

Фундаментальные основы
и междисциплинарные связи /
Fundamental Principles
and Interdisciplinary Connections

Научная статья

Original article

DOI: [10.12731/2658-4034-2026-17-2-891](https://doi.org/10.12731/2658-4034-2026-17-2-891)

EDN: [XKGSIM](https://edn.ru/XKGSIM)

UDC 378.1



Study of scientific literature in the context
of modern students' book culture

E.T. Minasyan, V.V. Goncharova, A.S. Kondina

Plekhanov Russian University of Economics, Moscow, Russian Federation

Abstract

Background. This literature-based research addresses the increasing significance of nonfiction literacy experiences in educational settings, particularly within high school and undergraduate courses in tertiary education. It responds to the observed renaissance of nonfiction in contemporary book culture among students, exploring the historical development of nonfiction features contrasted with fiction and analyzing this trend from a culturological perspective.

Purpose. The research aims to outline the major benefits of integrating nonfiction literature into academic curricula, focusing on nonfiction's unique capacity to engage students with real-world issues, strengthen critical thinking, and foster a deeper appreciation of diverse perspectives. It also demonstrates how nonfiction writings integrate academic learning into real-life contexts.

Materials and methods. The research is grounded on a mixed-method approach with-in a descriptive survey design, consenting to gather data from 208 undergraduate students through structured and open-ended questionnaires. This methodology allowed for in-depth exploration of students' experiences with nonfiction reading and its educational impacts.

Results. The findings specify that exploring nonfiction contributes significantly to developing essential academic and career-related competencies. The study also emphasizes nonfiction's positive role in enhancing critical-analytical thinking and inquiry abilities. Based on these outcomes, the research proposes practical teaching strategies to effectively integrate nonfiction reading and writing in undergraduate courses, aiming to foster an environment of lifelong learning, intellectual curiosity, and informed citizenship in a complex modern world.

Keywords: nonfiction; documentary prose; critical thinking; undergraduate curriculum

For citation. Minasyan, E. T., Goncharova, V. V., & Kondina, A. S. (2026). Study of scientific literature in the context of modern students' book culture. *Russian Journal of Education and Psychology*, 17(2), 7–27. <https://doi.org/10.12731/2658-4034-2026-17-2-891>

Изучение научной литературы в контексте современной книжной культуры учащихся

Е.Т. Минасян, В.В. Гончарова, А.С. Кондина

*Российский экономический университет им. Г.В. Плеханова,
Москва, Российская Федерация*

Аннотация

Обоснование. Объектом исследования является демонстрация значительных преимуществ интеграции опыта обучения грамотности на основе нехудожественной литературы в программы средней школы и бакалавриата высшего образования. Эмпирическое исследование предлагает всесторонний культурологический анализ возрождения жанра научной литературы в современной книжной культуре студентов, рассматривая причины этого явления и прослеживая истоки и историческое развитие нехудожественных элементов в отличие от художественной литературы.

Цель исследования – выявить ключевые преимущества внедрения научно-популярной литературы в образовательный процесс, подчеркивая её способность вовлекать студентов в обсуждение реальных проблем, развивать критическое мышление и способствовать глубокому пониманию различных точек зрения. Исследование также преследует задачу показать, как научно-популярные тексты могут служить мощными инструментами обучения, обеспечивая значимые связи между академическими занятиями студентов и их реальной жизнью.

Материалы и методы. Для достижения целей исследования использовался смешанный подход с описательным дизайном опроса. Данные собирались от 208 студентов с помощью структурированных и открытых вопросов, что позволило всесторонне исследовать опыт чтения научно-популярной литературы и её образовательное значение.

Результаты. Полученные данные продемонстрировали положительное влияние чтения научной литературы на развитие ключевых навыков, важных для успешного обучения и готовности к будущей профессиональной деятельности. Исследование подчеркнуло значимую роль научно-популярных текстов в формировании навыков критического анализа и исследовательского мышления. На основе результатов предложены практические рекомендации по интеграции чте-

ния и письма научно-популярных текстов в формировании навыков критического анализа и исследовательского мышления. На основе результатов предложены практические рекомендации по интеграции чтения и письма научно-популярной литературы в учебные программы, что способствует созданию среды, поддерживающей исследовательскую активность, критический анализ и любовь к чтению на протяжении всей жизни.

Ключевые слова: научная литература; документальная проза; критическое мышление; учебная программа бакалавриата

Для цитирования. Минасян, Е. Т., Гончарова, В. В., & Кондина, А. С. (2026). Изучение научной литературы в контексте современной книжной культуры учащихся. *Russian Journal of Education and Psychology*, 17(2), 7–27. <https://doi.org/10.12731/2658-4034-2026-17-2-891>

Introduction

Enlargement of educational opportunities for young students by encouraging and improving their ability to read and comprehend informational texts is a central objective of educators and scholars [2; 13; 21]. To realize this objective, the majority of researchers have highlighted the importance of fostering students' interest in reading nonfiction at high school and since the first years of university studies. The research paper emphasizes the significance of developing appropriate skills of reading and writing nonfiction as a primary goal of early educational learning experiences because of cognitive benefits acquired by learners who are exposed to these types of literacy practices [6; 28]. The researchers have also indicated that educators should consider teaching high school learners and undergraduates how to read profession-related informative texts to ensure they will have the requisite skills to excel academically and form the basis of a more effective pedagogy than the traditional case study method [4].

