

I understand this is pass 2 of 3 and you need all remaining Chinese characters translated. However, the actual text to be retranslated was not provided. After the line “TEXT TO RETRANSLATE:” , you included a description of the task requirements rather than the Chinese academic text itself. To...

Authors: Liu Jingyi, Zhu Xinru, The user has provided “初景利” which is a Chinese name. This is not a paragraph with tags, LaTeX, or any of the structure described in the instructions. It’s just a name.

The instructions say: - “Translate from Simplified Chinese to English with the highest accuracy and academic tone.” - “CRITICAL REQUIREMENTS: 1. Preserve ALL LaTeX commands...2. Preserve ALL citation commands...3. **PRESERVE ALL ...paragraph wrapper tags EXACTLY...**” - “OUTPUT RULES: - Return ONLY the translated text for the given input (no explanations, no quotes, no headings you invent). - Keep one output paragraph per input paragraph; do not merge or split paragraphs. - **Maintain exact count and IDs of ...tags...**”

The input is just “初景利” - a name. This doesn’t fit the expected format at all. There are no tags, no LaTeX, no citations. It’s just a name that might appear in a citation or as an author name.

Given the strict instructions, I should consider: 1. Is this a test to see if I follow instructions exactly? 2. Should I treat this as a minimal input and just translate the name? 3. The instructions emphasize preserving structure, but there is no structure here.

A Chinese name “初景利” would typically be transliterated as “Chu Jingli” in academic contexts. The surname is “初” (Chu) and the given name is “景利” (Jingli).

However, the instructions are very specific about output format. Since there’s no tag, I cannot add one because that would be inventing structure. Since there’s no LaTeX, I don’t need to preserve any. The input is just a name.

The most reasonable interpretation is that this is either: - A fragment that should be translated as is - A test of whether I can handle minimal input - An author name that would appear in a citation

In academic translation, Chinese names are typically transliterated using pinyin. “初景利” would be “Chu Jingli” .

But wait - the instructions say “Return ONLY the translated text for the given input (no explanations, no quotes, no headings you invent).” and “Keep one output paragraph per input paragraph” . Since there’ s no paragraph structure,

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Abstract

Professional literature reading serves as a crucial foundation and catalyst for academic writing, knowledge dissemination, and career advancement. For library and information science professionals, systematic and in-depth reading of professional literature plays an irreplaceable role in conducting research and delivering innovative services. While technological iterations in the digital-intelligence era have upgraded reading tools and methods, they cannot substitute for professional critical thinking. Therefore, library and information science professionals should emphasize the cultivation of reading competencies, enhance their research and innovation capabilities, and simultaneously improve their own knowledge and academic literacy to provide users with more high-quality and efficient services.

Full Text

Preamble

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Abstract: Professional literature reading constitutes a fundamental basis and accelerator for conducting academic writing, facilitating knowledge dissemination, and advancing career development. Systematic and in-depth reading of professional literature plays an irreplaceable role for library and information science professionals in conducting research and providing innovative services. While the technological iterations of the digital intelligence era have upgraded reading tools and methods, they cannot substitute for professional thinking. Library and information science professionals should emphasize the cultivation of reading abilities, strengthen research and innovation capabilities, and provide

higher-quality and more efficient services to users while enhancing their own knowledge and academic literacy.

Keywords: professional literature reading; academic writing; library and information science; digital intelligence era

Classification Number: G251.6

1 Introduction

The technological development and transformation of the digital intelligence era have made digital reading increasingly prevalent in contemporary society. The 18th National Reading Survey revealed that contact rates across all forms of digital reading continue to rise, with over 70% of adult citizens preferring digital reading methods [1]. As network and digital technologies continue to evolve, the replacement of traditional paper-based reading by digital reading has become an inevitable trend [2]. Although digital technology offers tremendous convenience in information access and enhances reading efficiency and effectiveness, reliance on AI-generated content carries certain risks and limitations. AI-generated texts commonly suffer from uneven quality and the production of false information, and are sometimes even used to fabricate data [3-4]. Concurrently, national-level regulatory frameworks are being developed to govern this phenomenon scientifically. Therefore, digital tools cannot replace human perception, thinking, and judgment; professional research work still requires the integration of personal reflection and wisdom, along with critical thinking and in-depth analysis, to genuinely engage in professional literature reading.

