FROM PASSIVE READING TO ACTIVE CREATION: DIGITAL AND MULTIMEDIA TECHNOLOGIES IN LANGUAGE AND LITERATURE TEACHING

Aminova Mahfuza Jamoladdinovna

English Language Teacher, Department of Western Languages and Literature,

Ma'mun University

Sultonova Sadoqat Shavkat kizi

English Language Teacher, Department of Western Languages and Literature, Faculty of Philology, Ma'mun University

ABSTRACT

Reading literary texts in the classroom has traditionally been associated with interpretation, explanation, and reproduction of established meanings. However, contemporary educational practice increasingly reveals the limitations of passive reading, especially in language and literature lessons where students remain observers rather than participants in meaning-making. Digital and multimedia technologies open new possibilities for transforming learners' engagement with literary texts by shifting the focus from reception to creation. Through digital rewriting, multimedia interpretation, and student-produced texts, literature lessons become a space for dialogue, authorship, and cultural participation. In the teaching of Russian language and literature, such practices allow students to interact with classical and modern texts not only as readers, but also as co-creators who respond creatively to narrative structures, stylistic features, and cultural contexts. Creative digital activity encourages deeper linguistic awareness, strengthens expressive skills, and supports the formation of an active reader position within the multilingual and multicultural educational environment of Uzbekistan.

KEYWORDS

active reading, creative authorship, digital storytelling, multimedia interpretation, Russian literature teaching, language creativity, student-produced texts.

The shift from passive reading to active creation in language and literature education reflects deeper changes in how texts are understood within contemporary culture. In traditional literature lessons, students were often positioned as recipients of canonical meanings, expected to reproduce interpretations offered by the teacher or textbook. Such an approach, while academically grounded, limits students' personal engagement with literary texts and reduces their role in the process of meaning construction. In the context of teaching Russian language and literature, especially in multilingual classrooms of Uzbekistan, this model increasingly requires reconsideration.

Russian literary theory has long emphasized the dialogic nature of texts and the active role of the reader. Konovaliouk's concept of dialogism highlights that meaning emerges through interaction between voices, contexts, and interpretations rather than through a single authoritative reading (Konovaliouk, 2005). Digital and multimedia technologies create conditions in which this dialogic principle can be realized pedagogically. When students respond to Russian literary texts through digital rewriting, multimedia commentary, or creative reinterpretation, they enter into a dialogue with the author, the text, and their peers. This process transforms reading into a form of

