


The Application of Micro-Video Technology in the Promotion of Digital Reading in Children's Libraries Under the Background of Media Fusion

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ABSTRACT

Digital reading is now an important way for children to read. This article defines the concept of children's digital reading based on the current situation, reading needs, and research progress of reading promotion methods. Aiming at the problem that only simple matching method is used for entity extraction in BAG model, this paper proposes an entity extraction method based on reference words and an entity graph construction method based on problem-related entities. Experiments on data sets verify the effectiveness of the model. The results show that the BAG model is improved by 2.4% on the verification set and 4.1% on the test set, which proves the effectiveness of the improved method. Based on the graph convolution algorithm of the central node, the local subgraph convolution and the global graph convolution are connected in the entity graph behind the central node, so that the model can obtain local and global information at the same time and enhance the reasoning ability of the model.

KEYWORDS

Children's Library, Digital Reading, Graph Convolutional Network, Media Fusion, Micro Video

INTRODUCTION

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In April 2021, the 18th National Reading Survey Report and the 2020 Digital Reading Report for Chinese Children were released. The two reports investigated and analyzed the reading behavior, reading choice, reading habits, and overall development trend of adults and minors, respectively, showing two major trends: on the whole, the reading volume of children and adults continued to rise. In terms of specific reading behaviors and forms, paper reading coexists with digital reading, and the latter's users have increased for five consecutive years (Chaabani & Azouz, 2021). Digital reading is irreversible. According to the survey of digital reading methods (including online

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reading, mobile phone reading, e-reader reading, pad reading, etc.) of minors aged 0–17, more than 70% of them have been exposed to digital reading, with a rate of 72.3% (Cheng et al., 2022). This generation of minors was born with the Internet. Digitalization has been integrated into children's learning and life in a multi-dimensional and all-round way, and is brewing a huge change in the way children acquire knowledge and information (Carvalho et al., 2022). The digital resources of children's libraries include e-books, periodicals, comic books, cartoons, videos, etc., which are rich in content and huge in resources. However, compared with traditional paper reading resources, the utilization rate of digital resources is low and there is a certain degree of resource waste. There are many reasons for this phenomenon, such as publicity efforts, the particularity of children's reading groups, the search methods of digital resources, the restrictions on the places where digital resources are used, and the shortcomings of children's digital resources in the promotion and utilization of reading (Davidson et al., 2021).

“Humanized and emotional service” means that in addition to regular services, special services should be added to make the service move the guests and make the guests feel true and close. Emotional service is one of the concrete manifestations of high-quality service (Coogee & Nagro, 2022). For now, humanized and emotional services are more prominently favoured no matter what industry they are in (Baxter et al., 2021). Therefore, in the traditional service model in the past, a certain emotional factor was introduced to allow users to experience the inner scene while enjoying ordinary services, which not only attracts the interest of more readers but also makes readers more engaged with the content. A deep understanding of the content will favour such a service model (Huang & Kong, 2021). For example, in recent years, many industries have developed service models with contextualization as the basic concept, such as contextualized games, and contextualized tourism (Hou et al., 2021). At present, this concept is not only favoured by many users, but also many organizations are also committed to research in this area. As an existence that provides a spiritual carrier for contemporary children, the children's library should naturally be committed to following the pace of the times and vigorously develop new service methods (Hou, 2021). It will be an activity with great research value to promote situational reading to the reading service of children's libraries and transform the traditional service mode of children's libraries (Kim et al., 2021). “Situational reading” refers to a new reading service mode in which children's libraries, based on their functional characteristics, take readers as the centre, design diversified virtual or real scenes, organize readers to participate in them, stimulate readers' reading interests, improve their reading comprehension, cultivate their thinking and spirituality, and promote readers' reading EQ and comprehensive quality.

At present, although there are several reading platforms established for the promotion of children's digital reading (such as the Happy Reading platform for young and middle-aged students, Nezha Kanshu, Swan.com, etc.). There are still many deficiencies in this aspect, which require further in-depth research by scholars (Lu, 2021). This paper will identify the current problems in the promotion of children's digital reading through empirical investigation, and then propose optimization strategies (Lina, 2022). The target of children's digital reading promotion is children (Li, 2021). Therefore, children's digital reading needs, children's digital reading behaviour, and children's satisfaction with digital reading are related to the effectiveness of children's digital reading promotion (Araújo & Moro, 2021). Most of the existing digital reading promotion for children is based on the construction of digital resources, and the content of resources and the form of promotion may not meet the actual needs of children or even waste digital resources (Oskouie et al., 2014). In addition, through literature research, it is found that the research on the promotion of children's digital reading is not in-depth, and the literature on the theme of “children's digital reading promotion,” retrieved by the author, is not prolific, especially the empirical research literature on children's digital reading promotion, which is less. In terms of research on the construction of children's digital reading promotion resources, most children's digital reading platforms have many resources, but the content of the resources has the problem of slow content update, lack of childlike interest, and lack of exploration of children's psychological needs and usage needs (Qian et al., 2011). Therefore, on the basis of previous studies on

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