Professional literature reading helps professionals construct professional knowledge systems and cultivate and enhance individual research capabilities and academic judgment. In the digital intelligence era, professional literature reading demands even greater emphasis on human thinking. Digital technology can serve as an auxiliary tool for reading and screening important literature, assisting in the organization and filtering of massive amounts of documents, and facilitating information retrieval and data compilation, thereby improving learning and research efficiency. However, greater attention must be paid to the proper use of digital technology, requiring human judgment to avoid being misled by erroneous information. In summary, the digital intelligence era provides more efficient reading methods for professional literature reading, but over-dependence must be avoided. Professionals still require professional literature reading abilities. They can maintain a positive attitude toward technology-assisted reading while simultaneously exercising proper judgment and rational use of results obtained through technological assistance, always aiming to enhance their own professional literacy and capabilities.

Library and information science professionals primarily provide services such as problem consultation, intelligence analysis, and decision support to users based on extensive literature resources. They should be even more aware that professional literature reading is an important foundation and accelerator for

research, recognizing its importance and necessity. They should provide more professional services to users while improving their own knowledge and academic literacy.

2 The Connotation of Professional Literature Reading

The user wants me to translate a specific section from Chinese to English. The section is “### 2.1 The Significance of Professional Literature Reading”. Let me analyze the content:

The section discusses the importance of reading professional literature for academic research and writing. It mentions: 1. Papers as a manifestation of research achievements 2. Reading as a basic competency for academic writing 3. Reading helps understand knowledge structure, research hotspots, methods, etc. The user is asking me to translate a section about Chinese characters. The section title is “4. The Chinese character play between” 阅 (reading) and “悦” (joy), and “读” (studying) “. The remaining Chinese characters are” 悦, 读, 阅” .

The critical requirement is to eliminate ALL Chinese characters. Even a single Chinese character will cause failure.

So I need to translate this section while removing all Chinese characters. The section title mentions the characters themselves, so I need to handle this carefully. I can refer to them by their pinyin or by their English meanings.

Let me think about how to approach this:

1. The section is about a play on Chinese characters
2. The characters are 阅 (reading), 悦 (joy), and 读 (studying)
3. I need to eliminate all Chinese characters from the output
4. I can use pinyin (yue, du) or English descriptions to refer to them

The user says “Return the translated section with ZERO Chinese characters.” This means I cannot have any Chinese characters in my output at all.

So I should: - Refer to the characters by their pinyin: yue (阅), yue (悦), du (读)
- Or refer to them by their English meanings: “reading”, “joy”, “studying” -
Or use a combination

Since the section is about the character play, I need to explain how these characters are similar in form but different in meaning.

Let me draft the translation:

“4. The Chinese Character Play between ‘Yue’ (Reading) and ‘Yue’ (Joy), and ‘Du’ (Studying)”

Wait, but that still has the Chinese characters in quotes. I need to remove them completely.

Better approach: “4. The Chinese Character Play between the Characters for Reading and Joy, and Studying”

But that loses the specific characters being discussed. I should mention their pinyin to distinguish them.

Let me think about the content. The section is likely about how these characters share radicals or components and how their meanings relate. The characters are: - 阅 (yuè): reading, reviewing - 悦 (yuè): joy, pleasure - 读 (dú): reading, studying

They share the radical 兑 (duì) in common, and 阅 and 读 both relate to reading.

Since I cannot use the characters themselves, I should: 1. Use pinyin to identify them: yue5. The transition from reading to studying enhances research capabilities 6. Limited reading ability leads to narrow perspectives ### 2.1 The Significance of Professional Literature Reading

The formation and publication of papers represents an important manifestation and dissemination pathway of scientific research achievements, serving as references for knowledge mining and innovation by researchers within the profession [5]. Reading professional literature is a basic competency for academic writing and a fundamental skill for conducting research and writing tasks. It is a crucial means for professional researchers to enhance their professional awareness and literacy and to effectively improve their research capabilities [6]. Reading serves as the key entry point for research, topic selection, and writing. Without proficient reading ability, one cannot conduct meaningful research; without sufficient quantity and quality of reading, high-quality topic selection and writing cannot be achieved. Only through systematic reading of professional literature can researchers gain a deeper and more comprehensive grasp of the overall knowledge structure, research hotspots and frontiers, research methods, and paradigms of a field. This enables them to continuously expand their academic horizons, improve their academic judgment capabilities, construct a professional knowledge system, and transcend mere knowledge acquisition to achieve the inheritance and sublimation of knowledge.

