

**The role of university library in developing digital reading skills
university professors and students in Algeria**

دور المكتبة الجامعية في تنمية مهارات القراءة الرقمية لدى الأساتذة والطلبة الجامعيين
في الجزائر

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Abstract:

The study aims to explore the role of university libraries in activating digital literacy and improving the skills of students, professors and researchers in higher education institutions in Algeria. As it has a role in supporting contemporary systems of teaching and learning, and in line with modern trends in the field of publishing and information circulation. We will also try to identify the most important challenges that face information specialists in the inclusion of library services directed at encouraging digital reading to support the educational and research activities of students and professors. As well as enhancing self-learning skills, such as the acquisition/subscription of electronic information resources in light of a strong policy to develop digital collections. Preparing reading spaces in the university library, and implementing training courses and practical workshops on effective and organized reading strategies. In addition to teaching the beneficiaries information skills and strategies to use the possibilities of the Internet and its applications, dealing with data and information and ensuring their authenticity and reliability, at a time when computers, mobile phones and Internet access are in the hands of every student and professor.

Keywords: Digital reading; university library; digital culture: Algerian University.

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1.INTRODUCTION

The beginning of the 21st century witnessed a steady progress in information and communication technologies, which resulted in the emergence of huge amounts of information sources in various types and forms, which transformed reading practices on paper content into digital entities, where sound, image, video and hyperlinks coexist, based on advanced information networking technologies that have contributed greatly to the development and innovation of new digital reading services. And in light of the digital transformation of higher education institutions in Algeria and the emergence of contemporary systems of education, university libraries face the challenge in activating their role in establishing a culture of digital reading among students, professors and researchers to encourage them to make use of them in their educational and research activities, and innovate and expand their reading services in line with the latest developments in the digital environment, the trends and expectations of the academic community towards the use of technological means and information resources. At a time when the field of libraries and information facilities is transforming into digital libraries, university libraries need to develop their management methods and services through effective investment in information and communication technology (ICT), in order to grow their digital collections to serve the educational curricula in the university and to develop services to establish and improve the culture of digital reading and develop the skills of students and faculty members, through requiring the acquisition of more electronic devices in light of a strong policy to develop digital collections and organize access to digital resources such as e-books, online educational resources and databases. This makes the learning experience interactive and contributes to enhancing students' understanding and knowledge acquisition, and the implementation of training courses and practical workshops on effective and organized

reading strategies. They also have to teach the beneficiaries information skills, using the potential of the Internet and its technologies, and strategies for dealing with data and information and ensuring its authenticity and reliability at a time when computers and mobile phones are nowadays in the hands of every student and teacher. From this point of view, the following questions arise in this study:

- What is the role of university libraries in encouraging digital reading among students, professors and researchers in higher education institutions in Algeria?
- What are the ICT-based mechanisms that can be adapted to expand the scope of proper digital reading practices and use its resources in educational and research activities at the university?

Methodology:

The study relied on the descriptive approach to describe the subject phenomenon and review its components and variables clearly by referring to a set of reliable documents and references in both paper and digital forms. We also focused on a survey of digital reading applications and programs in university libraries in order to identify the most important pioneering experiences in this field, and the tools offered by the latest technological developments to promote digital reading.

2.The concept of digital reading:

Reading is a mental and intellectual activity that involves many factors, and aims to link the spoken language to the written language. As it enables the learner to be able to recognize and pronounce letters and words, and a good reader is one whose performance is sound, as reading in this sense is a cognitive, visual, and audio process (Al-Hassan Hisham, 2005). Digital reading is the activity of reading written texts, usually accompanied by static or animated illustrations,

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through digital devices such as computers, tablets, smartphones, and digital readers. There are many areas of digital reading, including self-education and cultural enhancement, entertainment and leisure, interpersonal communication, or obtaining information according to the purpose.

3. Paper reading and digital reading:

Paper reading refers to reading on paper, while digital reading refers to reading textual material online, whether on a digital reading device, smartphone, tablet or computer, and digital reading can include reading e-books in digital formats that adopt the linearity of printed books, as well as hyperlinked texts. E-books can be obtained through subscription platforms such as Epic Books or Kindle or through libraries that vary in ways of making them available between remote access or on physical media, or through other online sources such as the Gutenberg Project or Adobe Reader.

