



NEURAL NETWORKS AS A CATALYST FOR TRANSFORMATION OF PREPRESSURE LITERATURE

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Abstract

This article examines the role of neural network technologies in the teaching of literature. Given the scarcity of specialized research on this topic in available literature, the focus is placed on a single yet illustrative case—the use of a neural network to write a school essay—as well as on the broader discussion regarding the acceptability and risks of using artificial intelligence in education. Insights are also drawn from related disciplines—such as the visual arts, foreign languages, and journalism—where the use of generative neural networks has already been documented in greater detail. It was concluded that the question of the role of neural networks in literary education is currently more pressing than it is well-studied, and that it requires dedicated methodological research.

Keywords: Neural networks, artificial intelligence, literature teaching, school essay, digitalization of education, ChatGPT.

INTRODUCTION

The emergence of publicly available generative neural networks changed the practice of writing faster than pedagogy managed to develop an attitude towards this. The essay is one of the most vulnerable genres for this: the text written by



the neural network is formally indistinguishable from the student, especially if the task is formulated as standard. A case has already been recorded when teachers evaluated an essay generated by a neural network without knowing about it in advance [2]. This episode in itself makes the topic not theoretical, but practical. At the same time, literature specifically devoted to the methodology of teaching literature using neural networks is almost absent. Most of the available publications discuss either general issues of digitalization of education [3, p. 380; 8, p. 311], or the use of neural networks in other subject areas - fine art [1, p. 447; 9, p. 105], foreign languages [6, p. 38], journalism [7, p. 83]. This creates a certain methodological and logical complexity: it is necessary to judge literature as a subject mainly by analogy and context, and not by direct data. The purpose of the article is to collect what is really in the literature on the topic or next to it, without replacing the lack of special research with general reasoning.

MAIN PART

The case of writing as a starting point

The most substantive material on the topic is a description of how students evaluated an essay written by a neural network [2]. The concept of the situation itself is important: the text was created not as an illustration of the capabilities of the neural network, but as a full-fledged work submitted for assessment, that is, the applicability of the generative text was checked precisely in conditions of re-control of knowledge. This means that the question "can a neural network write school essays" is no longer hypothetical, but has a specific precedent with a specific assessment result. A methodological problem flows from the same case, which is generally discussed in relation to other disciplines: how a teacher can distinguish a student's independent work from a generated one and how much the format of the essay in its current form remains a reliable tool for checking reading and analytical skills. The very formulation of the question of the teacher's place by the neural network is also found in materials on another subject - mathematics - where it is also discussed whether the neural network is able to take on the functions traditionally assigned to the teacher [5, p. 76]. The transfer of this discussion to literature is logical: if in mathematics the question of replacing the



teacher is generally raised, then in literature, where the result of the work is a text, the risk of replacement, at least at the level of writing, looks even more direct.

Digital tools in literary education without neurosis

Separately, it is worth separating two processes that are easy to confuse: the ciphering of literary education in general and the appearance of neural networks in it. The described use of an online whiteboard in literature lessons [11, p. 33] is an example of the first process: it is a digital tool, but not a generative one, it organizes work with text, and does not create text instead of a student. The fact that such tools are already built into the practice of preemption of literature indicates the readiness of the subject for digital solutions, in principle, but does not directly report anything about neural networks. A similar logic concerns the NeuroAnthology resource [12]: the name indicates the connection between neural network technologies and the anthology of texts, however, in the available description there is no data on how exactly the resource is arranged and whether it is used for educational purposes, so it would be incorrect to make meaningful you-water on its basis - you can only fix the very fact of the existence of such an initiative.

Experience of related disciplines: what is transferred from it to the literature

Since there is little direct data on the literature, it makes sense to take a note, which is known about the work of neural networks with text and creativity in neighboring areas - with the understanding that this is an analogy, not a proof. In teaching foreign languages, the use of ChatGPT as an in-tool embedded in the educational process is considered [6, p. 38]. Foreign language and literature are close in that in both disciplines the basic unit of work is a text, not a formula or an image, therefore, the experience of working with a language neural network here is methodologically closer to literature than the experience of fine arts or journalism. In fine art, neural networks are already used as a tool for teaching students of art-graphic fa-cults [1, p. 447], and the algorithm for generating images in Midjourney itself is described separately [9, p. 105]. This demonstrates that in creative disciplines, a neural network can be integrated into the educational process not as a substitute for student work, but as one of the stages or tools within it. It is difficult to transfer this model to literature directly - the text of the essay, unlike the image, is usually assessed as a holistic author's product, and not as a



result of phased work with the instrument - but the very possibility of such embedding deserves attention. The experience of magazines, which describes the algorithms for the operation of neural networks when creating texts [7, p. 83], is closest to the situation with composing: both there and there the neural network capable of producing coherent text in a specific genre. The difference is that the journalistic text is by definition focused on informing, and the school essay on literature is focused on demonstrating the reader's interpretation, and this difference in the target function of the text is likely to explain why in journalism the use of neural networks is discussed more as a working tool, and in school essay - as a problem of honestly performing the task.

General background of the discussion: assistant or threat

The question of the role of neural networks in education as a whole is formulated in the literature in a rather symmetrical way - as a choice between threat and assistance. This is how the question is posed in relation to ChatGPT and artificial intelligence in general [10, p. 396], and in a similar way in relation to neuroses as such in a review devoted to the school subject of mathematics [5, p. 76]. Separately, the question is raised about the advisability of using neural networks in education in principle, with an emphasis on the fact that the solution of this issue requires weighting, and not unambiguous acceptance or refusal [4, p. 133]. In relation to the literature, this symmetry looks less tired-cheek. Where we are talking about working out a skill, generating illustrative material or supporting a teacher, a neural network can really step as an assistant - this confirms the experience of fine arts and a foreign language. But where the neural network replaces the result that must be produced by the student personally - that is, precisely in the case of composing - it ceases to be a learning tool and becomes a tool for bypassing control. The case with the assessment of the essay [2] is just an example of the second kind, not the first.

CONCLUSION

From the analyzed literature, it can be seen that the topic of using neural networks in the teaching of literature is still provided with one visual precedent rather than a research system. The case of writing and evaluating an essay by a neural network [2] shows that the problem already exists in practice and concerns



precisely the reliability of the usual forms of verification of reading and analytical skills. General discussion on the correlation of the benefits and risks of using neural networks in education [4, p. 133; 10, p. 396; 5, p. 76] is transferred to literature only partially: the division into "neural network-assistant" and "neural network-threat" works differently depending on whether the neural network is built into the student's work process (as in fine arts or language training) or replaces its result. There are no direct data on the methodology for using neural networks in text analysis, preparation of literature lessons, or the formation of reading competencies in previous literature. This is not a gap that can be closed by reasoning by analogy - it is an indication that the topic requires separate, substantive research precisely on the material of literary education.

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