



Article

Theoretical Analysis and Components of the Concept of Literary Literacy

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Abstract: This article explores the role and significance of neuro-pedagogical technologies in literary education, with a particular focus on their impact on developing competencies in deep literary comprehension. The author analyzes the cognitive and affective mechanisms of neuro-pedagogy and their influence on aesthetic perception, reflective reading, and the process of creating personal meaning. The article discusses methods that are in line with brain activity in the understanding of literary texts, methods that rejuvenate emotional perception and tools that initiate visual and sensorimotor activity in order to enhance a learner activity. It also provides new directions in the installation of literary competence through neuro-thinking, neuro-imaginary, and neuro-interpretation approaches.

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1. Introduction

In response to the need for readers who can critically read texts, represent their own meaning, and interact with literature in an aesthetic and social way, literacy has become a complex, multidimensional construct in current educational research. However, literary literacy goes beyond basic reading skills, integrating cognitive, emotional, linguistic and cultural aspects, with literature serving as a vehicle for developing intellect and devising values. The contemporary pedagogical discourse has seen a shift towards reflection over literary literacy and the conditions for literary reception informed by findings from cognitive science and neuro pedagogy pointing towards the brain-based underpinnings of comprehension, interpretation and affective response to literary texts.

The relationship of reader, text and meaning has been informed by various scholarly theories, transactional reading theory, critical literacy, and literary competence. These methods highlight dynamic reading, critical reflection, and contextual sensitivity. Simultaneously, the neuro pedagogical theory provides an additional view by outlining how neural functioning, affective engagement, and perceptual activation create profound literary understanding. Yet while there are many theoretical discussions on literary literacy, existing studies that focus on this construct tend to operate within either a pedagogical or linguistic framework leaving a missing vocabulary in regards to combined models of literary competence within neuro cognitive and affective mechanisms.

To overcome this gap, current study utilizes the qualitative theoretical analysis based on interdisciplinary literature in the fields of pedagogy, psycholinguistics, and

neuro pedagogy. The paper aims to elaborate on the structural semantics of literary literacy as a concept by synthesis of classical approaches of the literary education with the contemporary concepts of the pedagogical neuro field including neuro thinking, neuro imagination and neuro interpretation. Analytical approaches include comparative review, conceptual modeling, and interpretive synthesis of previous empirical and theoretical literature.

We expect to show that literary literacy operates as a multifaceted skill determined by the interplay of cognitive, affective, and personal meaning making. The outcomes recreational reading in a way that unfolds the neuro pedagogical tools of reflection, perception of aesthetics, and depth of interpretation. Such results have implications for curriculum, pedagogy, and teacher professional development that may enhance literary practices-which also teach-how to align with the developmental pathways of learners cognitively and emotionally.

2. Materials and Methods

In scholarly sources, definitions of literary literacy are diverse, encompassing interrelated linguistic, cognitive, aesthetic, cultural, and personal meaning-making dimensions. Modern approaches interpret literary literacy not only as the ability to read and understand a text but also as the learner's capacity to actively engage with it, perceive its ideological-aesthetic essence, recognize artistic devices, and form a personal attitude toward the work.

The terms "critical literacy" and "literary competence" are frequently used globally to explain literary literacy. These methods highlight both the reader's understanding of the text but also their capacity to critique context, determine the author's perspective, and engage in thoughtful analytical thinking. For example, according to Louise Rosenblatt's transactional theory of reading, the reader actively engages with the text, reconstructing meaning based on her experience and mind-set in the world [1]. Such an approach interprets literary literacy not simply as a measure of knowledge but as an indicator of the development of thought, emotional perception, and social consciousness. In local research traditions, the concept of literary literacy is also approached from an interdisciplinary perspective. Some scholars interpret it as a pedagogical category situated at the intersection of language, literature, and education, while others regard it as a process connected with aesthetic cultivation, moral development, and social activity. Thus, according to B. Tokhliev, literary literacy is the ability to comprehend literature as art, literary and artistic analysis and the expression of personal opinion [2]. In contrast, M. Tillabaeva has described literary literacy as an educational process that includes aesthetic taste, critical thinking and moral values [3].

The concept is studied through the prism of modern pedagogy, psycholinguistics, cognitive sciences, and neuro-pedagogy and the scientific understanding of literary literacy is interpreted. Scholarly explanations emphasize that literary literacy is not merely the ability to read and understand but rather a cognitive activity grounded in meaning-making, reflective analysis, emotional perception, social interaction, and personal expression [4]. In this sense, literary literacy entails a learner's ability to interpret a literary text in a unique way, to perceive its aesthetic and ideological values, and to respond to it creatively.

