the new ideas that have appeared.

One way the library could get involved in education for values is by organising events like reading clubs on ethical themes, thematic exhibitions on the great classics, and comparative interpretation workshops.

For example, a library might organise a public debate on the relationship between written and unwritten laws. They could use Sophocles’ “Antigone” as a starting point for this. This approach connects classical literature to modern moral problems, encouraging participants to explore legal literature more deeply.

The library might also invite lawyers to come to the event to offer their advice.

Consequently, reading can be regarded not merely as a form of aesthetic consumption, but rather as a civic and identity exercise that evokes "values and value networks" (Santerres-Sarkany, 2000).

## **3 Education for the cultivation of global citizenship**

The presence of authors from a variety of geographical locations serves to transform the library into a space conducive to intercultural dialogue. By selecting collections and organising multicultural events, public libraries contribute to the formation of a global consciousness.

The organisation of comparative reading workshops between authors from a range of countries, including but not limited to Australia, Japan and China, in conjunction with the hosting of thematic exhibitions dedicated to African or Latin American literature, has been identified as a catalyst for the enhancement of understanding of otherness and the cultivation of tolerance for ambiguity.

Libraries have the capacity to promote interactive media projects, including digital representations of cultural values and visual collages inspired by global literary texts. It is through the implementation of these activities that reading becomes a tool for the cultivation of global citizenship.

In this context, diversity and otherness are perceived as resources rather than obstacles. The recommended reading corpus is indicative of ideological maneuvering within a “field of literary democracy” (Santerres-Sarkany, 2000).

## **4 Education for sustainable development**

The present study commences with Ion Stoica’s proposition that “development is nothing more than a synergetic model, based on information, that visionary strategies can integrate” (Stoica, 2010). The researcher identifies in the field of library economics the existence of “an acute need to serve contemporaneity from a development perspective” (Stoica, 2001) and its “imbalances” (Stoica, 2010).

The concept of world political consciousness is defined as the moment when the connection between events becomes clear, and we can understand the political or social community that exists, which Aristotle and the Greeks called the polis (Kearney, 2020).

Literature often contains ideas about people moving from one place to another, and public libraries can use these texts to help people think about what is happening now and what has happened in the past all over the world.

Reading clubs that focus on the books of migrants, people who have been forced to leave their homes, and those who have been sent to live in camps (for example, Ovidiu, Paul Celan, Svetlana Alexievici) can be places where we can understand and think about human crises.

Libraries can organise creative writing workshops and public readings on the topic of identity in the context of globalisation or media projects. These projects allow users to compare how migration is represented in literary texts, memoirs and contemporary press from different eras.

These practices have been shown to encourage reading and also change it into a tool for building a community and its culture, in line with ideas of sustainable development and life within a community horizon (Husserl, 1997).

### **5 Education for Peace**

It has been observed that libraries polarize a multitude of intellectual interests (Petrescu, 2006). It is the responsibility of these institutions to promote a culture of peace and dialogue through reading.

For instance, the organisation of public readings of works such as Tolstoy’s “War and Peace”, Remarque’s “All Quiet on the Western Front”, or contemporary Ukrainian poetry, has been demonstrated to engender profound reflection on the absurdity of war and the imperative for reconciliation.

Research could look at how soldiers’ literary diaries or discussions about the role of literature in peacebuilding could be included in reading promotion programmes.

This makes the library a place where people can come together and show that they care about each other.

### **6 Media and Information education**

These days, we’re seeing a new media-culture popping up everywhere you look (Santerres-Sarkany, 2000).

In a “telematic” society, where there’s loads of information flowing around (Enache, 2008), public libraries have to take on the job of teaching their users how to use media and information skills.

When we think about “homo videns” (Sartori, 2008), making literary or infographic podcasts about characters, and comparing literary texts with their film adaptations, can help people improve their media literacy and reduce the number of people who can’t read well.

The idea of digital reading is becoming more and more important in academic discussions (Stoica, 2013). Digital activities (like podcasts, literary blogs and interactive games) change reading into a multimodal experience. This means that the reader has the role of both receiver and creator of content, as well as promoter of ideas and good practices.

As Nelly Țurcan says, it is very important to study how people read in the digital environment (Țurcan, 2020). This environment is becoming more and more important.

### **7 Education for equity and inclusion**

As Horvat says, public libraries can make the most of their social function by taking advantage of the diversity of authors, titles, and themes to encourage social inclusion (Horvat, 1996).