4. The importance of digital reading:

Reading is an essential factor in building and refining the personality, as it provides the reader with knowledge and experiences that the individual may not be able to acquire directly except through reading, and it is a tool for the student to achieve a distinctive level of academic competence. The importance of reading on electronic media is growing because of its role in acquiring knowledge and science in the university environment in light of the digital transformation of higher education institutions and the adoption of contemporary systems of distance education. Some of the advantages of digital reading include:

- Digital reading develops efficiency and speed in searching for information and rehearsing the sterile processes; as a result of the increased interaction with the screen, digital readers acquire certain

skills better than the generations that grew up on reading paper books (Mohammed Hassan; 2021).

- Keeping up to date with the latest scientific developments in the student's field of specialization.

- The possibility of sharing reading resources among students with professors within the modern applications of information and communication technology, and enhancing interaction among them to discuss the content of reading resources and exchange ideas and experiences.

- Raising the level of verbal fluency and language proficiency by continuously listening to audio information sources.

- The possibility of mobile reading on mobile devices based on downloading many digital reading resources on smartphones, tablets and other devices.

- Ease and flexibility in reading digital resources by displaying texts, charts, tables and images in different sizes and dimensions, and controlling the processes of printing, sticking and transferring.

- Many studies have reported that digital reading provides more positive outcomes compared to print reading (Çeliktürk Sezgin, 2023)

- The reader can become an editor and contributor in many of the processes that bring a kind of vitality and activity to the digital text, participating in its construction, creating new links, modifying or adding contracts, and establishing textual links according to their needs, abilities, and aspirations (Abbas; 2022).

5. Digital reading resources:

Digital reading sources are the result of the development of electronic publishing and its combination with modern communication technologies, and the growing use of computers and their applications. Which gave the possibility of producing and publishing information and making it available to readers on different containers without time and space restrictions, thus taking reading practices out of their traditional space into the vast digital space and

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changing the relationship between the reader and the text. Digital reading sources defined as all sources that can read using digital reading devices. Some of which are born digital, others are convert from their original traditional form to digital form. Or are in digital form on magnetic or laser media, or those paperless sources that are also stored digitally once they are produced from their source or published (authors, publishers) in database files and information banks available to users by direct connection or internally within the library through compact discs (Cd-Rom) (Al-Nuwaisa: 2012). Electronic information sources can be divided into the following categories (Alian; 2015):

a. E-books: These resources are beginning to increase in popularity online and offer full-text books with links to publishers.

b. Electronic journals: which come in paper or electronic form only and offer their services through databases or through their online websites.

c. E-References: It has started to spread through the Internet as an alternative to many paper references, with the capabilities and advantages of electronic sources of sound, images, links and others.

d. Electronic theses and dissertations: This type of source has recently started to multiply digitally via the Internet as full texts after we got used to it through the services of international bibliographic databases.

e. Online global databases bibliographic or full-text databases: These are now one of the most widely used electronic resources in libraries to help them expand their services by making available hundreds and thousands of articles, research, conference proceedings, documents, newspapers, etc. without the need to acquire them in the library.

f. Internal databases: These are the databases that the library designs and builds according to its needs. Which later can made

available online through communication networks, including the Internet, to provide its services.

g. Compact discs: University libraries provide many of the outputs of databases, periodicals, books, electronic references, conference proceedings and research on these discs and provide many information services through them. Many organizations have tended to use these databases, as alternatives to the online search service after most of the information sources were available on these discs. Currently, the same information sources are available in both formats, in addition to publications or full-text reference sources such as encyclopedias, dictionaries and manuals.

h. Multipurpose discs: its presence has spread within the library collections due to its ability to combine text, static and moving images that save many specializations and topics.

i. Online resources: which we can call the global virtual library. We mean the websites of institutions, people, companies, libraries and associations to satisfy the information needs of readers. In addition, it is now necessary for libraries to pay attention to them as part of their important computerized information services via the Internet, in addition to search engines that have become very accurate in achieving very accurate and wonderful research methods that one can find anything he/she is looking for.