cultural participation rather than passive consumption. The idea of the text as a dynamic cultural mechanism is further developed in Galimullina's semiotic theory, which views literature as a generator of new meanings within a cultural system (Galimullina, 2019). From this perspective, student-created digital texts based on literary works should not be seen as secondary or derivative. On the contrary, creative multimedia responses extend the life of the original text by transferring it into new semiotic spaces. In Russian literature lessons, this may include transforming narrative episodes into digital stories, visual essays, or audio interpretations that preserve core meanings while allowing for personal and cultural reinterpretation. Methodological studies in Russian language education also support the shift toward creative student activity. Koshkina notes that digital environments encourage learners to move from reproductive tasks toward productive language use, particularly in writing and speaking activities (Кошкина, p.62). When students create their own texts inspired by Russian literary models, they develop a deeper awareness of stylistic features, narrative structure, and expressive language. This approach is especially effective in Uzbek classrooms, where Russian functions as a second or third language and requires meaningful communicative contexts to support mastery. Creative engagement with literary texts is closely connected to the development of an active reader position. Omonova's transactional theory emphasizes that reading is an event shaped by the reader's experiences, emotions, and cultural background (Омонова, 2025, p.61). Digital and multimedia tools allow these personal responses to become visible and shareable. Online platforms, collaborative documents, and multimedia projects enable students to articulate interpretations that might remain unexpressed in traditional classroom discussion. Such practices foster interpretive confidence and reinforce the relevance of Russian literature to students' own cultural realities. Narrative creation also plays a central role in language and literature learning. Gukulov argues that narrative thinking is fundamental to how individuals construct meaning and understand the world (Гукулов, & Гурбанова, 2024, p.152). Digital storytelling tasks based on Russian literary texts encourage students to reorganize narratives, adopt different perspectives, and experiment with language. This creative process strengthens both linguistic competence and literary understanding, as students move beyond analysis toward authorship. The multimodal nature of digital texts further expands expressive possibilities in literature lessons. Sergeevna's theory of multimodality emphasizes that meaning is produced through the interaction of multiple semiotic modes, including language, image, sound, and movement (Sergeevna, 2021, p.238). In Russian language and literature teaching, multimedia projects allow students to explore how literary meaning can be conveyed through different modes while maintaining fidelity to the original text. Such activities are particularly valuable in supporting learners with diverse linguistic backgrounds, as visual and auditory elements provide additional interpretive support. At the same time, scholars caution that creative digital practices must be grounded in pedagogical purpose. Khashimova's constructionist approach stresses that learning through creation is most effective when students build meaningful artifacts rather than engage in superficial production (Khashimova, et al, 2021, p.447). In the teaching of Russian literature, this means that multimedia creativity should emerge from close reading, textual analysis, and cultural reflection. When digital creation is embedded within a philological framework, it strengthens rather than replaces traditional literary education. Within the educational context of Uzbekistan, the movement from passive reading to active creation acquires particular significance. Student-produced texts based on Russian literary works support not only language development but also intercultural dialogue. By creating, interpreting, and sharing their own responses to literature, learners position themselves as active participants in a shared cultural space, where Russian literary heritage is engaged with thoughtfully and creatively rather than reproduced mechanically.

REFERENCES:

1. Galimullina, A. F., Galimullin, F. G., Meliksetyan, V. Y., & Kayumova, G. F. (2019). The role of interactive technologies in training future teachers of Russian literature. *ARPHA Proceedings*, *1*, 277-289.

2.Губина, А. И., & Рубцова, А. В. (2024). Методические основы использования цифровых интерактивных технологий в обучении русскому языку как иностранному. *KANT*, (3 (52)), 289-297.

3. Гукулов, Т., & Гурбанова, Г. (2024). ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ГРАММАТИКЕ И ЛЕКСИКЕ РУССКОГО ЯЗЫКА: ВОЗМОЖНОСТИ И ОГРАНИЧЕНИЯ. *CETERIS PARIBUS*, (11), 151-153.

4. Khashimova, D., Niyazova, N., Nasirova, U., Israilova, D., Khikmatov, N., & Fayziev, S. (2021). The role of electronic literature in the formation of speech skills and abilities of learners and students in teaching Russian language with the Uzbek language of learning (on the example of electronic multimedia textbook in Russian language). *Journal of Language and Linguistic Studies*, *17*(1), 445-461.

5. Konovaliouk, V. V. (2005). *Integration of technology into the teaching of foreign languages and cultures with particular reference to Russian studies*. State University of New York at Stony Brook

6. Кошкина, Ю. А. ИСПОЛЬЗОВАНИЕ ИКТ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ КАК СРЕДСТВО АКТИВИЗАЦИИ ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА ОБУЧАЮЩИХСЯ. *ОБРАЗОВАНИЕ*, (3), 62-65.

7. Омонова, М. А. (2025). СОВРЕМЕННЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ ИНОСТРАННЫХ СТУДЕНТОВ: ВОЗМОЖНОСТИ И РЕЗУЛЬТАТЫ ПРИМЕНЕНИЯ. *ZAMONAVIY TA'LIM TIZIMINI RIVOJLANTIRISH VA UNGA QARATILGAN KREATIV G'OYALAR, TAKLIFLAR VA YECHIMLAR*, *8*(83), 60-63.

8. Sergeevna, P. I. (2021). New educational technologies to develop foreign language communicative competence of non-linguistic students: digital storytelling. *Филологический класс*, *26*(3), 231-242.