The fundamental characteristics of fiction or nonfiction literature as communication media are similar. It is often accepted that people live in societies that are marked by constant interaction, which is defined as a type of communication. This connection between many societal layers and people demonstrates the essential link between communication and different social levels. The nonfiction plays a crucial part in this complex web of interactions. At the same time, literature has endured as one of the first ways of human communication.

Literature review

Studies on reading preferences

Reading preferences, mainly nonfiction, within the frames of high school courses have drawn the attention of quite a few scholars, forming an adequate theoretical ground for the concept. Earlier studies have investigated different aspects and interests, diverse approaches and methods of exploring nonfiction.

Nowadays, book-reading culture testifies to the expansion of the reading community's cognition of the surrounding world. The structure of reading preferences is changing: 7 out of 10 requests are for nonfiction literature. The modern reader has become choosy in his or her predilections, demanding literary material and being quite sophisticated in the content offered. The growing interest in nonfiction as "literature of fact," "literature of truth," and even "literature without lies" is explained by the reader's need to become a co-author of the real world, without any ideological and fictional layers [11; 22].

Any reader has encountered different genres of literature, which can be conditionally divided into two directions: fiction and nonfiction. Nonfiction (documentary prose, personal history, intellectual literature, cookbooks, memoirs, essays, encyclopedias and dictionaries, popular science literature, books on psychology and personal growth, philosophy, etc.) forms an integral part of the literary world, serving as a useful reference point for the reader in search of the specific experience he or she seeks. Documentary prose is based on the memories of eyewitnesses, documents or authors' memories. For the past few decades, the term 'nonfiction' has also been used to render in Russian the English-language concept of nonfiction (works of this category are based not on fiction, but on fact), which unites all kinds of literature except fiction where fictional characters act. Non-fiction materials include an array of resources such as periodicals, recently published informational texts, trade books, technology, business personal development books depicting hands-on experiences, such as trips to museums and other institutions [5].

An interesting opinion on this genre was expressed by the American journalist and writer, the pioneer of the 'new journalism' trend in literature,

T. Wolfe: “Nonfiction is an amazing thing. It’s a genre that’s just gaining momentum. And it’s a genre that, unlike the novel, is destined to survive into the future. There is no explanation as to why the novel is still alive today. After all, it is only a remnant of the epic poetry of the past” [27]. It is assumed, there is some veracity in these words.

A. Tr-Cullen defines nonfiction as a way to “document and celebrate the real world, and that means everything about the real world that is actual, observable, recordable, demonstrable, and experienceable” [24, p. 6]. The following definition of nonfiction is vital for creating a meaningful educational environment of the real world and thus, make the learning more relevant for students.

Rationale of integrating nonfiction in high school

Emphasizing the importance of nonfiction and focusing greater attention on reading and writing is based on several reasons. The initial motive of including nonfiction reading and writing in high school and in the early years of undergraduate curriculum is that nonfiction materials incorporate a range of subject areas such as exact sciences, social studies, technology, arts and writing [7]. Thus, nonfiction promotes learning across a vast array of curricula. When reading fiction, as noted by foreign researchers [14], readers enter into the position of other people, imagining the world through their eyes. They exhibit the ability to think through different scenarios and to model the consequences of different actions. As a result, sociocultural knowledge and values are learnt and accumulated.

Meanwhile, according to some studies, the rise in popularity of nonfiction among young learners proves to be the most effective because they are more personalized, focused on general development and motivation [25]. Given the benefits of nonfiction, it is reasonable to conjecture that educators would devote a noticeable amount of instructional time to integrating nonfiction. However, scholars and educational researchers have concluded that learners spend little time reading or writing nonfiction [6; 15]. The second reason for integrating nonfiction in the high school and in early years of undergraduate curriculum is that it has been hypothesized that standardized texts encompass a significant percentage of nonfiction materials [8; 12]. Therefore, learners in high school should study more nonfiction and expository texts to

receive adequate preparation to improve reading achievements, understand the complexity of diverse nonfiction materials and have relevant exposure to these texts before completing high schooling, undergraduate levels and pursuing postgraduate degrees. Early exposure to nonfiction and informational texts may be the best preparation for the increase in academic rigor that students will encounter at the postgraduate levels and career paths [20].

The other motive for incorporating reading and writing nonfiction in the high school curriculum is that there exists a vast difference between nonfiction reading materials and narrative texts. Nonfiction includes such written materials as documentary prose, personal history, intellectual literature, cookbooks, memoirs, essays, encyclopedias and dictionaries, popular science literature, books on psychology and personal growth, philosophy, etc. Consequently, learners must be taught to read expository texts, e.g., texts that accentuate cause and effect, which differ structurally and organizationally from narrative ones [1]. The fourth reason for incorporating reading and writing nonfiction in high school curriculum is the access to various literacy experiences that learners can get acquainted with through enquiry-based instructions [19]. Inquiry-based instruction involves researching to answer questions and extend previous knowledge. Therefore, nonfiction reading and writing is an important part of inquiry-based learning.

