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# ADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN LITERATURE LESSONS

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**Abstract:**

This article explores the advantages of using artificial intelligence (AI) in literature lessons to enhance students' learning experiences and teachers' instructional practices. The study highlights how AI-powered tools can support deep text analysis, personalized learning, and creative engagement with literary works. Moreover, AI promotes multimodal approaches by integrating text, audio, and visual representations, which increase students' motivation and understanding of complex artistic elements. The use of AI also enables efficient assessment, fosters collaboration, and develops critical digital literacy skills. By drawing on modern educational theories, the article argues that artificial intelligence can serve as an effective assistant in teaching literature, making lessons more interactive, accessible, and relevant to 21st-century learners.

**Keywords:** artificial intelligence, literature lessons, text analysis, creative learning, multimodal education, student motivation, digital literacy, educational technology.

**1. INTRODUCTION.** The rapid development of digital educational resources is also creating broad opportunities for more effective implementation of the PBL strategy. The use of methodological platforms, mobile applications, or cloud technologies in the educational process strengthens interactive collaboration between students and teachers, while also facilitating the planning, monitoring, assessment, and analysis of learning tasks. In particular, the PBL approach enables students to gain a deeper understanding of literary texts when studying works of the lyrical genre. While working on a poetry project, students not only analyze the meaning and emotional elements of each line, but also apply creative approaches such as creating visual imagery, harmonizing with musical tones, or staging dramatic performances to enhance the aesthetic expressiveness of the text. This approach, based on Lev Vygotsky's principles of collaborative learning and John Dewey's idea of "Knowledge through practice," helps students deeply internalize knowledge through social interaction and practical experience, while also fostering the development of their inner creative abilities.

**2. MATERIALS AND METHODS.** After covering the topic "Abay. 'In Search of Knowledge from Youth…'" by Avaz O'tar in the Grade 6 "Literature" textbook, or the topic "Sergey Yesenin. 'Shahinam, O My Shahinam…', Rasul Hamzatov. 'Winged Bird, Oh Caravan…'" in the Grade 7 "Literature" textbook, students can be assigned a poetry collection project. At the beginning, the teacher explains the objectives and tasks of the project, its stages, which AI tools can be used, and the assessment criteria for this small research task.

Students are divided into small groups of 4-6 members, and each group prepares a collection of poems based on a specific theme or the work of a chosen poet. Before creating the collection, students study the topic in depth, exploring the poet's life and work, the uniqueness of their poetry, the skillful use of language, and the themes that preoccupied the poet. They also use poems recommended in the textbook for independent reading. At the end of the project, groups present their creatively prepared poetry collections through various creative outputs, including staged performances.

During the project, modern digital tools serve as a source of inspiration for students in creating their poetry collections. For example, using AI-based prompt generators (ChatGPT, Poe, Gemini), students can receive guidance on grouping poems, explaining the function of artistic imagery, and analyzing complex poetic concepts. Based on this, they can write an introduction or foreword for the collection.

Using free, school-friendly image generators with simple interfaces, such as Bing Image Creator, Midjourney, Craiyon, Fotor AI, Deep AI, Artbreeder, students can create illustrations and collages corresponding to each poem (Figure 6). These tools allow them to generate images in watercolor, oil painting, comic, 3D, or retro

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styles within seconds based on a given prompt. By slightly modifying the prompt, students can refine the images, produce multiple versions, easily download them, and place them in the poetry collection layout.