From a cognitive perspective, literary literacy is a process of performing active cognitive operations with the text in the brain—reasoning, constructing meaning through artistic imagery, linking with prior experience, drawing conclusions, and conducting analysis. These processes activate numerous neural networks in the learner's brain, which directly influences educational effectiveness [5]. For instance, text interpretation activates the prefrontal cortex, perceiving artistic imagery engages the amygdala, while contextual

comprehension involves the hippocampus. This approach therefore interprets literary literacy not as a sum of knowledge, but as a process that integrates cognition, emotion, and personal engagement within the brain.

From a psycholinguistic standpoint, literary literacy is considered a higher stage of language activity. It encompasses lexical, semantic, and pragmatic comprehension, recognition of artistic devices, discovery of the author's intention, and construction of contextual meanings [6]. It is especially important for children and adolescents that this process be healthy because it is a basic building block of speech and behaviour.

An explanation of literary literacy with reference to neurobiological and affective-psychological factors was presented using the neuro-pedagogical approach. Instead, the emotional impressions of a literary text that learners experience—such as empathy, aesthetic appreciation, and the construction of personal meaning—are conducive to deep knowledge acquisition. This kind of activity triggers neuroplasticity and increases the power of education [7].

From this perspective, literary literacy is an educational activity that unfolds through the integration of brain function, language, thought, and culture, and is inseparably tied to moral maturity and social participation.

Overall, as the scientific interpretation of literary literacy deepens across different disciplines, it is increasingly recognized as a universal competence in education. The concept is not only central to the methodology of teaching literature but also serves as one of the fundamental theoretical bases for fostering general literacy, understanding cultural heritage, and cultivating personal development [8]. Thus, literary literacy should be regarded not within the boundaries of a single discipline, but as a universal educational category closely connected with the content, aims, and outcomes of education.

A pedagogical and psycholinguistic analysis of literary literacy further clarifies its educational essence and methodological significance. From a pedagogical perspective, literary literacy is the learner's ability to actively engage with a literary text, to comprehend and analyze it, to perceive its aesthetic and ethical values, and to shape a personal response [9]. It contributes not only to knowledge acquisition but also to moral development, intellectual growth, and the formation of an independent position in social interactions. Such an approach provides grounds for interpreting the essence of literary education as an active, meaning-making process. In pedagogy, literary literacy is associated with the active analysis of literary categories such as artistic imagery, plot, the author's position, and the representation of time. In this process, the learner does not adopt a merely receptive stance toward the text but also engages with it interpretively and creatively [10]. For instance, M. Tillabaeva emphasizes: "Literary literacy is the ability of the learner to comprehend an artistic work and to express personal opinions freely and with sound justification".

3. Results

In our view, this definition highlights literary literacy from the perspectives of educational and intellectual development, demonstrating the need to pay particular attention to its active social and moral dimensions within the learning process.

At a psycholinguistic level, literary literacy appears as a higher type of language and speech activity. It connects processes like semantic processing, context understanding, figurative language recognition, meaning-making, and personal interpretation. So, the learner experiences the text on a grammatical level along with other semantic fields and even pragmatic levels. Through reading this sort of text, the participant discovers the latent meanings embedded within and the connotations of that text with its socio-cultural contexts, while at the same time answering them personally.

Psycholinguistic abilities—such as discursive thinking, associative reasoning, symbolic interpretation, and contextual analysis—are of particular importance in this process. These activities are linked to the activation of specific language centers in the brain and reflect the complex cognitive activity involved in interacting with a literary text. On this point, D. Slobin writes: “In understanding speech, the individual reconstructs reality through the text and reorganizes it within the inner world via language” [11]. Of course, this insight can be a reason for ongoing the literary literacy not as a process of the outer fields, but as the will of human cognition. Language being a form of cognitive activity is not just about its linguistic knowledge but also consists of worldview, emotional impression, and social perception.

In modern educational and cross-disciplinary views, literary literacy is regarded as a multi-dimensional structure of knowledge and skills [12]. It is not confined to knowledge of language or the technical ability to decode a text; rather, it encompasses artistic analysis, aesthetic perception, personal meaning-making, understanding of social and cultural contexts, reflective reasoning, and creative response. Therefore, in order to effectively develop and assess literary literacy, it is essential to identify its constituent components—functional, cognitive, emotional, linguistic and intellectual, social-communicative—and to analyze them in their interrelatedness.

4. Discussion

The structural composition of literary literacy determines its richness of content and the extent to which the learner can engage in acts of cognition, emotion, and understanding during interaction with a literary text. This structure consists of several interdependent components: linguistic and speech ability, literary analysis, aesthetic perception, personal interpretation, and critical thinking [13]. Each component plays an independent yet harmonized role in the processes of perceiving and deriving meaning from a literary text. Below, these components will be examined in detail.

