



## Article

# Interdisciplinary Dimensions of Literary Literacy With Pedagogical Cognitive and Neuro Pedagogical Approaches

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**Abstract:** In modern education, literary literacy has gained increasing significance as a multidimensional competence that fosters intellectual independence, moral maturity, and social responsibility. While traditionally associated with reading comprehension, literary literacy extends to creating meaning, developing aesthetic perception, critical thinking, and social engagement. International scholars such as Rosenblatt, Freire, and Vygotsky, alongside Uzbek researchers like Rakhmonov, Tokhliev, and Tillabaeva, have proposed diverse approaches, yet often within limited disciplinary frameworks. Despite the existence of these perspectives, there is insufficient systematic integration of pedagogical, psycholinguistic, cognitive, and neuro-pedagogical approaches into a comprehensive model of literary literacy. This study seeks to analyze literary literacy as an interdisciplinary competence, identify its core dimensions, and establish a methodological basis for its development and assessment in education. The findings highlight that literary literacy is a cognitive activity enabling learners to comprehend and analyze texts linguistically, semantically, aesthetically, and culturally, while simultaneously fostering critical reflection, personal interpretation, and moral values. The study emphasizes that its effectiveness depends on incorporating functional literacy, creativity, reflective thinking, and social responsibility as assessment criteria. The research introduces an authorial definition of literary literacy as a multifaceted competence shaped by pedagogical, psycholinguistic, and neuro-pedagogical factors, linking meaning-making with intellectual and moral development. Systematically cultivating literary literacy equips learners with the capacity for independent thought, empathy, and active citizenship, ensuring that literature education contributes to the formation of competent, creative, and socially responsible individuals in the 21st century.

**Keywords:** Literary literacy, interdisciplinary approach, critical thinking, aesthetic perception, social responsibility, neuro-pedagogy, pedagogy, competence.

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## 1. Introduction

In modern education, the development of a competent, intellectually independent, and socially responsible individual is considered one of the main priorities. Literature, as a unique form of cultural and artistic expression, plays a decisive role in this process. However, the effectiveness of literature teaching depends not only on transmitting knowledge but also on forming literary literacy as a complex competence. Literary literacy goes beyond reading comprehension; it involves creating personal meaning, developing aesthetic taste, expressing moral values, and fostering social consciousness. In this respect, the integration of pedagogical, psycholinguistic, cognitive, and neuro-pedagogical approaches is essential. This article explores theoretical views on literary literacy, analyzes its interdisciplinary nature, and identifies its role in shaping a competent and morally mature personality [1].

F. Rosenblatt, in her interactive reading theory, interprets literary literacy as an active relationship among “reader – text – author.” According to her transactional reading theory, meaning is not contained in the text itself, but is created in cooperation with the reader’s personal experience and emotional state. Rosenblatt proposed enriching education with personal interpretation and emotional reception [2].

Rosenblatt’s theory undoubtedly enriches literary literacy from the perspective of personalization, individual meaning-making, and emotional perception. Its advantage lies in emphasizing the reader’s activity. However, in some cases, excessive focus on individualism may overshadow the social and educational orientation of literary texts [3].

## 2. Materials and Methods

The methodology of this study is grounded in an interdisciplinary approach that integrates pedagogical, psycholinguistic, cognitive, and neuro-pedagogical perspectives to examine the concept of literary literacy as a complex educational competence. The research employs a theoretical and analytical framework by drawing on the works of both international scholars such as Rosenblatt, Freire, and Vygotsky, and national researchers including Rakhmonov, Tokhliev, and Tillabaeva. Comparative textual analysis was applied to explore how these theories conceptualize literacy, focusing on the intersections between reader-text interaction, critical consciousness, speech development, aesthetic perception, and moral responsibility [4]. The study also employed synthesis and interpretation of scholarly viewpoints to reveal commonalities and divergences in defining the aims, scope, and functions of literary literacy. Elements of discourse analysis were used to assess how literary literacy is discussed in educational contexts and to trace its evolution as an interdisciplinary concept. Special emphasis was placed on identifying criteria and indicators for assessing literary literacy in education, incorporating notions of functional literacy, creativity, critical thinking, and social engagement. This methodological orientation allowed the research to construct a holistic framework where literary literacy is not merely limited to reading comprehension but is analyzed as a dynamic process that develops aesthetic taste, critical reflection, and cultural awareness. By triangulating pedagogical theory, psycholinguistic mechanisms, and neuro-pedagogical insights, the study ensures a comprehensive examination that reflects both the cognitive processes involved in meaning-making and the broader educational objectives of shaping competent, socially active, and morally mature individuals [5].