Nonfiction literacy and diverse teaching methods

Integrating nonfiction literacy can be realized through different teaching methods. The first method under study is student-centered inquiry, in which students actively pursue a research topic of interest [10; 13]. Through inquiry, students learn to read larger texts, write, analyse, criticise and build on their existing knowledge of a topic [17; 23]. The choice of topics is based on the importance and relevance of the theme for the learner. Teachers provide extra support and scaffold information through the process of inquiry. Throughout this method, learners read critically for information in order to answer questions by reviewing multiple sources. The inquiry-based method contributes to making the learning more meaningful and applicable.

The second approach is project-based learning, where students labour for a long time to explore and answer a real, interesting, and challenging question, problem, or challenge in order to acquire information and skills

[10]. From a week to a semester, students work on a project that requires them to solve a real-world problem or provide a solution to a challenging topic. By producing a public product or presentation for an actual audience, they showcase their expertise. Students gain in-depth subject knowledge as well as communication, teamwork, creativity, and critical thinking abilities. Students' and teachers' creative energy is unleashed through project-based learning. Using this approach to explore nonfiction content helps students become more independent learners.

Integration of nonfiction literacy experiences in high school prepares learners to understand complex concepts, analyze data, think logically and critically [11]. For example, students in high school are learning about 'carbon footprint', 'virtual traveller' or 'bystander effect'. The lesson starts with the teacher's input, watching a video on these themes, then writing observations and researching extra information in various sources. Afterwards, the learners are allowed to collect information from other nonfiction resources and write about their learning experiences. The exploration and integration of nonfiction materials based on diverse teaching-learning methods (PPP, TBL, CLT, CBI, etc.) is considered rather relevant and innovative. The learner's output can be in the form of a presentation, a quiz, an essay, a review, or a team-made project.

Analyzing the educational experiments on the introduction and approval is part of this study. The project-based learning has been approved in several universities and higher education institutions, including the Institute of Special Education and Psychology, Moscow City Pedagogical University, where it is taught as an elective course called "The Image of the Other in Nonfiction". The students mentioned the unusual learning approach in the reflective questionnaire at the end of the semester; they liked reading and talking about nonfiction books. It was quoted that some nonfiction books inspired fine feelings of empathy and sympathy, some were motivating and thought-provoking, while others conveyed the impression of a closed club where people could openly express their thoughts. By exposing them to new books and authors, the course expanded their perspectives and proved to be rich. It also sparked their interest in world literature and motivated them to examine issues more closely.

At Plekhanov Russian Economic University, we designed an elective course “Nonfiction on the shelf of a contemporary student”. The goal of the course was to give students a general understanding of the genre, its actuality and novelty, practical insights and their implications in their future professions. Therefore, this research involves analyzing the educational experimentation related to the introduction and testing of such a course at social studies majors, its adaptation to humanities majors and its alignment with, the professional goals of future specialists.

This course was also tested in a student group setting. Events of all kinds, including internal, external, and educational ones, have been planned during the last eight years. These gatherings took the shape of round tables, quizzes, film screenings, serial meetings, and other interactive activities. Students and professors were the ones who initiated these events, which is why the participants were so highly motivated and showed a great deal of curiosity towards the worldwide popular nonfiction genre, which inspired them to look for ways to apply this knowledge in their future professional practice, for example, in working with psychological problems.

Research methods

How can nonfiction literature be integrated into the curriculum to enhance learning outcomes?

Nonfiction literature can significantly enhance learning outcomes when integrated into the curriculum across various educational levels. Here are several strategies for effectively incorporating nonfiction texts into teaching practices:

1. Diverse text choices

An eclectic set of topics: Teachers ought to assemble an inclusive collection of nonfiction texts covering an eclectic set of topics, so that students can access sources that spark curiosity and pertain to real-world questions addressed in communities. This practice not only instills curiosity but also enables students to widen their vocabulary and soak up knowledge corresponding to different content areas.

Developmentally appropriate choices: Allowing students to access nonfiction texts increases participation and boosts knowledge. This includes

early reader books, pictorial texts, and graphic nonfiction, which allow you to match varied proficiency and interests in reading.

2. Cross-curricular integration

STEM Connections: STEM teaching also benefits greatly from nonfiction works, through which students learn abstract ideas in leveled language and patterned form. Integrating reading and teaching in STEM fields allows students to make real connections between disciplines.

The inclusion of nonfiction texts in social studies or science learning helps students think critically by framing real-life issues and examining diverse opinions on related topics.

3. Interactive read-alouds and discussions

Engagement modeling. Teachers have the capacity to model the understanding of nonfiction texts through interactive read-alouds that shape enthusiasm and systematic reading behaviors. This enables discussion of the content, structure, and stylistic features of nonfiction texts, thereby enhancing students' understanding of the text type.

By facilitating communication between students through stimulating them to converse on topics related to what they read, students get to share their thoughts, ask questions, and challenge each other's views, thereby learning more.

4. Promoting independent enquiry

Reading choice. Allowing students access to nonfiction texts that reflect their interests enables them to read independently and develop self-motivation. This enables students, as lifelong learners, to experience the joy of discovery and inquiry.