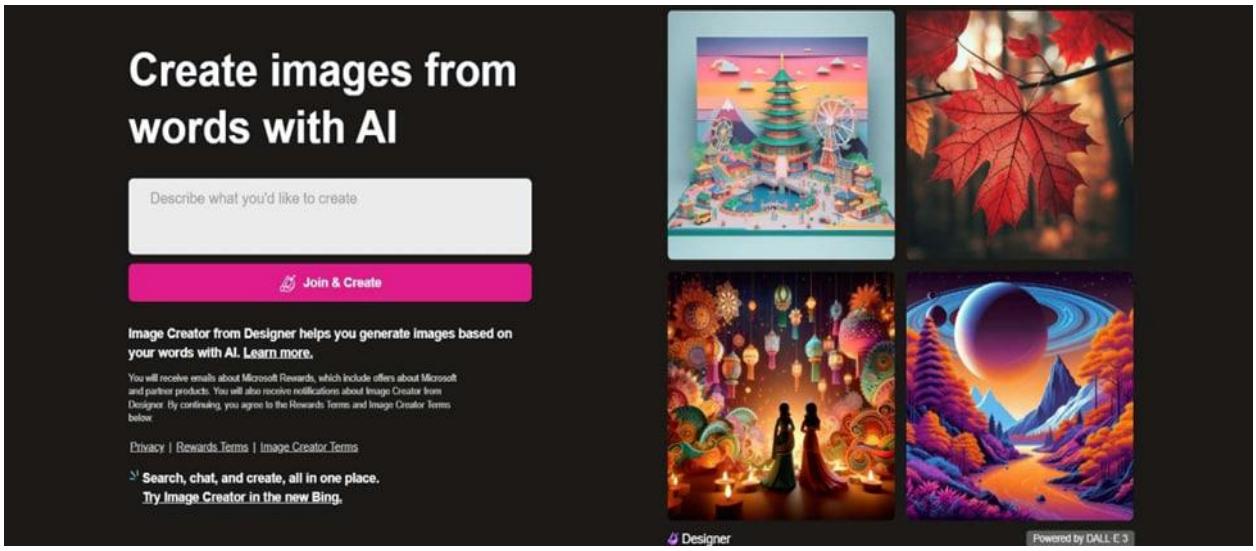


**Figure 6. Bing Image Creator web browser interface.**

The created images not only bring the events to life, but also help students engage more deeply with the literary text. The harmony between text and visuals enhances students' visual literacy, allowing them to vividly imagine the setting of events, the characters involved, and every detail described by the author in the poem.

**"Opportunities for using digital technologies in preparing the project work 'Creating a poetry collection'"**

| № | AI Tools for Preparing a Poetry Collection | Capabilities of AI Tools | Evaluation Criteria | Expected Outcome |
|---|---|---|---|---|
| 1 | ChatGPT, Poe, Gemini | - Explaining the function of artistic imagery in poetry; - Working with literary sources; - Suggesting new title options, cover design ideas, or section headings for the poetry collection. | - Ability to correctly analyze the selected poems, using theoretical concepts and literary terms appropriately; - Fully utilizing AI tools (formulating accurate prompts, editing responses, adapting to the required format). | - Students learn to deeply analyze lyrical works and correctly apply theoretical concepts in analysis; - They acquire skills to adapt AI-assisted analyses for the educational process. |
| 2 | Bing Image Creator, Midjourney, Craiyon, Fotor AI, Deep AI, Artbreeder, DALL·E | - Creating professional-level illustrations, images, or collages based on text prompts; - Working in different styles such as realistic, watercolor, comics, anime, 3D, oil painting, digital art; - | - Relevance of the generated image to the poem's content, idea, and mood; - Level of artistic expression (aesthetic quality, clarity of imagery, color | - Students develop artistic imagination by transforming poetic content into visual images; - Teamwork fosters respect, active listening, and idea-sharing competencies; - |

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| № | AI Tools for Preparing a Poetry Collection | Capabilities of AI Tools | Evaluation Criteria | Expected Outcome |
|---|---|---|---|---|
| | | Designing cover art or visuals for sections that correspond to the content of the poems; - Combining several images into a unified artistic composition. | harmony, and composition); - Active participation of group members and fair task distribution. | Students gain practical skills in digital design and effective use of AI image generators. |
| 3 | Play.ht, Murf.ai, ElevenLabs, Lovo.ai | - Converting text into natural-sounding audio; - Automatically transcribing speech from audio or video into text; - Adjusting speech speed, tone, stress, and pauses, adding emotional tones (happy, serious, dramatic, etc.). | - Using all necessary platform functions when creating audio; - Correctly conveying emotions, mood, and emphasis in voice; - Applying creative effects to enhance harmony between voice and text. | - Students develop skills in creating audio products using AI; - They learn to achieve harmony between text and audio, selecting suitable intonation and voices that enhance clarity, attention, and artistic expression. |
| 4 | Soundraw.io, AIVA, Beatoven.AI, Boomy | Creating music tracks that match the text based on given prompts | Artistic relevance of the harmony between audio and music | - Students acquire skills to integrate text, voice, and music harmoniously. |
| 5 | FlippingBook, Kotobee Author, Adobe InDesign | Creating interactive e-books | Level of interactivity, navigation convenience, design harmony, technical adaptability, and content richness | - Students develop digital creativity and multimodal presentation skills. - They learn to integrate text, images, audio, video, and interactive elements into a cohesive e-book. |