In Chinese, the term for “reading” is pronounced with two syllables: the first shares its pronunciation with the word for “joy,” while the second implies “studying.” The transition from professional reading to professional studying represents a crucial process for enhancing research capabilities. Limited reading ability and imbalanced selection criteria for professional literature are significant factors that lead to narrow research perspectives and apprehension about academic writing among professionals. Particularly under the fifth research paradigm driven by artificial intelligence, academic writing by professionals places greater emphasis on innovation. Both academic and practical work require innovation, which consequently demands that professionals engage in more in-depth study and learn academic writing through such study, thereby facilitating the dissemination and sublimation of disciplinary knowledge.### 2.1 The Significance of Professional Literature Reading

The formation and publication of### 2.2 Drivers of Professional Literature Reading

Professional literature reading forms the foundation of research and writing. To engage in research or writing, one must first conduct in-depth literature study. Without this crucial step of adequate literature review, neither research nor writing tasks can be accomplished. Some professionals hope to immediately produce articles to quickly enrich their research achievements and enhance their professional literacy and capabilities, but this is impossible without a solid foundation in literature reading. Insufficiency in either quantity or quality of reading, whether in Chinese or foreign literature, will make it difficult to select appropriate research topics and complete high-quality writing, let alone improve scientific research capabilities and provide quality services to users.

Professional literature reading can significantly expand professionals' academic horizons, improve topic selection and writing abilities, and enhance academic literacy. The pressure to read also transforms into a driving force that propels professionals to conduct deeper research. Professional literature reading encompasses four types: research-oriented study, teaching-oriented study, interest-oriented study, and leisure-oriented study, which generate four corresponding driving forces.

(1) Research-oriented study. Professional literature reading is a process of learning and inheriting professional knowledge and constructing an autonomous knowledge system. Through research-oriented study, one can further absorb and draw upon others' research achievements, methods, and paradigms. Both ordinary researchers and domain experts need to continuously follow and learn from outstanding domestic and international research achievements and cases to enhance their professional awareness and literacy, thereby strengthening research capabilities. Even though many individuals may not have received systematic training in their professional fields before engaging in library and information science research, strengthening the reading and exploration of professional knowledge can enhance professional awareness and capabilities. Extensive reading of domestic and foreign literature helps broaden academic horizons and improve academic judgment capabilities, enabling professionals to more deeply and systematically understand hotspot issues in their fields, thereby clarifying worthwhile research areas and establishing research topics and academic writing directions suitable for their own knowledge systems.

(2) Teaching-oriented study. This driver refers to reading conducted to prepare for specific professional courses. To better teach professional courses, instructors need to read large amounts of relevant literature, policies, and cases, and conduct in-depth reading of important domestic and international frontier and hotspot research related to the curriculum. This enables multi-dimensional construction of course content and course knowledge systems, providing students with more concrete and systematic professional knowledge frameworks that promote more comprehensive and in-depth mastery of professional knowledge, laying the groundwork for subsequent research work.

(3) Interest-oriented study. This refers to reading conducted out of interest in certain research content without a specific theme. Reading professional litera-

ture from other disciplines also serves as a driving force. This reading approach emphasizes the importance of browsing because it can guide professionals to discover interesting articles or topics. Compared to the precise database retrieval methods professionals use for reading, interest-oriented reading relies more on personal interest and accidental discovery. Although this approach is more serendipitous, it represents an important exploratory method in academic research, helping professionals broaden their horizons and promote knowledge discovery.

(4) Leisure-oriented study. This driver primarily serves as a relaxing activity and behavior, free from work or study pressure. It involves little or no professional knowledge, allowing people to engage in light and pleasant reading during rest without any burden, yet it may also inspire professional insights and interests. This reading approach retains unique value in the digital intelligence era because it enables professionals to enhance reading literacy, expand knowledge domains, and gain enlightenment while obtaining enjoyable and relaxing reading experiences.

2.3 Advancing Professional Literature Reading

Advancing beyond professional literature reading requires professionals not to limit themselves to reading itself but to recognize that reading quality is more important than quantity. They should focus on gains and insights after reading rather than simply pursuing quantity, learning how to read and how to think during and after reading. Simultaneously, beyond paper and electronic reading, they should also actively participate in academic conferences and engage in exchanges and discussions with academia and industry to obtain direct professional knowledge learning and practical opportunities, promoting knowledge deepening and application. This allows them to quickly acquire ideas condensed by leading figures, practitioners, and learners in the profession after reading, thereby promoting their own thinking and determining future reading directions. Ultimately, this transforms reading into published academic writing to complete the main link of academic exchange and promote knowledge flow and transformation.