Utilizing multimedia resources. Nonfiction literature often includes various formats such as charts, photographs, and maps, which can be utilized alongside traditional texts to cater to different learning styles and preferences. This multimodal approach enriches the learning experience by providing multiple entry points for understanding content.

Integrating nonfiction literature into the curriculum not only enhances academic outcomes but also prepares students for real-world challenges by fostering critical thinking, effective communication, and a deeper understanding of diverse perspectives. By implementing these strategies, educa-

tors can create a dynamic learning environment that values the importance of nonfiction in developing informed and engaged learners.

Stages of implementing nonfiction materials

There are many active learning methods that aim at understanding and memorizing foreign language material. In case of nonfiction reading *SQ3R* or *SQR-RRR*, i.e. ‘survey, question, read, recite and revisit’ models are rather effective. One of the main advantages of using the *SQ3R* method for reading and studying is that it promotes repetition and recall of key information from the chapter. Importantly, these methods help non-language students to productively develop foreign language skills to analyze the work in depth and develop a personal stance.

It is worth noting that in order to successfully activate our approach in teaching, we decided to use a combined approach depending on the goals and complexity of the language material.

First of all, the key is the preparatory stage in the teacher’s activity, which includes:

- Choosing a nonfiction book. It can be recommended by the teacher, or the choice can be made by learners. The latter increases the level of engagement significantly.
- Determining the goals and forms of work with the literary work, as well as the types of learning tasks. Goals can vary depending on the group’s language level, desired learning outcomes and time limitations.
- Organising the reading process. In conjunction with the *SQ3R* method, it is effective to implement the *K-W-L* 3-step model [16], which comprises *What I Know*, *What I Want to Know* and *What I Learned*.

Learners are provided with K-W-L blank forms (See Table 1).

Educators have the class determine what they already know about the nonfiction material or subject under discussion before they read it. On their K-W-L charts, students write this list in the ‘K’ column. Afterwards, in the ‘W’ column of their K-W-L forms, have students submit questions about what they hope to learn from reading the literary work. For instance, students might question the veracity of some of the ‘facts’ presented in the ‘K’ column. Finally, students should search for answers to the questions in the ‘W’ column as they read the nonfiction material and record their responses, along with any additional information they discover, in the ‘L’ column.

- Receiving feedback. The most ignored stage in reading is considered to be feedback collection, later analyses and discussion. Due attention should be paid to both positive and negative assessments of the covered material. Educators need to summarise the outcomes, classify challenges and barriers in order to eliminate them for further courses with the clear aim to improve learner comprehension, language enhancement and therefore engagement.

In order to choose a nonfiction book correctly, the teacher should familiarize himself/herself with the content of the literary work, independently find the literary work that corresponds to the goals of the class. The selected work should be read in advance, the method of its demonstration and discussion in class (full version or in the format of an excerpt) should be determined, and teaching tasks should be prepared.

Instead of passively reading texts, readers must analyze, internalize, and make it their own. The ultimate goal of reading is comprehension, or deriving meaning from what you read. Experienced readers may take this for granted and fail to recognize the skills necessary for reading comprehension. ‘In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies’ [23].

Table 1.

K-W-L chart [Ogle, 1986]

K What I Know	W What I Want to Know	L What I Learned
Categories of Information I Expect to Use:		

Research findings and discussion

Research findings

During the academic year 2023-25, a pilot project of introducing reading nonfiction was implemented in three faculties of Plekhanov Russian University of Economics – Psychology of Management, Innovation Management and State and Municipal Administration. The overall number of respondents is 208, later named *n*. The opinion poll results are presented in percentages.

The answers to the questions ‘*How frequently do you read books, articles or listen to audiobooks?*’ and ‘*Do you read works of fiction or non-fiction that are relevant to your field of expertise?*’ are illustrated in Diagrams 1 & 2. The comparative analysis has revealed that three-fourths of the learners read specialised literature (75.6 %) and approximately the same quantity of respondents read books, articles and listen to audiobooks of diverse genres, while the frequency of often readers is 26.8 % and sometimes of 43.9%, respectively.

