
**Comprehensive reading of educational text
under different conditions of its exposure.
Part 2. The effect of presentation media of educational
information on the reading comprehension of students**

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Continuation of the article [4], in the 1st part of which were set out domestic and some foreign views on the perception and understanding of the text. In published the 2nd part is described the method and the results of computerized of group experiments, in which different formats of presentation texts of the participants. After reading the text the participant performed a few special tests on understanding: answers to questions, Close-test, self-esteem and clarity of self-digestion. The run-time of the first two tests was registered. The general hypothesis: the format of text presentation influences on the completeness and accuracy of understanding of the educational text student have read. Partial hypotheses: while the visual and auditory presentation of the educational text its understanding performance is worse than the visual or auditory presentation per se; if it is possible make notes in the text (using a pen to typed text, or use the cursor to the electronic text) performance of its assimilation and understanding is higher than while normal reading. Hypotheses, except for the last, were confirmed. It was also found that the self-appraisal of the assimilation and understanding, under certain conditions of the text presentation are more valid, compared with test performance.

Keywords: students, reading, comprehension (understanding), educational text, printed text, computer-displayed text, auditory presentation

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