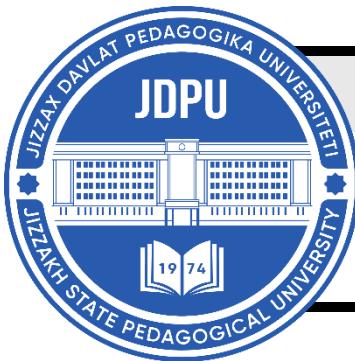


# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### ARTIFICIAL INTELLIGENCE AT THE LITERATURE CLASSROOM IN HIGHER EDUCATION: EXPLORING CHALLENGES AND OPPORTUNITIES

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#### ABOUT ARTICLE

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**Abstract:** The widespread use of Artificial intelligence (AI) in language education has opened up a new era of teaching and learning. Raising concerns in balancing AI-driven instruction assists to achieve optimal learning outcomes while teaching Literature subject. Background. The increasing integration of Artificial Intelligence (AI) within literature teaching is fostering significant pedagogical shifts. Based on the findings, AI could make significant strides in improving language proficiency, particularly in literature components such as novel, short stories, poems, folklore reading and drama organizing. This article explores the experiences of teaching literature in higher education establishments. Methods. University students were purposively sampled, participated in semi-structured interviews, and were observed teaching literature classes of the first year students. The recorded, transcribed and coded interviews were thematically analysed. The findings revealed that literature teachers found literature teaching to be multidimensional. It can also assist in streamlining teaching methods in literature classes, such as adaptive learning, automated assessment, and personalized

content creation. Results. The students and teachers perceived literature learning and teaching in the English speaking environment as a positive experience. For instance, they described literature components as fantastic, fascinating, life-changing, and enticing and as a journey. However, they also found it to be challenging and intimidating. They also considered that multilingual pedagogies enhance comprehension and learner engagement. However, some limitations emerged from the data. While AI excels at providing objective feedback and supporting innovative teaching methods, it struggles to cultivate essential human skills like cultural sensitivity, emotional intelligence, and critical thinking. These skills are necessary for effective communication, building relationships, and understanding language tones in different contexts. Conclusions. The study concluded that AI can be a powerful tool for language education but cannot replace human educators. Instead, language teaching practices should bridge a balance between AI-powered instruction and traditional teaching methods, so learners can benefit from the latest technological advancements while still developing the critical human skills they need in this ever-changing world. In this article we recommend using AI tools and prompts in teaching literature to university teachers. As a result, they enhance critical thinking and language development for future language experts.

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**Introduction.** In this research investigates the efficacy of world literature teaching in developing intercultural competence and reflective thinking among tertiary students. With rising global interconnectivity and cultural diversity shaping the face of tertiary education, the contribution of literature to developing students' ethical, emotional and cognitive abilities has become critical again.

Focusing on AI activities is practically a new topic in Literature teaching/learning in Uzbekistan higher education establishments. So that, before implementing AI, research questions should be discussed in this article, which are: 1) How have AI technologies in literature classes been defined in recent years?

2) What role does AI play in English literature classrooms?

3) What strategies can be implemented to ensure the responsible and ethical use of AI technologies?

Published scientific papers and professional meetings are really essential to disseminate relevant information and research findings about our discussed topic. However, most of the abstracts of presentations given at scientific meetings are usually available only in conference proceedings over the globe, although they have the potential to be subsequently published as articles in journals.

Based on a experimental research design, the study analyzed the ways in which philology students reacted to culturally diverse world literature and how such interaction had an impact on their empathy development, receptivity to cultural difference and critical self-reflection. Data were gathered through student reflective outputs and semi-structured student interviews of world literature courses from two universities. Results showed that students made noticeable gains in intercultural competence, especially in emotional empathy and acceptance of new worldviews. Texts from literature encouraged learners to question stereotypes, examine their own cultural presumptions, and make insightful connections between international narratives and local social concerns. Teachers' employment of intercultural pedagogy, via varied text choice, comparative evaluation and reflective evaluation had a crucial function in enhancing students' moral imagination and cultural consciousness. The theoretical frameworks of Shekespear's narrative imagination, Ernest Hemingue's intercultural competence, and Mark Twain's conception of world literature, this study underscores the transformative potential of literature instruction when aligned with AI prompts as an educational goals. It recommends the sustained integration of world literature and AI activities in higher education curricula to promote critical cultural consciousness and global citizenship among learners.

