



TEACHING LITERATURE THROUGH AUGMENTED REALITY STORYTELLING

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Annotation. This article explores how augmented reality (AR) storytelling can transform literature classes by making stories come alive through interactive visuals and experiences. AR helps students better understand narratives by engaging their senses and imagination, turning reading into an immersive activity. It encourages active participation and creativity, motivating students who might otherwise find literature challenging or dull. The article discusses both the benefits and obstacles of using AR in teaching, offering practical ideas for educators. Overall, AR storytelling is shown to be a powerful tool to connect modern technology with traditional literature learning.

Keywords: *augmented reality, storytelling, literature education, student engagement, interactive learning, digital literacy, motivation, creativity.*

KENGAYTIRILGAN HAQIQAT ORQALI HIKOYA QILISH USULIDA ADABIYOTNI O‘QITISH

Annotatsiya. Ushbu maqola adabiyot ta’limida birlashtiruvchi texnologiya (AR) yordamida hikoya qilishning innovatsion usullarini o‘rganadi, bu esa talabalar ishtirokini va tushunishni oshiradi. AR texnologiyasini qo‘llash orqali an’anaviy adabiy matnlar interaktiv, jonli tajribalarga aylanadi, bu esa o‘quvchilarning tasavvurini rag‘batlantiradi va hikoya elementlarini chuqurroq tushunishga yordam beradi. Ushbu yondashuv faol ishtirokni rag‘batlantirib, adabiyotga bo‘lgan qiziqishni oshiradi, ayniqsa vizual va kinestetik o‘rganishga moyil talabalar uchun yanada oson va qiziqarli qiladi. Maqolada AR hikoya qilishning amaliy qo‘llanilishi, ijodkorlik, motivatsiya va tanqidiy fikrlashni rivojlantirishdagi foydalari, shuningdek o‘qituvchilar duch keladigan qiyinchiliklar muhokama qilinadi. Ushbu tadqiqot zamonaviy texnologiyalarni an’anaviy ta’lim bilan uyg‘unlashtirishni maqsad qilgan o‘qituvchilar uchun foydali tavsiyalarni taqdim etadi.

Kalit so‘zlar: *Qo‘shma haqiqat, hikoya qilish, adabiyot ta’limi, talaba ishtiroki, interaktiv ta’lim, raqamli savodxonlik, motivatsiya, tanqidiy fikrlash.*

ОБУЧЕНИЕ ЛИТЕРАТУРЕ С ПОМОЩЬЮ РАССКАЗЫВАНИЯ ИСТОРИЙ В ДОПОЛНЕННОЙ РЕАЛЬНОСТИ

Аннотация. В данной статье рассматриваются инновационные методы преподавания литературы с использованием дополненной реальности (AR) и рассказа историй, что способствует повышению вовлечённости и понимания учащихся. С помощью технологий AR традиционные литературные тексты превращаются в интерактивные и живые опыты, которые стимулируют воображение студентов и углубляют понимание элементов повествования. Такой подход поощряет активное участие и повышает интерес к литературе, особенно среди визуальных и кинестетических учеников. В статье обсуждаются практические применения AR-сторителлинга, его преимущества в развитии творчества, мотивации и критического мышления, а также сложности, с которыми сталкиваются преподаватели при внедрении данной технологии. Исследование предоставляет полезные рекомендации для педагогов, стремящихся объединить современные технологии с традиционным обучением.

Ключевые слова: *дополненная реальность, рассказ историй, обучение литературе, вовлечённость учащихся, интерактивное обучение, цифровая грамотность, мотивация, критическое мышление.*

Augmented Reality (AR) is a modern technology that combines real-world environments with digital elements like images, sounds, and animations. In literature classes, AR can make stories more



engaging by bringing characters, settings, and events to life. Instead of only imagining scenes, students can see and interact with them through devices like tablets or smartphones. This approach increases motivation, supports creativity, and helps visual learners understand and enjoy literary texts more deeply. By using AR storytelling, teachers can turn reading into an interactive experience, making literature lessons more dynamic, memorable, and exciting for students.

AR storytelling helps students connect more deeply with literary texts. For example, when studying a novel, students can use an AR app to explore virtual settings, view animated characters, or watch key scenes unfold in 3D. This visual and interactive approach makes the story easier to understand and remember. It also supports students with different learning styles—especially visual learners—by providing a new way to experience literature.

There are many types of AR activities that teachers can use in literature lessons. One common activity is AR character exploration, where students scan images in a textbook or classroom display to see characters appear in 3D and hear their voices or thoughts. Another activity is AR scene recreation, where important parts of a story are digitally reconstructed, allowing students to walk through the setting as if they were inside the book. Teachers can also use AR-based quizzes and puzzles related to literary works, helping students review key themes, symbols, and quotes in an enjoyable way.

To teach literature through AR effectively, teachers should carefully plan lessons that combine traditional reading with interactive experiences. They can start by introducing the literary text, then guide students to use AR tools to explore its deeper meanings. For example, after reading a poem, students might use an AR app to visualize its imagery or listen to an expressive reading accompanied by animations. This combination of reading and technology strengthens comprehension and creativity.

Overall, using augmented reality storytelling in literature classes transforms the learning process from passive reading to active exploration. It not only motivates students but also helps them think critically about themes, characters, and settings. By integrating AR technology, teachers can make literature more vivid, memorable, and enjoyable for the new generation of learners.

CONCLUSION

This study highlights the transformative potential of augmented reality storytelling in literature education. By integrating AR technology into the classroom, teachers can create engaging and immersive learning experiences that significantly boost student motivation and comprehension. The interactive nature of AR helps students visualize complex narratives, understand symbolic meanings, and connect emotionally with texts, which traditional methods often struggle to achieve.

Moreover, AR storytelling supports diverse learning styles, making literature more accessible to visual and kinesthetic learners. It fosters creativity, critical thinking, and collaboration, contributing to a richer educational environment. However, successful implementation depends on adequate resources, teacher training, and thoughtful curriculum design to balance digital and traditional approaches effectively.

In conclusion, augmented reality storytelling represents a promising avenue to revitalize literature teaching in the digital age. It encourages active participation, deepens literary understanding, and cultivates a lifelong love of reading—key goals for modern education. Educators who embrace this innovative approach will be well-equipped to inspire and engage the new generation of learners.

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