USING MULTIMEDIA TO BRING LITERARY TEXTS TO LIFE

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Annotatsiya:

Adabiyot – bu faqat matn emas, balki his-tuyg'u va tasavvurdir. Multimediadan (audio, video, grafikalar) foydalanish orqali badiiy asarlar o'quvchilarga jonli va tushunarli ko'rinishda taqdim etiladi. Ayniqsa, til o'rganuvchilar uchun bu yondashuv nafaqat o'qishni osonlashtiradi, balki talaffuz, madaniyat va ohangni ham o'rganishga yordam beradi. Ushbu maqola multimediadan adabiy darslarda foydalanish usullarini ko'rib chiqadi.

Аннотация:

Литература оживает через мультимедиа: видеоролики, аудиозаписи, иллюстрации усиливают эмоциональное восприятие текста. Особенно в обучении языкам, такой подход помогает учащимся лучше понять смысл, культуру и интонации. Статья анализирует эффективные способы внедрения мультимедиа в уроки литературы.

Abstract:

Literature is not just about reading printed words—it is about feeling, seeing, and imagining worlds. With today's access to multimedia—video clips, audio recordings, visual art—teachers can turn reading into an immersive experience. For language learners, this multisensory exposure helps them not only understand the text but feel its tone, grasp character emotions, and learn pronunciation. Multimedia also aids comprehension for students with different learning styles. This paper examines how multimedia can enhance literature lessons, making texts more vivid, accessible, and engaging for 21st-century learners.

Introduction

In a digital age dominated by screens and audiovisual content, traditional print-based literature classes can seem static or unrelatable to modern learners. While classic texts contain timeless themes and language, the way they are presented matters greatly in motivating students. Multimedia tools offer a bridge between the rich tradition of literature and the expectations of today's learners. Whether through film adaptations of Shakespeare, animated readings of poetry, or interactive e-books with annotations, multimedia allows literature to become a sensory experience rather than a silent one. This article explores how integrating multimedia into literature teaching not only enhances comprehension and enjoyment but also deepens engagement with text, authorial intent, and cultural context.

Film Adaptations

Watching scenes from movies like Pride and Prejudice or Hamlet helps students visualize characters and settings. This aids comprehension, especially for language learners. Teachers can pause to analyze dialogue, tone, and staging in relation to the original text.

Audiobooks and Voice Apps

Audiobooks provide exposure to rhythm, intonation, and pronunciation. Listening to dramatic readings of Edgar Allan Poe or Maya Angelou allows students to appreciate mood and tone, fostering deeper interpretation.

Interactive e-Texts

Platforms like Google Books, Actively Learn, or Oxford Learner's Library provide annotations, definitions, and quizzes that make literary reading more accessible and less intimidating.

Student-Created Media

Encouraging students to produce video trailers for novels, podcasts summarizing chapters, or digital posters fosters creativity and text interpretation. This multimodal approach meets the needs of visual and auditory learners.

Conclusion:

Multimedia does not replace literature; it enhances it. By adding sound, visuals, and interaction to static texts, teachers can spark students' curiosity and unlock deeper understanding. In Uzbekistan and other EFL settings, using multimedia tools helps bridge the gap between students and challenging texts. From Shakespeare to Orwell, literature becomes more vivid and personal through digital engagement. Teachers should embrace this blended approach to ensure that literature continues to inspire and educate in an evolving classroom environment.

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