**Literature Review.** In the past decade, technology has transformed education, changing the way that traditional teaching and learning are performed (Kinshuk et al., 2016). Due to the growing integration of digital resources, such as online learning platforms and mobile applications, global education is becoming more accessible and effective (Castro, 2019). D. Lee et al. (2018) stated that these developments have made it possible for educators to provide individualized learning experiences by customizing lessons to the needs and learning preferences of each student (Kharchenko et al., 2024). In addition, W. Ali (2020) added that technology has also made remote learning easier, increasing the flexibility and accessibility of education for a broader range of students. In addition, digital tools are now an essential component of today's educational environment, providing creative means of involving students

and fostering their academic growth. The education sector, among others, is experiencing a significant shift due to the emergence of artificial intelligence (AI), as maintained by Gruetzemacher and Whittlestone (2022). One of the most significant benefits of AI is its ability to personalize learning experiences (Maghsudi et al., 2021). M. Ali et al. (2024) explained that by using AI-driven platforms, educators may design learning paths to deliver feedback and provide resources tailored to each student's strengths and limitations (Tapalova & Zhiyenbayeva, 2022). Thus, this degree of customization guarantees that students get the support they require while allowing them to learn at their own pace (Uzun, 2023). Additionally, AI-driven tools can handle routine administrative duties, such as grading and attendance tracking, giving teachers more time to concentrate on other important education aspects (Saada, 2023).

The advancement of information technology and educational concepts has shed some light on the ELT field (Yuan et al., 2023). Currently, AI is the latest technology in education (Huang et al., 2023). It has changed how students learn English by offering personalised learning paths, immediate feedback, and adaptive language activities tailored to students' levels (Binu, 2024). Furthermore, the emergence of AI language learning applications also provides interactive practice in real-time situations, reflecting more efficient ELT methods (Meniado, 2023). Al Mukhallafi (2020) highlighted that AI could improve the ELT field in the areas of instructional and assessment methods due to its personalised learning approach. Overall, the impact of AI technologies is evident in the ELT field (Sharadgah & Sa'di, 2022). The integration of AI technologies in education has removed traditional concepts and introduced new perspectives for future education (Kucuk, 2024). Their contribution is widely acknowledged in the education setting, particularly in the ELT field (Delgado et al., 2020). Therefore, English lecturers should incorporate AI technologies to teach the current generation effectively (Slimi et al., 2022).

AI has become vital in this globalized world since it opens up opportunities in education, business, and international communication (Christiansen, 2015). However, traditional language teaching methods often need to improve in addressing the diverse needs of students (Walia, 2012). These methods may need help catering to students' varying proficiency levels, accommodating different learning preferences, and giving timely, individualized feedback (Chun et al., 2016; Van et al., 2021). For instance, large class sizes and a lack of resources can make it difficult for educators to tailor instruction that meets students' specific needs, resulting in a one-size-fits-all approach that may only effectively support some learners (Bondie et al., 2019). Therefore, AI-powered tools offer innovative solutions by providing personalized

learning experiences that adapt to individual proficiency levels and learning paces. According to Macias Loor et al. (2024), integrating AI into English language education causes the process to be enriched and innovative. Duolingo and Babbel, for example, leverage AI algorithms to deliver personalized and interactive learning experiences that accommodate each student's pace and learning style (Kessler et al., 2023). For speaking practice, Alharthi (2024) stated that virtual assistants like Siri, Google's Read Along, and Alexa offer interactive dialogues and pronunciation assistance, which makes the practice more dynamic and attractive (Tai & Chen, 2024). To improve writing skills, Sánchez Calderón and da Cunha Fanego (2023) added that AI-powered feedback systems like Grammarly and Hemingway Editor can analyze writing and provide necessary feedback on grammar and vocabulary. Meanwhile, translation tools like DeepL and Google Translate facilitate cross-language understanding and communication (Polakova & Klimova, 2023). These applications demonstrate how AI transforms English literature teaching into effective.