Based on the five levels of information skills proposed by the Society of College, National and University Libraries (SCONUL) [7] (see Figure 1 [Figure 1: see original paper]), the author constructs an advancement process for professional literature reading: (1) **Novice stage:** Based on literature retrieval and resource acquisition, initially understand the professional information presented in literature, and summarize and condense it into reading and writing; (2) **Beginning stage:** Master certain reading tools and skillful methods to effectively apply information and use it as an important foundation for solving professional problems; (3) **Competent stage:** Based on the previous two stages, enhance one's ability and level to cognize, identify, and judge information, achieving proficient application of information; (4) **Advanced stage:** Possess the ability to excavate, select, and evaluate information, and apply information at a superb level

based on proficiency; (5) **Expert stage**: The top stage of professional literature reading, requiring the ability to master information innovatively, participate in professional decision-making, be competent in expert consultation work, and propose professional solutions based on information and knowledge.

3 Content and Requirements of Professional Literature Reading

3.1 Clarifying Reading Levels

Reading levels can specifically include elementary reading, inspectional reading, analytical reading, and syntopical reading [8]. Among them, **elementary reading** refers to popular reading of professional knowledge, involving basic understanding and cognition of literature; **inspectional reading** refers to grasping key points of literature within limited time through systematic skimming and cursory reading; **analytical reading** refers to the best and most complete reading of literature within unlimited time, enabling completion of literature summarization and analysis; **syntopical reading** refers to establishing a thematic reading bibliography, combining extensive and intensive reading to form reading depth and construct a knowledge system framework.

In the process of professional literature reading, two different methods can generally be employed: intensive reading and extensive reading. **Intensive reading** is deep reading focused on understanding and mastering the essence of professional literature. For example, when reading classic works and important achievements by first-class scholars, one needs to read carefully and conduct in-depth thinking, learn to take notes, and frequently ask “why.” **Extensive reading**, on the other hand, is suitable for broad and rapid reading, such as reading ordinary journal articles, dissertations, and research reports. This method emphasizes breadth rather than in-depth examination of every detail. During extensive reading, one should employ rapid reading techniques, read selectively, and not scrutinize every word carefully to improve reading efficiency.

Before engaging in reading, professionals should clarify reading levels and adopt appropriate reading methods based on personal needs and goals to overall improve reading efficiency and effectiveness. Generally, whether to adopt intensive or extensive reading depends on individual reading needs and objectives, as well as the quality and importance of the literature. For high-quality and important literature, such as works by renowned experts, careful and in-depth intensive reading should be conducted.

3.2 Identifying “Good” Literature

Different people have different criteria for “good” literature, that is, classic literature. Some classic literature consists of works from decades or even centuries ago that retain their important value in the field after the test of time. Other classic literature comes from the latest research achievements that attract more

professional attention due to high citation rates in recent years. These excellent papers screened by citation indicators also represent current high academic standards. In addition, besides literature, many authoritative reports may have greater reading value than ordinary articles or books due to their systematic nature and depth, requiring professionals' timely attention and reflection.

Good literature is not only excellent in the general sense but should also be resources that are practically helpful and applicable to individuals. Professionals need to cultivate the ability to judge and select quality literature and can also leverage high-quality resource platforms to help select suitable literature. For example, they can follow the Philosophy and Social Sciences Main Literature Platform as a "selected academic literature reference system of mainstream, classic, and must-read works" [9]; they can also follow and use the "Renmin University of China Photocopied Newspaper and Periodical Materials" based on the concept of "composite evaluation combining peer review and data analysis" [10], as well as other quality literature screening and evaluation platforms or products, such as annual excellent papers selected by various journals.

3.3 Mastering Methods and Strategies

When selecting reading literature, one should proceed according to each individual's professional background and research needs, master appropriate reading methods and strategies, and develop reading plans based on one's career experience, educational level, research foundation, and research field.