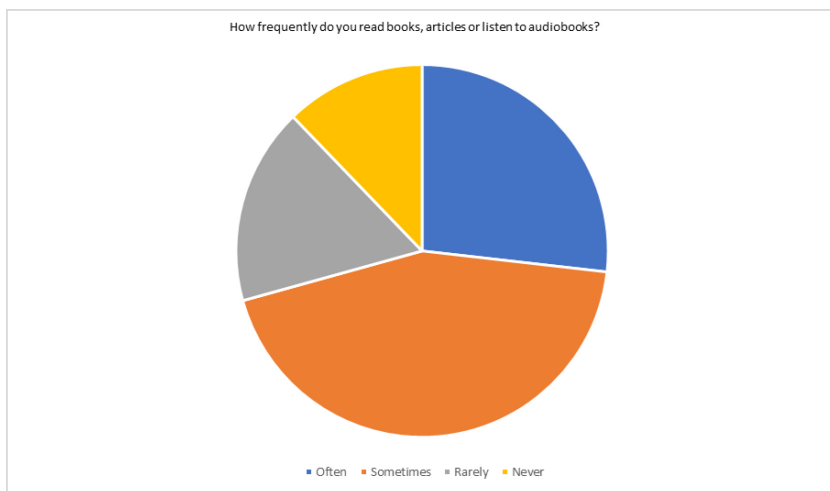


Diagram 1. Frequency of Engaging with Books, Articles, or Audiobooks

Similar to the above results related to Questions 1 and 2, the third question ‘*To what extent do books or audiobooks play a role in foreign language learning?*’ in the survey amongst the respondents showed the tendency that more than the majority emphasize the usefulness of reading literature in any genre in the language acquisition process. The importance of reading fiction or nonfiction was ranked and voted in the following categories: *Very important* – 43.9 %, *Important* – 53.7%, whereas a tiny figure, just 2.4%, stated that reading in *Unimportant* in the foreign language learning procedure (See Diagram 3). Undoubtedly, nearly 98 % of *n* number of students majoring in Economics, Psychology, Innovative Management, State and Municipal Administration, etc. have highlighted the utmost importance and necessity to read in the original, to explore the academic investigations,

thinking cultures and professional insights, as well as the current research studies in foreign languages.

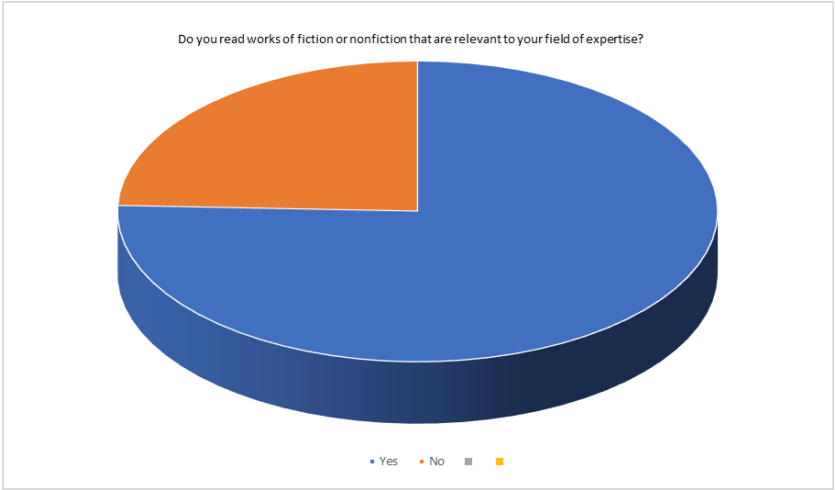


Diagram 2. Reading Professionally Relevant Literature

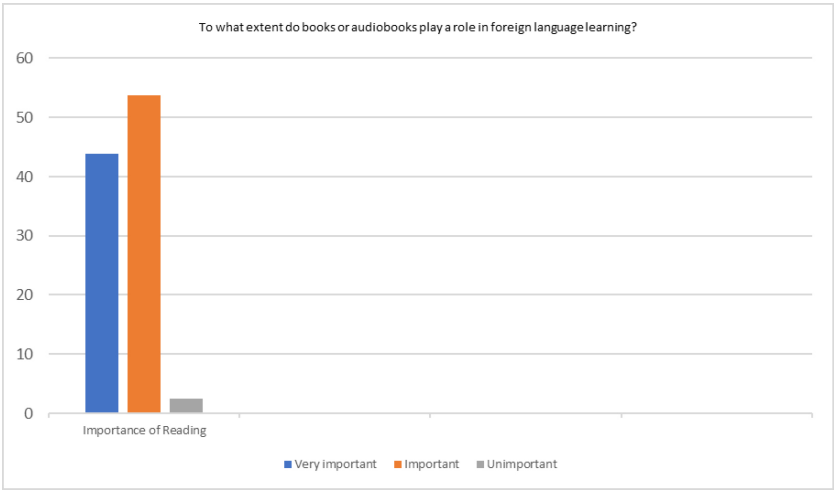


Diagram 3. The Importance of Reading

Another core issue for investigation was the learners’ need to read fiction or nonfiction in studying a foreign language for specific purposes, in

our case, it is English. The opinion poll comprises the core question *Why?* by offering learners an opportunity to choose from the given reasons or state their own motives for reading. Diagram 4 entitled '*Key Benefits of Reading Fiction and Nonfiction in ESP classes*', has demonstrated the most popular reasons claimed by the respondents.