**Materials and Methods.** In the study examined using AI activities to raise the understanding of students in literary texts content with undergraduate students at the World language and Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"

National Research University in Uzbekistan. The sample research included 64 students from the English Philology Departments. There were chosen 4 groups and divided into control and experimental groups. Both groups were taught the exact content of the literature; the experimental group was taught using AI activities and prompt strategies, while the control group received instruction as usual by following the department plan. The development of students literature components reading comprehension was tested using a Pre- and Post-Reading Comprehension Test (RCT) throughout the teaching of literature module in one semester. According to the data analysis, there is a statistically significant difference between the students' accomplishments in the experimental and control groups. It was proven that literature components that included both direct and indirect teaching techniques proved to serve the majority of students better. Moreover, qualitative and experimental findings highlighted that students believe in the effects of holistically integrating AI in literature learning for it (1) facilitated the collaboration among teachers, students and AI, (2) enhanced students' learning motivation, and (3) better fitted their learning preferences.

**Results and Discussions.** Based on the analysis, AI based activities in foreign language teaching have evolved significantly in recent years, encompassing changes in their definitions and concepts. According to Hockly (2023), AI refers to "a system's ability to correctly interpret external data, to learn from such data, and to use those learnings to achieve specific goals and

tasks through flexible adaptation" (p. 2). Sharadgah and Sa'di (2022), who cited Bin and Mandal (2019), highlighted that AI is a discipline that integrates some aspects of computer science, cybernetics, linguistics, and others. Kusuma et al. (2024) cited Antonenko and Abramowitz (2022), who stated that the development of AI technologies includes advanced data processes such as data perception, analysis, and utilisation. Binu (2024) described AI as a technology application that involves natural language processing and machine learning for delivering personalised instruction and feedback. Delgado et al. (2020) defined AI as a system designed to exhibit human-like intelligent behaviours. The conceptualisation of AI technologies in the English literature teaching field has significantly progressed due to its potential to change the educational landscape. For instance, Crompton et al. (2024) noted the acknowledgement of AI at the tertiary level. It demonstrates that AI has caught the attention in academic contexts. The observation aligns with Tang and Foley (2022), who highlight the significant need for expertise in both AI and English due to technological development and global reach. Then, Sharadgah and Sa'di (2022) stated that AI has expanded its influence across sectors, including education. The expansion highlights its progression in the education field. Next, Yuan et al. (2023) pointed out that AI and 5G networks have supported innovations in college English Arab World English Journal [www.awej.org](http://www.awej.org) ISSN: 2229-9327 262 Arab World English Journal (AWEJ) 16. Number 3, September 2025 Sapuan, Sulaiman & Mohamad The Trends in the Integration of AI Technologies in English Language classes recently. This progress fosters new approaches to language teaching. Furthermore, Rahimi and Sevilla-Pavón (2024) highlighted that AI has encouraged innovations in educational practices, especially in programming and teacher training areas. Finally, Alhalangy and AbdAlgane (2023) stated that AI-assisted technologies have the potential to make education more flexible and comprehensive, while also promoting the development of relevant skills needed in today's world.

The paired sample tests were used to assess the statistical significance of the difference between the pre-test and post test scores. It was used with students in the experimental group. The experimental group students' post-test scores significantly outperformed their pre-test results, according to a study of the test's mean scores.

Results from experimental group that received reciprocal education and the control group thus showed statistically different levels of accomplishment. The students in the experimental group will receive help from it. The experimental and control groups' pre-and post-test results and the data acquired from pre-and post-test The mean scores from the pre-test and the post-test varied somewhat in the control group. The mean demonstrates no noticeable difference between the performance of the pre-test and post-test results for the

control group. The students in the control group saw no improvement in their reading comprehension from literature components after the standard 10 week study period, while the experimental group had a more statistically significant shift between the pre-and post-test. The experimental group of students who received instruction using AI based activities and prompts teaching approach had post-test mean scores that significantly varied from their pre-test mean score. The data reveals a significant difference in the experimental group students' accomplishment in the reading comprehension pre-test and post-test. The findings of the pre-test and post-test varied somewhat for the control group. In conclusion, the findings demonstrated that the experimental group lacked much worse reading comprehension abilities than the control group.

