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Factors Promoting Mindful Reading Literacy in Primary School: A Theoretical Review

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Abstract

Mindful reading literacy – as an interdisciplinary approach in the learning process – combines cognitive strategies, emotional regulation and sociocultural competencies to support children's ability to understand and actively interpret multimodal texts. The aim of this article is to provide a theoretical basis for how mindfulness can strengthen the development of reading literacy in primary school by integrating the latest research in pedagogy, psychology, and digital media literacy. The analysis focuses on three questions:

1. What cognitive, emotional, and social components constitute mindful reading literacy at ages 6–11?
2. How does the digital and multimodal environment influence the development of reading skills and attention regulation in primary school?
3. Which pedagogical conditions – at the classroom, family, and inclusive environment levels – most effectively support conscious reading?

The study is a conceptual and critical literature review using the following theoretical methods: narrative literature analysis, comparative model analysis, concept synthesis.

The article proposes a conceptual framework in which reading literacy is portrayed as a multidimensional process that requires the integration of focused attention, motivation, and reflection. The author posits that micro-breaks for awareness, structured use of multimodal materials, and teacher-modelled metacognitive reflection can significantly improve not only children's comprehension of text but also their emotional well-being during learning. In conclusion, pedagogical recommendations are formulated and directions for further empirical validation are proposed, with particular attention paid to the specifics of the Latvian language and cultural environment.

Keywords: conscious reading skills, mindfulness, primary school, multimodal reading skills, pedagogical strategies