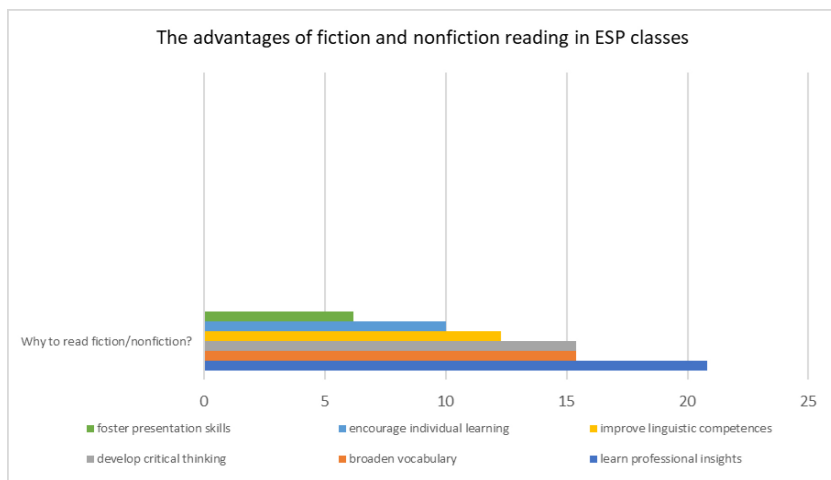


Diagram 4. Key Benefits of Reading Fiction and Nonfiction in ESP classes

Moreover, the survey has proven that for one-fifth of learners (20.8%) it is essential to learn professional insight by reading fiction/nonfiction in the scope of ESP courses. The same number of the respondents have voted for the factors that reading literature in original, fiction or nonfiction, broadens their vocabulary and develops critical thinking, just 15.4 % in each category. Here it should be stated, that, as a follow-up task, the students were encouraged to make their own glossary of unknown words, phrases and collocations, to use them in both oral and written speech. The next noteworthy reasons for reading nonfiction in ESP courses with a slight difference were improving linguistic competencies and encouraging individual learning, 12.3 % and 10 %, consequently. The last but not the least reason was opted by 6.2 % of the voters. That was the aim to foster presentation skills, as the concluding stage of the reading process was the task to present in class the review of the read book or audiobook, to share one's own insights and opinions.

The final questions in the survey were of an opinion-expressing type: *What is your overall impression of reading fiction/nonfiction?* and *What book would you recommend to your peers?* Here are some valuable responses that reveal great insights for both educators and learners, emphasize the necessity of reading and sharing with peers their findings, authors' valuable ideas, contemporary research trends and draw parallels in existing methods, approaches and insights in their own language, culture and area of studies.

Sonia, 1st year undergraduate majoring in Marketing, *"Reading nonfiction is really challenging. We start exploring the writer's ideas in the original language, his thoughts and style. At the initial stage of reading, you need to overcome the stress of overwhelming number of unknown phrases and words, later, we try to systematize all the information and, finally, present the author's main ideas and our own insights to our peers. It is a valuable experience for future professionals to read fiction/nonfiction, to share our thoughts, to boost discussions and later implement these ideas in practice"*.

Anna, 3rd year undergraduate majoring in Management, *"Since majoring in Psychology, we have to read a great amount of literature and I have always been a voracious reader of fiction. All my childhood raced through countless imaginary literary works. It is only in recent years, however, that I have discovered the delights and benefits of nonfiction books. They are extremely valuable for giving students a broader understanding of the background of some interdisciplinary issues and professional perspectives, encouraging them to interact with their surroundings, and fostering their innate curiosity."*

Pavel, 3rd year undergraduate majoring in Psychology, *"One of the major advantages of reading nonfiction books from a young age will nurture and encourage academic growth by providing extra-curricular knowledge and a greater understanding of our world. Explored materials can offer new perspectives on and insights into both historical and current affairs of a specific professional field. The biographies of famous thinkers, scholars open eyes to diverse historical periods, formation of trends and approaches. Moreover, reading nonfiction books teaches how to interpret data, assimilate information, as well as how to structure arguments"*.

Conclusion

Nonfiction offers a multitude of opportunities to present realistic individuals to the reader or viewer. Students are exposed to both fiction and nonfiction books as part of their study of literature, which allows them to critically analyze the psychological content of those works. A multidisciplinary approach to comprehending the ethnographic background of the characters' circumstances and ensuing behaviour is also made possible by the nonfiction sources. This nonfiction course is intended to dig deeper into certain psychological situations and uncover linguistic quirks in natural and modern discourses, in contrast to standard language courses that offer a broad overview of the subject.

In the context of current education, nonfiction literature plays a key role in shaping the abilities and learners' competencies. Students gain critical thinking skills that are necessary for both academic performance and lifetime learning when they interact with different types of nonfiction. The relevance of good reading habits, communication skills, and information synthesis are highlighted in this paper's exploration of the main skills-based learning objectives (Table 2) related to nonfiction literature.

Table 2.

Skills-based learning outcomes

1. Arrangement and understanding nonfiction	Good maintenance and keeping track of study materials is a student's acquired skill. Group reading strategies improve students' understanding in line with research findings.
2. Note-taking techniques	Good note-taking provides a base for synthesizing text material from nonfiction texts. Outlining, mapping, and annotating strategies help students in noting texts' main points and preparing argumentation. Instruction in these methods has the potential to enhance students' ability to get their thinking in order and remember content.
3. Participation in substantive discussions	Engaging in substantive discussions on nonfiction texts is at the foundation of building fine thinking skills. Encouraging students to share their meanings and understandings with fellow students in the class, on the other hand, builds a learning environment that honors differing views.
4. Active reading practices	Active reading equates to practices such as summary of content, questioning, and signaling agreement or disagreement with texts. Apart from enhancing understanding, such practices encourage critical interaction with texts.