6. Methods of acquiring electronic resources in university libraries:

The library can obtain these resources through:

a. Companies specialized in producing these materials such as Pearson, Reed Elsevier, Hachette and other publishers, or companies specialized in converting paper copies into electronic format such as Adobe and Microsoft.

b. Producing these resources locally in the library through the digitization process.

c. Purchasing on-line access from one of the on-line service centers.

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- d. Subscription through local and global networks.
- e. Subscribing through information brokers or information dealers.
- f. Subscribing to cooperative networks of libraries (Consortium)
- g. Direct contact with resource producers.

7. Digital reading devices:

There are many devices that can be used to read digital resources on screen, including:

a. Smartphones: Android phone users can download digital book reader apps that help download, organize and read books, such as FB Reader, Word-player, Kindle and Aldiko, which can be downloaded from the Android store. For Windows Mobile phones, there is a wide choice of downloadable book readers, including Microsoft Reader, Mobipocket eBook Reader, eReader, Kobo, Txtr, and others.

b. Tablets: Tablets such as Apple iPad and Android tablets provide an excellent e-book reading experience thanks to their large and high-quality screens and the ability to use free apps such as iBook to download digital books from the iBook store. The Samsung Galaxy Tab and HP Touchpad Tablet are premium digital book readers that come preloaded with the Kindle app, which enables readers to download Nook and Kobo apps from the Android Market and access millions of books at low prices from the Kindle Store.

c. E-Reader: These devices are specially designed to read digital books, featuring a paper-like screen and e-ink technology to provide a comfortable reading experience similar to a paper book. Another popular device is the Amazon Kindle, designed by Amazon, whose latest offering is a fourth-generation model that comes with five controllers and Wi-Fi is enabled. The Kindle's advantage lies in its long battery life, and its ability to read MOBI and PRC files as well as PDF and TXT formats. Sony Reader devices also offer the latest digital book reader model called Reader Wi-Fi, a new product that

allows direct download of books from Wi-Fi enabled public libraries. It supports a wide range of formats including PDF, RTF, EPUB, TXT, DOC, JPG, MP3.

d. Wearable Devices: Or wearable technology is the name given to the type of electronic devices that we can wear as accessories, or implanted in our clothes or even in our bodies, such as smart watches or smart glasses, equipped with a high-precision processor system (processor) and a wireless connection to the Internet service. The application is installed on the smartphone and linked to the watch or smart glasses. It's similar to Apple Watch or Android models, to download digital books in ePub, Docx or PDF format to read them in the same way as digital reading on mobile phones and computers.

8. Advantages of e-resources in digital reading practice:

There are many characteristics that are unique to electronic sources in the practice of reading compared to their paper counterpart, which we will try to summarise in the following points (Bokhario Ben Shaera; 2022):

- Speed of obtaining information at any time that suits the reader with the possibility to store thousands of books due to the electronic feature in the small space.
- Newness of the information compared to its counterpart in printed information sources.
- Possibility of sharing the same medium across networks or databases linked to an internal or external network.
- Possibility of reading based on hypertext technology (hypertext), which means the bifurcation of electronic texts into other texts through the links contained in the documents that are accessed for deepening and allowing the user freedom to access those documents, which constitutes a fundamental difference with printed text.
- Control the way to view or save.

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- Possibility of previewing the dictionary by clicking on the words in the book and finding an explanation and translation of the vocabulary.
- Full-text search where the entire book is revealed and can be searched.
- Some e-books allow you to control the font type and size and change the background.
- The presence of META DATA according to the Dublin Core standard, which is a method that allows searching with basic keywords so that the search results are more relevant and the researcher does not get lost in the huge amount of information.
- E-books are more readable and visible, as the publisher takes the work and presents it to the public, bearing the technical, economic, legal and industrial burdens in the sense of reducing the publishing and distribution chain.
- The advent of e-readers and smartphones has revolutionized e-reading.
- Multimedia technology has allowed other symbolic formats such as forms, moving images, music and sounds to be combined into one crucible. A book can contain all of these characteristics together.
- The possibility of converting educational curricula into electronic curricula by converting curricula into electronic images and rewriting scientific curriculum books with the participation of the subject expert, scientific designer, and technicians, while integrating the necessary technologies, provided that each educational element contains the educational objectives of the lesson and an explanation of it using multimedia and interactive.