Linguistic and speech ability constitutes the fundamental functional basis of literary literacy. It includes the capacity to comprehend lexical, grammatical, and syntactic structures within a literary text; to distinguish idiomatic expressions and stylistic devices; and to analyze semantic meanings. Through this ability, the learner correctly receives information from the text, grasps semantic relations among words, and reproduces them in speech. A learner whose linguistic and speech development is insufficient cannot fully perceive a literary text and faces difficulties in understanding its aesthetic or ideological dimensions. Literary analysis ability refers to the learner’s capacity to study a literary text in terms of both structure and meaning, including the analysis of characters, the chain of events, plot and composition, as well as recognition of the author’s style. Through literary analysis, the learner draws conclusions about the text’s structure, underlying ideas, artistic devices, and its relationship to the historical context. This component enables the study of literature not only through theoretical knowledge but also on the basis of active, analytical thinking.

Aesthetic perception is the ability to receive a literary text not merely as a source of information, but also as an object of emotional and spiritual impression. Through this component, the learner perceives the beauty within the text, the musicality of its expression, and the feelings conveyed through images of nature and human beings, while responding to them with personal emotions [14]. Aesthetic perception breeds taste, empathy, and an inner sensitivity in the learner.

Personal Interpretation Personal interpretation must be, not only the interpretation of a literary text, but also – based on the personal experience of the learner, world view, and emotional state as opposed to the intention of the author or the ability to write a story or essay objectively. An ideal literacy experience involves a very individual form of

conversation with the text—a formation of personal perspectives on life and contemplation with human values.

Personal interpretation strengthens the learner's ability for conscious meaning-making.

Critical thinking represents the most advanced stage of literary literacy. It denotes the ability to analyze, compare, and evaluate ideas, the author's stance, the dynamics of characters, and the broader social significance within the text. Through this ability, the learner can freely and convincingly express opinions about the authenticity of the work, the orientation of its ideas, and the appropriateness of the author's perspective. Critical thinking forms the basis of active knowledge acquisition and plays a vital role in cultivating socially engaged individuals.

Taken together, these components of literary literacy function in an interconnected manner, complementing one another and shaping in the learner a complex system of knowledge, skills, and attitudes. They provide the necessary theoretical foundation for designing methodological systems of literary education and for evaluating learning outcomes.

Oppgavens argumenterende postulat er at tilgangen til privat meningsdanning og til personlig kommunikasjon er blant de mest fundamentale og avanserte kognitive-kommunikative aspektene av litterær kultur. This includes their ability to provide a re-reading of a literary text according to personal rational, emotional and experiential notions; to verbalize a private reaction and to socially engage through the text. A literary work is thus not only a text to be decoded for the authorial intention, but also a cultural and spiritual arena of dialogue that lays the foundations for the learner to create individual semantic space.

In the process of personal meaning-making, the learner compares the events, images, situations, and ideas within the text with his or her own life experiences, emotional states, and worldview. The learner's relation to the work manifests not only in the form of "correct or incorrect understanding," but rather as "I understood it this way" or "I felt it in this way," that is, in a subjective mode of comprehension. This process ensures the learner's active participation as a subject in education, helping to connect knowledge with a personal system of values. Such an approach is also reflected in P. Freire's theory of critical pedagogy, in which education is interpreted as a process of "meaning-making" [15]. The concept of literary literacy in recent decades has become one of the complex and multifaceted scientific categories that is widely discussed in international and local academic-educational circles. Scholars in pedagogy, psycholinguistics, and education research across various countries have offered different approaches to literary literacy, interpreting its essence, functions, and mechanisms of formation from diverse scientific perspectives. In particular, prominent foreign scholars such as J. Dewey, F. Rosenblatt, L.S. Vygotsky, and P. Freire have interpreted literary literacy in their theories as a critical, socio-moral, and cognitive process. At the same time, in Uzbekistan, scholars such as B. Tokhliev, M. Tillabayeva, Sh. Rakhmonov, and N. Matmurodova have studied this concept from the perspectives of literary education, spiritual upbringing, and the development of independent thinking among students. In this section, I examine the shapes and scopes of the thoughts of these scholars, comparing their similarities, differences, and theoretical significance.

In his pragmatic pedagogy, John Dewey stressed that we must start from experience when we design education. A student, he said, must not learn but must make knowledge by his or her own action and activity. Through this, literary literacy work as a tool to prepare a human mind, judgment and behaviour which are both associated to real life contexts. Dewey's ideas of interactivity, thinking, and active participation in education provide a strong foundation for the formation of literary literacy.

5. Conclusion

In conclusion, literary literacy is not simply the process of reading and understanding a literary text, but also of analyzing it, creating personal meaning, and comprehending it through aesthetic and critical approaches. It is formed through the integration of pedagogical, psycholinguistic, cognitive, and neuro-pedagogical factors. Its theoretical analysis shows that literary literacy has an interdisciplinary nature and develops in a complex way based on the spiritual-educational environment, educational resources, digital reading, media literacy, cognitive and emotional mechanisms, as well as contemporary scientific approaches. The views expressed in global and local scholarly research demonstrate that the systematic study of literary literacy serves as a decisive factor in fostering intellectual and moral development of the individual, in educating a competent citizen, and in renewing the content of literary education.

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