5. Synthesizing information	Students should learn to integrate multiple data sources in order to make sound conclusions. This skill is particularly valuable in nonfiction texts where multiple opinions and evidence have to be critically evaluated. Pedagogical approaches with great significance to comparative analysis have the potential to improve students' synthesizing capability.
6. Identifying effective learning strategies	An essential outcome of engaging with nonfiction literature helps students identify the learning techniques that work best for them. By reflecting on their reading experiences, students can tailor their study strategies to fit their individual needs, promoting self-directed learning.
7. Arguing and supporting positions	The power to explain and support a position in both written and spoken forms is an important nonfiction-literacy skill. Students should learn to make arguments supported by evidence drawn from their readings and apply this in all types of academic discourse.
8. Proficiency in writing	Writing proficiency, including proper grammar and sentence structure, is fundamental for self-expression. Through writing assignments focused on nonfiction topics, students can refine their writing skills while exploring philosophical questions or current events relevant to their lives. This process involves critical thinking, research skills, and coherent argumentation, i.e., skills that are invaluable across all areas of study.

Furthermore, the integration of nonfiction literature into contemporary educational practices fosters a culture of critical thinking and effective communication among learners. By focusing on these skills-based learning outcomes, educators can prepare students not only for academic success but also for informed citizenship in an increasingly complex world. Nonfiction literature serves as a powerful tool for developing the competencies necessary for lifelong learning and engagement with diverse perspectives.

Recommendations for teachers to integrate nonfiction

There is an influx in the number of published books related to teaching fiction and nonfiction reading and writing, documentary prose and informative texts. It is recommended for prospective or in-service teachers to integrate nonfiction and evaluate its progressive effects on student achievement after considering a great amount of scholarly literature. Moreover, teachers can value the usefulness and importance of developing students' interest in nonfiction reading and writing. These professional and personal development experiences will be beneficial to all involved parties. On the one hand,

they will enable educators to implement literacy-based strategies effectively by introducing nonfiction literature in the classroom; on the other hand, they will boost learners' accomplishment and motivation.

Integration of nonfiction in high school and early undergraduate curriculum can initiate collaboration among practicing teachers and university professors to engage in critical studies regarding the connection between theories of learning and classroom-based applications involving nonfiction literature [9]. In this regard, educational researchers and practicing teachers can exchange ideas for teaching nonfiction and collaborate with one another on various themes, such as how to write biographies or CVs and conduct research. Moreover, in-service teachers should consider acquiring a range of instructional strategies for effectively navigating complex informational texts, as well as harnessing the pedagogical potential of nonfiction materials during shared and guided reading sessions and presentations [12].

Some teacher training courses encourage the use of trade books, informational texts, but they may not include strategies and methods to teach and navigate these texts [17]. Therefore, it is advisable to explore a separate nonfiction reading and writing course with the relevant methodological support which will help to incorporate nonfiction in the classrooms. Such courses will be beneficial for both educators and learners. The teachers will think critically about teaching nonfiction in their classroom and will use innovative teaching techniques; the students may get acquainted with new strategies as well as use innovative learning models. Moreover, pre-service teachers may also learn how to effectively use nonfiction in the classroom, how to boost learners' natural curiosity at an early year of study by guiding and facilitating inquiry, and how to encourage teacher collaboration around the topic of nonfiction [9].

The overarching goal of this research is to prepare students to comprehend informational texts, conduct research projects, and engage independently in reading, critical analyses and presentation. Another goal is to help in-service and pre-service teachers and teacher trainers to expand their definitions of early literacy beyond narrow definitions that include skill development, i.e., sight vocabulary, decoding and word recognition, to other conceptions of literacy that include conducting research and critical thinking.

Nonfiction provides a wealth of possibilities in its ability to introduce the reader or viewer to realistic characters. In exploring fine arts, particularly literature, students are exposed to fiction and nonfiction books, through which they critically examine the psychological material relevant to that source. The nonfiction sources also allow for a multi-disciplinary approach toward understanding the ethnographic context of the characters' situation and resultant behaviour. In contrast to general language courses, which present a broad overview of the subject, this nonfiction course is designed to delve deeply into specific psychological conditions as well as reveal language peculiarities in natural and contemporary discourses.

References / Список литературы

1. Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford. 224 p.
2. Block, C. C., & Mangieri, J. N. (2003). *Exemplary literacy teacher: Promoting success for all children in grades K–5*. New York: Guilford Press. 180 p.
3. Coppens, K. (2019). Strategies to improve nonfiction reading. *Science Scope*, 43(1), 18–21. Retrieved October 15, 2025, from <https://www.jstor.org/stable/26899045>
4. Crump, N., Amiridis, K., & Costea, B. (2007). A historical-cultural approach to the study of business ethics using the modern level: An illustration. *Management & Organizational History*, 2, 237. <https://doi.org/10.1177/1744935907084012>
5. Danko-McGhee, K. (2004). The museum-university connection: Partners in early childhood art experiences. *Art Education*, 57, 35–40. <https://doi.org/10.1080/00043125.2004.11653574>
6. Duke, N. (2004). The case for informational text. *Educational Leadership*, 61, 40–44.
7. Duke, N., Bennett-Armistead, S., & Roberts, E. (2003). Filling the nonfiction world: Why we should bring nonfiction into the early-grade classroom. *American Educator*, 27, 30–34.
8. Duke, N., Bennett-Armistead, S., & Roberts, E. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic.
9. Flowers, & Flowers. (2009). Nonfiction in the early grades: Making reading and writing relevant for all students. *Journal for the Liberal Arts and Sciences*, 13(2). Spring 2009.
10. Harmer, J. (2015). *The practice of English language teaching*. New York: Pearson.
11. Kazakova, G. (2016). Non-fiction in modern book culture. *Herald of the Chelyabinsk State Academy of Culture and Arts*, (3), 7–12.