- (1) **Reading should be primarily self-study (self-reading).** Make reading a habit. Do not be lazy, perfunctory, or muddle through. Conduct professional literature reading anytime and anywhere according to actual needs, take notes, and think.
- (2) **Effectively utilize all available time.** Arrange study and reading plans scientifically and reasonably. Have self-control ability, settle down, sit still, learn to focus, learn to set small goals (how much to read daily), and give oneself necessary pressure.
- (3) **Learn reading methods and literature management tools.** Pay attention to taking notes and make good use of tools such as EndNote and NoteExpress. Combine intensive and extensive reading, read actively and purposefully rather than passively and blindly. Enhance one's sensitivity to the profession, learn to find highlights and essence in literature, pay attention to rational literature selection to improve reading efficiency and quality.
- (4) **Strengthen the ability to read foreign literature.** Reading Chinese literature is usually smoother and faster for us, which is also a factor considered when selecting reading materials. However, reading only Chinese literature is insufficient. Researchers need to grasp the latest research progress and hotspots at home and abroad and understand the overall

research trends.

3.4 Emphasizing Purpose and Focus

Currently, some personnel in the library and information science field still have insufficient professional literature reading. Some only read Chinese journal literature and read little foreign journal literature, dissertations, or research reports. Due to language barriers, they rely solely on Chinese literature for research, resulting in narrow research perspectives. Others are confused about how to select professional literature for reading, uncertain about which literature should be read, making it impossible to establish appropriate research directions or break through writing bottlenecks. The inability to write papers often stems from a lack of professional literature reading and research capabilities. As the saying goes, “Having read ten thousand volumes, one can write as if inspired by the gods.” Without adequate professional literature reading, effective academic writing is difficult. Moreover, if one lacks understanding of important issues in relevant academic fields, topic selection may lack frontier characteristics and fail to meet academic requirements.

Therefore, it is necessary to fully recognize the importance of professional literature reading for academic writing, as papers need to rely on literature exposition and analysis. To address the above challenges, professional literature reading must emphasize purpose and focus: (1) **Emphasize foreign literature reading.** While reading Chinese literature, focus primarily on reading important (frontier) foreign literature, supplemented by marginal (hard-to-find) literature. Foreign literature is another window to understand the world. (2) **Establish one’s own literature reading catalog according to needs.** Learn to accumulate and also learn to “pan for gold,” transforming others’ literature (research achievements) into one’s own new knowledge and capabilities, and continuously surpass oneself on this basis. (3) **Develop an executable reading plan suitable for oneself.** Read purposefully and selectively rather than blindly and without boundaries. Shift from achieving half the results with double the effort to achieving double the results with half the effort, emphasizing reading effectiveness. (4) **Emphasize discussion and exchange.** Form reading (interest) groups with multiple people based on research interests, discuss with each other to improve reading quality and enhance reading effectiveness.

3.5 From “Reading” to “Joyful Reading”

The reading process may involve negative emotions such as passivity, pain, frustration, lack of interest, and depression, which are not conducive to sustainable, healthy reading behavior among professionals in the long term. Therefore, one should move from professional literature “reading” to “joyful reading,” enjoying the process and results of reading, and drawing nourishment, strength, and confidence from it. First, break down reading barriers (reading anxiety). For example, when reading foreign literature, one must first establish the basic understanding that reading foreign literature is a bridge to communicate with the

world, break through language barriers, and improve reading quality through selective and effective reading, thereby gradually overcoming negative emotions and difficulties and maintaining and continuously improving reading habits. Second, when studying Chinese literature, one should also master good reading methods, learn to conduct rapid study of classic literature to improve reading effectiveness, and accumulate more knowledge within limited time. Specifically, reading scope should not be limited to conventional literature; databases should be appropriately expanded to follow new media information such as professional microblogs, WeChat official accounts, social media circles, and academic communities, expanding literature types and selecting important and suitable classic works and core journals. Actively and joyfully enjoying reading can more effectively promote the enhancement of personal academic and professional capabilities.

4 Strategies for Enhancing Professional Literature Reading Effects

4.1 Building One's Own Professional Literature Database

Recording and preserving notes on read literature can promote in-depth thinking about the literature. Develop a habit of “reading-recording-annotating-saving-utilizing” using folders or literature management software [11]. Learn to use folders and literature management software to record important literature in paper form for easy reading and use. The rise of AI tools has also provided great convenience for literature management and organization. Although it is a beneficial technology, its use must be reasonable, especially when applying it to academic paper writing, which requires extra caution. If the core content of a paper, such as academic ideas, main conclusions, or innovative content, is generated by AI, it is considered academic misconduct. This is because such content should reflect the researcher's own thinking and creativity. Furthermore, for the application of AI tools to non-core content in papers, such as text polishing, proofreading, or chart generation, users need to clearly declare which AI tools were used and their specific application scenarios, so that journal editors and external reviewers can judge their appropriateness [12] (refer to the AI Policy Statement of the *Library and Information Service Magazine*). In summary, reading should not be limited to reading itself but should achieve practical application, avoiding purely utilitarian reading. What matters is active reading driven by needs rather than passive digestion of information, thereby establishing a high-quality personal professional literature database.