**3. RESULT**. Students can convert the poems they include in the collection into audio format using AI tools that support the Uzbek language, such as Play.ht, Murf.ai, ElevenLabs, and Lovo.ai, which allow highly natural expression of emotions, and adjustment of voice timbre, speed, and pauses. Using Soundraw.io, AIVA, Beatoven.AI, and Boomy audio effect generators, they can also create musical backgrounds that correspond to the theme of each poem. Converting poems into audio format and selecting suitable music not only provides aesthetic pleasure but also expands the impact of the lyrical work, making it more vivid and memorable.

Students can also create the collection as an interactive e-book using programs such as FlippingBook, Kotobee Author, or Adobe InDesign, where the prepared audio poems can be easily embedded into the book pages.

After group presentations, the project process is analyzed. Under the teacher's guidance, a whole-class discussion is held to review the completed work, the literary concepts learned, challenges encountered and their solutions, and the results achieved.

Thus, it is evident that during the process of preparing a poetry collection, various AI tools can be effectively applied at different stages, including text analysis, creation of artistic imagery, integration of audio and music, and preparation of an interactive e-book.

At each stage, not only is a creative product produced, but students also develop skills in artistic analysis, collaborative teamwork, and digital literacy. As a result, they gain the ability to present their creative work at a professional level using modern technologies.

**4. DISCUSSION.** AI facilitates collaborative learning, allowing students to work effectively in small groups,

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share ideas, and co-create literary and multimedia content. The integration of multimodal digital tools—including image generators, audio synthesis platforms, and interactive e-book software—encourages students to explore various modes of artistic expression. Visual representations, audio narration, and background music not only enrich the aesthetic experience but also strengthen students' engagement and motivation, fostering a deeper emotional connection to the literary material.

The project outcomes also reveal the role of AI in cultivating digital literacy and technological competence. By navigating AI platforms, managing prompts, generating multimedia content, and embedding materials in interactive e-books, students acquire practical skills that are highly relevant for the 21st-century learning environment. These experiences highlight the interdisciplinary potential of AI, linking literature, visual arts, music, and digital technology in a coherent pedagogical framework.

However, it is important to note that AI serves as a supportive tool rather than a replacement for teacher guidance. Effective implementation requires careful planning, scaffolding, and ongoing feedback from the instructor to ensure that students not only produce creative outputs but also develop analytical and reflective skills. Future research may focus on the long-term effects of AI-assisted literature instruction, including its impact on student motivation, retention of literary knowledge, and development of higher-order thinking skills.

In conclusion, AI-enabled literature projects demonstrate that the combination of project-based learning and digital technologies can significantly enrich the educational process. By providing opportunities for creative expression, collaborative work, and multimodal learning, AI helps students develop a comprehensive skill set that integrates literary competence, artistic creativity, and digital proficiency.

**5. CONCLUSION.** The integration of artificial intelligence (AI) into literature lessons demonstrates considerable potential to enhance both the educational process and student outcomes. By combining project-based learning with AI-powered tools, students are able to engage in creative, analytical, and collaborative activities that deepen their understanding of literary works. AI tools facilitate text analysis, creation of visual and audio materials, and development of interactive e-books, allowing students to experience literature in multimodal formats.

The project-based approach also fosters digital literacy, teamwork, and critical thinking, preparing students to utilize modern technologies in a professional and meaningful way. While AI serves as a powerful supportive tool, teacher guidance remains essential to ensure that students develop both creative outputs and reflective analytical skills.

In conclusion, AI not only enriches the learning experience but also helps students acquire interdisciplinary competencies, integrating literary knowledge, artistic expression, and technological proficiency. The use of AI in literature lessons represents a forward-looking approach that aligns with the demands of 21st-century education, promoting engagement, motivation, and the holistic development of students' skills.

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