**Challenges of Teaching Literature in Literature Classroom** Teaching English literature in an SL class is challenging for teachers, because literature is linguistically, culturally, and socially unfamiliar to them (El-Helou, 2010). According to Hussein and Al-Emami (2016), when teaching non-native learners literature, teachers should avoid asserting or asking questions about the text's moral and social values, as this may demotivate the learners. Moral and social values may only be discussed during text analysis when learners must comprehend and analyse the material. Calafato (2024) alerts us that most challenges in literature classrooms emanate from a lack of literary competence for both teachers and learners. The argument is furthered by stating that teachers and learners must possess a particular level of literary competence to be successful in studying and analysing their subject matter. This competence may involve, among others, aesthetic and stylistic, empathetic, interpretative, cultural, and discursive competencies (Calafato, 2024). Carter and Jones (2012) elucidate that teachers who teach non-native English speakers recognize the importance of literature in the language classroom, but are concerned about the cultural gaps that literature presents. Muthusamy et al. (2017) found that teachers who teach literature in ESL classes often struggle due to their limited language ability. Some teachers despise literature so much that they never 'concern themselves' with making it fun or trying new ways (Muthusamy et al., 2017). As much as some teachers worry about the complexity of the literature, particularly for low-proficiency learners, they advocate for its use because they believe it improves language skills. The wonderful experience of teaching in the Literature classroom is that learners are from diverse linguistic and cultural backgrounds. Teaching and reading literary genres that bring multicultural content and perceptions will encourage teachers and learners to be receptive, open-minded, and tolerant (Isro'iyah & Herminingsih, 2023).

**Conclusion.** This study explores the teaching English literature module using experimental and quantitative research and machine learning (AI activities, prompts) methods; however, some research limitations still exist. Due to the limited number of experimental samples, the experimental results may only represent the performance of a certain sample size. Additionally, multiple modern technological tools have been applied in this study, therefore, promoting the proposed teaching mode to a wider range of educators poses significant challenges. Despite these challenges, the positive outcomes of smart education in enhancing both learning quality and the educational experience are undeniable. The module of English literature is a crucial curriculum that enhances students' different abilities in English study, but it is a challenging task for English majors. To fully reap the benefits of smart education, we have carefully designed a teaching strategy based on the smart concept. The results of the study demonstrate the significant potential for smart education to transform the English literature curriculum. By implementing a set of well-designed teaching strategies that emphasize student-centered and teacher leading teaching models, we are able to respect student personality differences and foster innovation and creativity, thereby eliminating traditional passive learning methods. It is clear from the evaluation results that smart learning concepts are effective in improving the quality of curriculum instruction. The utilization of AI activities and prompts not only enhances learning outcomes but also enriches the educational experience for students, setting a precedent for future applications

Teaching literature to future foreign language experts has more significant benefits than challenges posed by the teachers' or learners' backgrounds and linguistic barriers. Therefore, teachers must be conscious of their experiences and attitudes towards literature and its reach. This study revealed that for teachers, literature provides enormous positivity when they observe it changing their lives and the lives of their learners. The experiences and principles of literature found by this study revealed that it is entertaining and fascinating, develops and enhances vocabulary development, and is a source of moral education and new worldviews. Considering this study's findings, further research may seek to ascertain the learners' literature experiences and how they perform in literature based on the AI approaches teachers use in classroom. Teachers use of AI technology and prompts in teaching literature in the classroom, especially the use of Gemini, ChatGpT prompts after reading literature and a literary genre, but they are as a source of language teaching and creative writing. There is a need for a shift and integration of AI activities at literature module classrooms. It would be necessary to ascertain whether and how much teachers use literature for this way, and share the results of such

approaches. It would also be important to find out how much vocabulary development literature teaching provides for students in the contexts.

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