## 3. Results

Paulo Freire views literary literacy as a process that forms critical consciousness and social activism. In his work *Pedagogy of the Oppressed*, education is interpreted as a tool of enlightenment against oppression. In this process, literary literacy serves as a means of understanding reality through texts, expressing opinions against inequality and injustice, and shaping free thinking [6].

Indeed, Freire’s views are highly relevant in terms of fostering social justice, critical thinking, and freedom. However, the aesthetic and lyrical values of literary works may sometimes be overshadowed by their socio-political content. Therefore, his approach is effective under certain conditions, but it is not universal.

Lev Vygotsky, in his theory of the “zone of proximal development,” emphasizes the necessity of developing literary knowledge through the child’s speech activity. He regards the literary text as a tool for thinking, understanding language, and grasping meaning. Vygotsky recommends ensuring interaction with literary texts during the learning process with the assistance of adults [7].

Vygotsky’s approach, in our opinion, is methodologically very rich. It allows for the gradual development of children’s ability to reflect and create meaning. However, since his ideas rely mostly on psycholinguistic development, they do not give sufficient attention to literary analysis and aesthetic perception.

Sh. Rakhmonov interprets literary literacy as an active cognitive process. According to him, literary education is not only about providing knowledge but also about developing

thinking, understanding moral values, and shaping personal attitudes. He identifies active teaching methods, reflective reading, and interpretation as the main principles of literature lessons [8].

Rakhmonov's views are of great importance in the formation of literary literacy within the national education system. His approach emphasizes thinking and personal attitude. However, although it is based on methodological foundations, interdisciplinary integration is not sufficiently evident.

B. Tokhliev regards literary literacy as a process of analyzing literature, constructing artistic imagery, and shaping the student's aesthetic taste. In his work *Methodology of Teaching Literature*, he widely elaborates on the practical methods of literary analysis [9].

Tokhliev's approach creates a solid methodological foundation for teaching national literature. However, its integration with modern interdisciplinary approaches (psycholinguistics, neuro-pedagogy) is not very noticeable. Therefore, it would be advisable to enrich this perspective with contemporary scientific approaches.

M. Tillabaeva, on the other hand, explains literary literacy as a pedagogical process that harmoniously develops aesthetic taste, social consciousness, personal attitude, and critical thinking. She identifies the goal of literary education as spiritual maturity, social activity, and personal development.

Tillabaeva's approach is modern, comprehensive, and pedagogically balanced. She also does not reject interdisciplinary perspectives. In this respect, her approach can be effectively used as both a theoretical and methodological foundation [10].

The views of both local and foreign scholars analyzed above demonstrate the need to approach literary literacy in an interdisciplinary, multifaceted, and broad manner. John Dewey's concept of education based on practical experience, F. Rosenblatt's theory of personal meaning-making, P. Freire's ideas on critical literacy, L.S. Vygotsky's theoretical principles on speech development, as well as the research of Sh. Rakhmonov, B. Tokhliev, and M. Tillabaeva on literary education, together create an important scientific foundation for clarifying various aspects of literary literacy [11]. However, each of them presents literary literacy within a certain framework, which has led to certain limitations in forming its complete scientific model. In our opinion, literary literacy is not merely a process of acquiring knowledge or understanding a text. It is characterized by the learner's active engagement with the literary text, the creation of meaning, the expression of personal attitudes, the development of aesthetic perception, and the ability to think critically. Furthermore, this process is manifested as a cognitive activity linked to speech, thinking, emotional perception, social consciousness, and the assimilation of cultural heritage. In shaping literary literacy, it is a modern educational requirement to take into account not only pedagogical but also neuro-pedagogical, psycholinguistic, and cognitive approaches. This approach should not be limited to personal interpretation but must also encompass social responsibility, moral values, and intellectual development [12].