12. Kristo, J. V., & Bamford, R. (2004). *Nonfiction in focus: A comprehensive framework for helping students become independent readers and writers of nonfiction*, K–6. New York: Scholastic.
13. Kurkjian, C., & Livingston, N. (2005). Learning to read and reading to learn: Informational series books. *The Reading Teacher*, 58, 592–600. <https://doi.org/10.1598/RT.58.6.9>
14. Mar, R. A., Oatley, K., & Peterson, J. B. (2009). Exploring the link between reading fiction and empathy: Ruling out individual differences and examining outcomes. *Communication*, 34(4), 407–428. <https://doi.org/10.1515/COMM.2009.025>
15. Moss, B. (2004). Teaching expository text structures through information trade book retellings. *The Reading Teacher*, 57(8), 710–718.
16. Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 38(6), 564–570. <https://doi.org/10.1598/RT.39.6.11>
17. NCTE. (2023). *Position statement on the role of nonfiction literature (K–12)*.
18. Pike, K., & Mumper, J. (2004). *Making nonfiction and other informational texts come alive: A practical approach to reading, writing, and using nonfiction and other informational texts across the curriculum*. Boston: Allyn and Bacon.
19. ResearchGate. (2022). *Readers' experiences of fiction and nonfiction influencing critical thinking*.
20. Stead, T. (2002). *Is that a fact? Teaching nonfiction writing in K–3*. Portland, ME: Stenhouse.
21. Taboada, A., & Guthrie, J. (2006). Contributions of students' questioning and prior knowledge to construction of knowledge from reading information text. *Journal of Literacy Research*, 38, 1–36. https://doi.org/10.1207/s15548430jlr3801_1
22. Teslya, A. A. (2012). Documentary prose: The problem and history of genres. *Scientific Notes of Pacific National University*, 3(1), 1–17. EDN: <https://elibrary.ru/TBXVRD>
23. Tierney, R. J. (1982). Essential considerations for developing basic reading comprehension skills. *School Psychology Review*, 11(3), 299–305. <https://doi.org/10.1080/02796015.1982.12084978>
24. Trussell-Cullen, A. (1999). *Starting with the real world: Strategies for developing nonfiction reading and writing*, K–8. Carlsbad, CA: Dominie Press.
25. Strelnikova, V. (2022). History of non-fiction: From Blessed Augustine to self-help. Retrieved February 10, 2025, from National Research University Higher School of Economics, Popular Science Journal “IKSTATI”.
26. Wilson, M. J., Hyon, S., & Zhang, X. (2017). The power of non-fiction text and the participatory approach. *The Reading Matrix: An International Online Journal*, 17(2), 98–113.
27. Wolfe, T. (2011). The rules of Tom Wolfe's life. *Esquire Magazine*.
28. Young, T. A., & Moss, B. (2006). Nonfiction in the classroom library: A literacy necessity. *Childhood Education*, 82, 207–212. <https://doi.org/10.1080/00094056.2006.10522824>

DATA ABOUT THE AUTHORS

Eva T. Minasyan, Candidate of Philological Sciences, Associate Professor, Department of Foreign Languages No. 1

Plekhanov Russian University of Economics

36, Stremyanny Lane, Moscow, 115054, Russian Federation

Minasyan.ET@rea.ru

Valeria V. Goncharova, Candidate of Pedagogical Sciences, Associate Professor, Associate Professor, Department of Foreign Languages No. 1

Plekhanov Russian University of Economics

36, Stremyanny Lane, Moscow, 115054, Russian Federation

goncharova.vv@rea.ru

Anna S. Kondina, Candidate of Pedagogical Sciences, Associate Professor, Associate Professor, Department of Foreign Languages No. 1

Plekhanov Russian University of Economics

36, Stremyanny Lane, Moscow, 115054, Russian Federation

kondina.as@rea.ru

ДАННЫЕ ОБ АВТОРАХ

Минасян Ева Тиграновна, кандидат филологических наук, доцент кафедры иностранных языков № 1

Российский экономический университет им. Г.В. Плеханова

пер. Стремянный, 36, г. Москва, 115054, Российская Федерация

Minasyan.ET@rea.ru

Гончарова Валерия Владимировна, кандидат педагогических наук, доцент, доцент кафедры иностранных языков № 1

Российский экономический университет им. Г.В. Плеханова

пер. Стремянный, 36, г. Москва, 115054, Российская Федерация

goncharova.vv@rea.ru

Кондина Анна Сергеевна, кандидат педагогических наук, доцент, доцент кафедры иностранных языков № 1

Российский экономический университет им. Г.В. Плеханова

пер. Стремянный, 36, г. Москва, 115054, Российская Федерация

kondina.as@rea.ru

Поступила 15.10.2025

После рецензирования 20.11.2025

Принята 23.11.2025

Received 15.10.2025

Revised 20.11.2025

Accepted 23.11.2025