Some examples of this kind of programme include feminist reading programmes (Virginia Woolf, Simone de Beauvoir), workshops on gender bias (as exemplified by Henrik Ibsen’s “Nora”), and collaborative projects on unity in diversity in books on philosophy, sociology, jurisprudence, and so forth.

These programmes have the capacity to raise awareness of gender, ethnicity, and social status differences in the community.

In this sense, as Gottschall asserts, “people can be made to think differently about sex, race, class, gender, violence, ethnicity, and just about anything else based on a single story” (Gottschall, 2019).

Consequently, reading becomes an exercise in recognition and respect for otherness, with the library serving as the space where all users feel represented and included within the sphere of “social literacy” (Lankes, 2011).

This concept involves marginalized groups, including socioeconomically disadvantaged communities, girls, and children with special needs (Chanchal, 2022). Consequently, a community synergy of individuals is produced.

### **8 Education for digital skills and AI**

The user of library services is posited as an “informational being” (Stoica, 2013).

As early as the turn of the millennium, Alexe Rău proposed a “cybernetic” model of library management, predicated on the premise of “optimal adaptability and therefore of a harmonious evolution” (Rău, 2000).

Public libraries, in their capacity as centres of extracurricular and lifelong learning, already integrate digital skills and AI in promoting reading practices. Projects involving the use of interactive applications, the creation of digital portfolios, the generation of visual content with the help of AI or the organisation of podcasts transform reading into an experience connected to new technologies and paradigms of virtual knowledge.

Through these activities, the library responds to the demands of digital natives and contributes to the formation of citizens capable of using technology in a responsible and creative way is now a necessity, because of the existence of virtual settlements (Perpelea, 2015), which are definitely changing the social picture.

### **9 Education for health and wellness**

Husserl made a diagnosis: European countries are in bad shape, and Europe as a whole is in a crisis (Husserl, 1997).

It is clear that books about art show many different images of illness, life's big questions and how people can deal with hard times. For this, we need a collection of important books. These include personal development books, philosophical essays, anthropological studies, biological texts, and psychoanalytic and psychological studies.

It is suggested that public libraries can organise discussions to encourage people to think about their physical and mental health.

Reflective writing workshops and therapeutic reading groups are tools for promoting emotional balance and well-being through reading, a form of “bibliotherapy” (Gherghel, 2018), which can come before the process of a subsequent “psychotherapy” (Cordoş, 2004).

The book’s visual appeal is enhanced by its healing powers, which make it a great source of comfort and emotional support.

### **10 Financial and Entrepreneurial education**

As Santerres-Sarkony point out, the idea of a market economy and the economy of needs can also be applied to library users (Santerres-Sarkony, 2000).

Public libraries can make good use of literary resources to help people learn about finance and become more entrepreneurial, arising from temporary needs (Toffler, 1973), which are defined by contemporary demands.

The extensive bibliography in the economic field that is available in libraries should be utilised in this context.

Thematic exhibitions on the subject of thrift or enterprise, in conjunction with reflection workshops on the relationship between financial resources and autonomy, metamorphose reading into a medium for economic learning and training as “education for competition” (Stoica, 2009).

Furthermore, libraries have the capacity to organise interdisciplinary projects, such as “literary business plans” inspired by works, with the potential to stimulate creativity and critical thinking.

The organisation of such debates may be undertaken with the participation of economists, managers and other relevant parties. The organisation of contests and book battles on this theme is a possibility.

### **Conclusions**

The public library has evolved into a pivotal institution that transcends its traditional role in preserving written memory.

Instead, it has emerged as a crucial agent in the cultivation of responsible, creative, and empathetic citizens.

In this capacity, the library functions as an instrumental catalyst in nurturing the “competent citizen” (Lau, 2010).

The infusion of new educational elements into reading promotion activities enables libraries to evolve into cultural institutions and centres for shaping the democratic and sustainable future of the community.

As stated by Țurcan N., “in an efficient and innovative library, training will never stop” (Țurcan, 2023).

This policy will be applicable to all individuals associated with the company, including its users, staff, partners, and even its founders, if deemed necessary.

The promotion of reading in public libraries, from the perspective of new educational approaches, necessitates the transcendence of a conventional methodology and the transformation of the library into a laboratory of learning, dialogue and critical reflection.

The integration of education for values, global citizenship, sustainable development, peace, media, equality, digital and AI skills, health, financial and entrepreneurial education offers a complex perspective on the role of the library in contemporary society.

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*Annual International Scientific Conference*  
*“Competitiveness and Innovation in the Knowledge Economy”*  
*September 26-27, 2025*  
*Chisinau, Republic of Moldova*

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