9.University Library and Digital Reading:

Modern technologies and the widespread use of digital resources have changed the reading practices and habits of university students and professors. The digital environment has provided several options

for reading practice thanks to the growth of electronic information sources compared to their printed counterparts, such as digital books, electronic newspapers and periodicals, and digital encyclopedias, which were the result of the development of electronic publishing. The university library was not far from these developments. As the majority of its visitors became dependent on electronic books, magazines and journals to retrieve scientific material that serves their purposes in their scientific and research activities. Which promoted electronic reading of various kinds, and resulted in a reluctance to print sources that most libraries have built and developed since their inception, and on which most of their tasks and functions, including the mechanisms and policies to encourage reading and learning. This has forced them to keep up with these changes, invest in all their capabilities, and adapt them to the modern trends of the reading habits of the academic community.

In the context of e-reading, the relationship between the reader and the text has changed, as the reality requires additional tools in addition to the content of the text. Such as the screen, the computer and the communication and information network, as well as providing readers with the possibilities of accessing, retrieving and investing in digital contents for study and scientific research. Thus, the tasks of the university library are shifting in line with the changing trends of users towards digital reading, as the latter requires ‘the availability of electronic reading devices and special equipment that supports the process of searching, downloading, saving, browsing, browsing, cataloguing, note-taking and other options provided by the software for this task. A number of factors directly affect the success of reading, including the language of the software and the ease of access (Shahin Kamel, 2014). At a time when digital technology has become a pivotal requirement in the life of the student and the university professor. These, Within modern teaching and learning methods, which requires control of electronic devices as a prerequisite for investing in digital reading as they are more suitable for teaching curricula such as

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laptops, tablets, iPads, mobile phones and others, which are relied upon in teaching and learning activities to access knowledge sources and interact on academic and social communication platforms. In order to make the university library a space that contributes to enhancing the desire and motivation for digital reading, it must provide opportunities for them to choose the materials they want. As it assume that the reader will read more books when they are allowed to choose their own reading materials, which helps them to discover and enjoy reading (Al-Hassan Hisham, 2005).

10. University library services to encourage digital reading:

In the era of knowledge economy and information and communication technology, the development of student's digital reading habit is an essential goal of contemporary university education. And since the university library acquires many electronic information sources that help to form this skill, the library managers and librarians in coordination with faculty members occupy a strategic position in terms of serving the scientific, educational, research and promotional objectives of students and professors at the university. And its training users about successful digital reading habits, in order to develop their scientific and intellectual skills and abilities in order to helps the teacher to have the potential to provide digital reading resources in all forms and types. Librarians provide advanced services to help professors, students and researchers to search and to retrieve the required information sources based on modern technological means, as well as provide material conditions favorable to the practice of reading and reading, and ensure human support to accompany and guide readers towards proper and successful digital reading. Among the mechanisms provided by university libraries to facilitate and encourage digital reading among students and professors are the following:

10.1. Providing access to digital resources:

University libraries are keen to ensure equal access for all categories of patrons to digital learning resources and the devices to use and benefit from them, by providing free internet access and providing computers, tablets, e-readers and other digital supplies. Libraries can also provide technical support, trouble shooting and guidance on how to use these devices and access information via the Internet and databases or connect them to publishers and suppliers of digital information resources, as well as create comfortable and flexible spaces that make patrons feel comfortable and enjoy reading and learning activities.

10.2. Implementing training programs on information literacy for students and teachers:

Digital reading is part of information literacy, which is defined as the ability to think critically and make balanced judgments about any information we identify and use (Chartered Institute of Library and Information Professionals (CILIP); 2018). Students need to master deep reading strategies not only in terms of finding and retrieving information, but also in terms of processing it, drawing conclusions, constructing new ideas and relating them to their own experience. In the context of the digitization of education systems in the higher education sector, students are expected to create new knowledge, understand information, and be able to use information, data and knowledge ethically (Association of College and Research Libraries (ACRL; 2016). In this regard, the university library can work to instil and encourage a culture of digital reading among students and professors by offering the design and implementation of a range of training programs on various digital skills. This help them to access knowledge and learning resources by organizing workshops, training courses, webinars, or educational programs on how to use digital applications, platforms and tools, such as email, social media and e-learning. Libraries can also teach patrons how to evaluate digital

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information and its sources, and how to use and share it, such as teaching search, selection and citation techniques, and various publishing mechanisms and channels.