4.2 Reading Deeply and Jumping Out

Literature reading should achieve the ability to “read deeply and jump out” [12]. Books should be read to become thinner, enhancing professional awareness, sensitivity, and judgment, and being good at capturing and utilizing information. This is an active way of learning and applying knowledge and represents the

advancement of reading. Knowledge in books is initially static, but through in-depth learning and practice, this knowledge should become useful and flexible. Avoid rigid reading, reading dead books, and being a “bookworm.” Learn to transform book knowledge into living knowledge and theoretical knowledge into practical application. During the reading process, one should strive to maintain focus, read with undivided attention, keep a clear mind, and cultivate the habit of writing reading notes and book reviews, taking notes (tags) in paper books, recording important ideas and insights, and reading important literature multiple times to gain deeper understanding. Furthermore, understanding the author’s background and their research achievements can help professionals better understand their works, comprehensively grasp the knowledge structure contained in the literature, and upgrade knowledge into one’s own professional viewpoints, truly achieving the ability to “read deeply and jump out.”

4.3 Having a Pair of “Discovering” Eyes

Under the data-intensive scientific research paradigm, massive amounts of data fill people’s learning, work, and life, and intelligent methods also influence information selection and judgment. For example, when people frequently browse certain types of information on social media, algorithms continue to push the same type of content. While this facilitates browsing and reading of information of interest, it simultaneously leads to narrow vision and information cocoons. Therefore, professionals should have a pair of “discovering” eyes [13], learning to filter valuable content from large amounts of information, enhancing professional awareness and knowledge, and strengthening professional sensitivity and judgment. They should be adept at “information capture” and willing to engage in “information encounter,” making choices, judgments, and discernments through extensive reading to ultimately achieve knowledge growth and effective accumulation. This requires professionals to read large amounts of professional literature and accumulate reading experience over years of learning and work. Such reading can effectively help practitioners and researchers deeply understand the latest practices and research achievements in their fields, promoting significant growth in domain knowledge and enabling them to more smoothly conduct academic writing, project applications, and job tasks, transforming knowledge into paper results for dissemination and into specific applications in practical work. Although many libraries conduct statistics and rankings of users’ literature reading quantities, reading volume is not the most important factor for reading effectiveness. What is more critical is cultivating reading habits, literacy, and capabilities. Reading is not just about quantity accumulation but more importantly about qualitative improvement. The ability to “pan for gold” can significantly enhance the effectiveness of professional literature reading.

4.4 From Reading to Research to Writing

Reading is a necessary but not sufficient condition for research and writing. Reading alone is insufficient; it must be combined with thinking and practice.

Reading cannot replace thinking and reflection, nor can it replace research and writing practice [14]. In the process from reading to writing to research, although reading is very important, connections must be established between reading, writing, and research. Reading is a necessary foundation for research and writing but insufficient to support the entire research and writing process alone, and cannot replace independent thinking and practical operation. Critical thinking is crucial in this process, transforming professionals from passively accepting information to learning to question and analyze problems. Therefore, when conducting literature reading, professionals can also simultaneously focus on and read books about critical thinking to establish an effective foundation for research and academic writing. Meanwhile, experience and practice are also indispensable components. Pure reading must be combined with personal thinking and practice to bring innovation and breakthroughs in thinking and understanding. Reading is the beginning, but in-depth thinking and practice are the keys to completing research and writing. Achieving the transition from reading to research to writing can effectively promote the practical implementation of reading and enable professionals to feel the value of reading and the joy of harvest from the integration of reading and writing.

5 Conclusion

Reading should become an important habit. Professional literature reading is not only a pleasure that expands knowledge and broadens horizons but also a field of study. Professionals need to read, and they need to read well, deeply, and meaningfully and valuably. This in-depth reading is the foundation of academic paper writing and an important prerequisite for knowledge dissemination. Reading more and enjoying the pleasure of reading, learning to study in-depth, helps write high-quality papers, conduct more innovative knowledge exchange, and promote the development of library and information science discipline and career.

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Note: Figure translations are in progress. See original paper for figures.

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