On this basis, we propose the following authorial definition of literary literacy:

Literary literacy is a cognitive activity through which a learner is capable of comprehending and analyzing a literary text linguistically, semantically, aesthetically, and culturally; of creating personal meaning; of expressing social attitudes; and of engaging in critical reflection. It serves as an interdisciplinary educational competence aimed at shaping the learner's moral development, social consciousness, and creative thinking [13]. In the global educational space, the concept of literary literacy has begun to be regarded not only within the field of language and literature teaching but also as a complex competence that contributes to the comprehensive development of the individual. Studying this concept in depth and systematically, both scientifically and practically, has become one of the pressing requirements of today's educational process. This is because literary literacy is not limited to the understanding and analysis of a literary text; rather, it is closely related to the individual's intellectual independence, aesthetic taste, critical awareness, and social activity. Therefore, it is scientifically and practically important to analyze this concept through interdisciplinary approaches, to identify mechanisms for its development in education, and to create a methodological system. This section will

highlight the necessity of systematically studying literary literacy, its tasks in education, and its importance in shaping the modern competent individual [14].

Literary literacy holds decisive significance in achieving one of the main goals of modern education — the formation of an intellectually, morally, and socially mature, that is, a competent individual. This is because literary literacy is a multifaceted cognitive activity that enables the learner to comprehend the world through language, thought, and emotion. It develops not only the level of knowledge of the individual but also his or her moral stance, ability to think critically, culture of communication, and social awareness.

A competent individual is a citizen who can express his or her thoughts reasonably, is open to and capable of analyzing different points of view, and demonstrates social engagement. Through working with literary texts, analyzing them, and expressing personal attitudes, such qualities are cultivated in the learner. Works of literature communicate the truths of life through various artistic images, thereby enriching thought and worldview [15].

Moreover, literary literacy also develops emotional intelligence, human empathy, and the ability to make moral choices. Such a person grows not only knowledgeable but also morally mature, socially active, and responsible. In this sense, literary literacy is not merely the task of the subject of literature within the educational content, but it is also the fundamental basis for fostering a competent individual in all fields. For this reason, by systematically shaping literary literacy, it becomes possible to achieve the strategic goals of the educational process — namely, the formation of a socially active, thoughtful, communicative, and morally mature individual. The formation of literary literacy is directly connected with the content and objectives of literary education. This is because literary education is not limited to providing information or teaching a text; rather, it aims to cultivate in the learner artistic perception, aesthetic taste, personal attitude, moral values, and social consciousness. Literary literacy, in this context, serves as the criterion, indicator, and primary tool for evaluating the implementation and effectiveness of these tasks.

The main objectives of literary education are: to deeply comprehend works of art, to analyze them, to understand the author's position, to perceive the content of the work within both personal and social contexts, to engage in active dialogue, and to form the ability to aesthetically evaluate texts. To achieve these objectives, it is necessary for the learner to have well-developed components of literary literacy — such as linguistic and speech competence, artistic analysis, personal interpretation, critical thinking, and meaning-making skills.

In order to assess the effectiveness of this process, specific criteria are required. The criteria for evaluating literary literacy should encompass not only the learner's knowledge but also his or her activeness in the process of cognition, independence of thought, emotional perception, and social attitudes. In modern pedagogy, these criteria are defined on the basis of functional literacy, creative approach, critical thinking, and personal interpretation. Therefore, in literary education, the system of developing literacy and the system of its assessment must be consistent and integrated. If the content of education is dominated by superficial knowledge based on rote understanding, the formation of literacy will be complicated. If assessment relies only on the reproduction of information, independent thinking and personal engagement are neglected. From this perspective, literary literacy is regarded as a central category that ensures the interrelation between the content of literary education, its methodology, and its system of assessment.

#### 4. 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.

In conclusion, literary literacy is a multifaceted educational competence that combines linguistic, cognitive, aesthetic, and social dimensions. It is not limited to understanding texts but also includes analysis, critical reflection, personal interpretation, and the development of moral attitudes. Theoretical studies show that literary literacy must be approached systematically, taking into account pedagogical, psycholinguistic, and neuro-pedagogical perspectives. Its formation requires an educational process that encourages active reading, reflective thinking, aesthetic evaluation, and social responsibility. By developing literary literacy in this way, education contributes to nurturing competent, creative, and socially active individuals capable of independent thought and moral decision-making.

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