10.3. Valuing the use of electronic lending platforms for digital books:

Axis 360, 3M Cloud Library, Freading, LexisNexis Digital Library, and Overdrive are the most popular digital book lending platforms that aim to provide readers with a series of digital resources in all scientific disciplines to meet the interests and needs of all categories of beneficiaries. Digital book lending platforms are of great interest to university libraries and are flexible and easy to use, as they do not charge fees for late return of borrowed books and provide several applications that allow users to read digital books through a variety of e-readers or mobile devices. Readers can also download books from their library anytime and anywhere they have access to the internet, provided they do not check out the digital book. E-book lending platforms also support some assistive screen reader technologies that allow visually impaired patrons to read audio e-books, for example, the Axis 360 platform that allows access to e-books for the blind. Most digital reading platforms share a number of features, particularly in providing several options for reading digital books in a variety of platforms, whether through a web browser or on their own e-reader such as Kindle, Nook, Sony Reader, etc. or through reading software on smartphones. Digital books can be downloaded from the platform for offline reading. All platforms use Digital Rights Management (DRM) software to protect digital book piracy and control usage periods, which allows libraries to manage the lending and booking of digital books by patrons, which often ranges from one to three weeks. Libraries can also use this service to design a website to manage the lending process for their collections in the same way, a

feature that helps them value their information assets and facilitate access to reading resources by their patrons.

10.4. Commons readings:

It is a space for dialogue and discussion among a group of people to view and exchange their reading experience, develop their reading skills and communicate with others. A reading club can take several forms depending on the target audience, scientific and cultural disciplines, and the location, whether virtual or physical. Whereas book clubs were traditionally organized due to geographical boundaries and time barriers to accessing information sources. However, social networks and e-learning platforms have enabled the promotion of digital collective reading ‘reading together’ through remote access to vast collections of scientific, literary and cultural documents that appeal to the tastes and preferences of readers. These applications are used to activate discussion, dialogue and exchange of opinions among professors, students and intellectuals and to benefit from the experiences of others, publishing and sharing them in order to create new knowledge and ideas. In addition, social media-based book clubs mix multimedia (digital books, e-journals, etc.) and traditional books so that readers can meet through virtual communication platforms such as Zoom, Teams, and Webex. University libraries can use social media applications to create and activate reading clubs for professors and students such as LibraryThing, Sanscritique, Goodreads, Babelio, Livraddict, and. These applications enable enhanced communication between the library and participants to identify their reading trends and preferences for digital and print resources, as well as facilitating ways to exchange resources between participating members outside meetings on university reading platforms to share books, ideas, and more, and thus enhancing communication between students, professors, and librarians.

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There are many advantages of establishing reading clubs in university libraries, both for the library and participating beneficiaries, including:

- Developing students' reading taste
- Creating opportunities for more reading and discovering other types of reading.
- Improving the cultural level of students, professors and researchers.
- Developing reading skills and extending its pleasure.
- Providing an opportunity for communication and meeting between the parties to the educational process.
- Share and harmonize opinions and ideas.
- Changing the idea of reading as a solitary activity and developing a sense of belonging (to the community, the reading club, and the library)
- Allow the library to know the trends and preferences of professors and students for reading resources, which helps it to adjust the collection development policy.
- Generate a sense of belonging to a group (Vergne; 2009)

10.5. Provision of audiobooks:

The Cambridge dictionary defines an audiobook as a recording of a book read aloud and available on CD-ROM or on the Internet (Cambridge dictionary; 2021), which is used by computers and special software to read them. Audiobooks have special advantages over printed books: they help save time, make reading more comfortable for users, and play an important role in promoting literacy, developing intellectual curiosity, and fostering a culture of lifelong learning. Audiobooks offer the ability to read while doing other activities, and allow reading in situations where print books cannot read, and have the potential to meet the reading needs of individuals with visual

impairments or learning disabilities. Audiobook applications have become widely available on smartphones and can be easily downloaded from their respective stores, such as the Google store on Android operating systems or the App store on iOS (Huber; 2020).

Among the popular applications that can be invested on library websites to encourage digital reading as Audible, which offers a wide range of audiobooks in all scientific disciplines. It includes bestsellers and classic literature, which offers the advantage of easy and flexible use with the ability to download many resources to the mobile phone and listen to them while walking or travelling without need to connect to internet. As well as the application "اقرأ لي", for Arabic audiobook content, as an online Arabic audiobook platform that offers several Arabic books, articles and news on the smartphone by famous authors, and read by a specialized team of broadcasters, as well as the latest books and novels. The application includes the latest books, political, religious and historical novels, best-selling books in different libraries, in addition to children's stories. The user can listen directly to books and audio articles or download them and listen to them later by searching the application's library. This application can be utilised through the platform's website and can be downloaded through Google Play or the App Store.(Bashir Ahmed Abdel-Al; 2022).

And it's not just about acquiring audiobook resources by University libraries, but also monitor the trends and tendencies of users towards the audio performer, revealing their identity and experience in the field of reading. It is also important to know the reasons that lead them to prefer one reader over another, or the type of performance and voice in reading audiobooks, which helps the librarian to select and choose audio resources that will motivate students and professors to practice digital reading.

10.6. Providing digital reading spaces:

University libraries provide many services to users of different categories and levels, and one of the most prominent of these services

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is the provision of special reading and reading spaces, which are the places used by their patrons to complete and prepare their work and research that fulfil their scientific, cultural, professional and other purposes. They are defined as those vital and important places that relate to the book and its reader and the meeting point between a group of documents and a group of readers in the library's patron services division (Egyptsystem; 2021). Physical reading spaces are an integral part of the functional and essential framework of libraries, and these spaces automatically connect the community of patrons to the architectural design of the library building and information facilities, and promote interaction, exchange, knowledge development, and communication (Moreno and all; 2014). With the emergence of information and communication technology (ICT) and its growing use in educational curricula and scientific research programs in universities, most students and professors use mobile devices such as laptops, smartphones, and digital readers in their scientific and research activities. Thus, university libraries had to create digital spaces in their facilities by restructuring them with advanced technologies that allow accessing, discovering, recognizing, promoting, sharing, creating, and offering digital services and innovations in the context of various procedures and activities such as meetings, discussions, and group workshops (Mabrouka and Talal; 2017). University libraries are keen to provide special spaces equipped with the latest means and advanced tools in order to ensure the highest levels of efficiency in the reading practices of students and professors. Such as choosing modern and comfortable furniture, providing computers connected to the Internet and subscribing to databases. This helps readers to obtain reading materials without going through routine procedures. As well as libraries provide the appropriate architectural atmosphere and aesthetic touches to the reading rooms by adding the effects of appropriate lighting, colors and texture to give the reader a sense of spaciousness and comfort. The

library also controls noise and maintains a quiet environment that encourages the reader to concentrate on the reading process.

11. Difficulties in promoting digital reading at the level of university libraries:

There are some challenges and issues facing university libraries within the scene of the emergence of students and professors' trends towards digital reading. This has made the process of preserving the intellectual and cultural heritage of the university a complex task as it is difficult to archive information resources based on licenses to use content compared to the ownership method, which reflects negatively on inter-library loan processes when the physical ownership of reading resources is lost. Digital rights management (DRM) associated with these types of information resources poses a challenge to access and utilization. The purpose of DRM is to restrict access to e-books on private reading devices and limit the number and type of users, a factor that also puts university libraries in a difficult position to meet the needs of students and professors. It is also a barrier for librarians to negotiate favorable licensing terms with publishers and commercial agents. The prices charged for e-books can be a challenge for university libraries, as many digital resources can come at a higher cost than their print forms. The majority of them impose printing, downloading and reproduction restrictions, leading to frequent disappointments for patrons. On the other hand, adopting and keeping up of new and updated technologies used to use digital platforms and reading electronic resources may require the training of librarians in charge of lending and guidance services, and the implementation of training programs for professors, students and researchers on a regular basis to qualify them to use them. Reading digital resources is also related to the availability of technological means and Internet access, which may not be available to all categories of students and professors. In addition, many university libraries lack the appropriate technological infrastructure to invest in digital reading services and

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provide a favorable environment to encourage digital reading among students, professors and researchers.

12. Study suggestions:

Developing the digital stock of the university library with various electronic information sources that are compatible with the curricula in all scientific disciplines and in line with the university's approved educational systems.

Enabling beneficiaries to borrow and/or free access to digital reading resources from a unified interface on the library's website or by setting up special spaces for digital reading, and establishing appropriate mechanisms to reward the most frequent readers.

Implementing training programs in the culture of digital reading, improving it and developing its skills among students and teachers by organizing training courses and practical workshops on effective and organized reading strategies. This requires the availability of information skills and the use of the potential of the Internet and its technologies, as well as the skills of dealing with data and information and ensuring their authenticity and reliability. Thus, without neglecting the promotion of paper-based reading by valuing the library's traditional collections and providing the necessary equipment and facilities to access them.

Organizing digital resources exhibitions periodically at the level of the university library, scientific and pedagogical facilities of the university and its websites. A range of purely literary works (novels, poetry, theatre, etc.), in addition to scientific and technical information sources in various topics of scientific disciplines at the university on the articles of periodicals, studies, modern research, theses and dissertations, etc.

Sensitizing professors on the importance of directing students to digital reading of literary works and sources that support their courses.

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Organizing exhibitions for the sale of digital books by authors and researchers in the library at low fees and within the reach of students compared to the prices of the publishing market, enabling them to purchase them and use them in their educational activities.

Inviting renowned local and international authors to organize intellectual and scientific forums and seminars with students and professors to exchange opinions and experience.

Implementing digital reading competitions in coordination between faculty members, the university library, and students.

Planning to implement a written presentation that includes students' opinions about the courses they have taken during the academic season, to be evaluated by all faculty members of the scientific discipline with the aim of enhancing students' creative abilities in expression and allowing them to highlight their acquired knowledge.

Encourage students to digital reading through assignments that accompany the learning process.

Encourage professors to direct students to the digital learning resources offered by the library in order to use them in the teaching and learning process.

Forming a working team in the library to monitor all trends and tendencies of students and professors towards digital reading practices and habits, and identify the obstacles they face in obtaining the desired resources and work to overcome them in coordination with the library management and the teaching staff.

Preparing and distributing periodic bulletins that aim to bring beneficiaries closer to the world of books and digital reading. The bulletin should include a set of themes about new releases of digital resources at the national and international level. It also provides information about the field of electronic publishing, and reviews of professors and students about works and research in their scientific specializations. In addition to information about important scientific and intellectual websites on the Internet, especially free access

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websites, specialized websites, websites of professional associations and bodies, and others.

Designing and implementing an interface or portal connected to the Internet that contains text links referring to national and international scientific and intellectual periodicals and journals. Making sure to install this interface on every computer in the library, and the official websites of the university, colleges, departments and institutes.

Encourage initiatives to establish digital libraries at the level of higher education institutions.

Conclusion:

The digital reading promotion service is a service tool for university libraries that aims to provide readers with a range of digital materials that serve their preferences, expectations, and scientific specializations. In addition, benefiting from the facilities provided by the reading services, and sharing the experience of using them among the beneficiaries through various scientific communication channels based on information and communication technology. This contributes greatly to satisfying their reading needs, using digital reading resources, and developing their skills in dealing with information technologies and employing them in their scientific and research activities, as required by contemporary education systems. In the era of information and communication technology, university libraries need to keep up with the developments of the digital environment and keep pace with the trends of the academic community towards modern methods of reading habits. This prompts them to embrace the latest information technology, devise ways to encourage and facilitate digital reading practices, continuously improve their functions, and upgrade their services to serve the university's educational curricula and scientific research programs.

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