



**METHODOLOGICAL FOUNDATIONS OF DESIGNING TASKS USING
ARTIFICIAL INTELLIGENCE IN LITERARY EDUCATION**

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ABSTRACT

This article examines the methodological foundations of designing learning tasks in literary education using artificial intelligence (AI). It explores how AI capabilities in a digital environment enhance students' skills in text comprehension, analysis, interpretation, and critical evaluation. Key design criteria include aligning learning goals, text features, and cognitive levels. The study demonstrates generative AI's potential to craft tailored problem-based, analytical, and creative tasks, emphasizing AI not as a shortcut to ready answers, but as a catalyst for independent literary thinking.

KEYWORDS

Literary education, artificial intelligence, generative AI, task design, literary text, critical thinking, literary competence.

INTRODUCTION

Аннотация

В статье рассматриваются методические основы проектирования учебных заданий по литературе с использованием искусственного интеллекта (ИИ). Анализируются возможности ИИ в цифровой среде для развития у студентов навыков анализа, интерпретации и критической оценки художественного текста. Основным критерием проектирования выступает согласованность целей обучения, особенностей текста и когнитивной активности. Раскрывается потенциал генеративного ИИ в создании адаптивных проблемных и творческих заданий. Обоснована роль ИИ как инструмента стимуляции самостоятельного литературного мышления, а не источника готовых ответов.

Ключевые слова: литературное образование, искусственный интеллект, генеративный ИИ, проектирование заданий, художественный текст, критическое мышление.

Annotatsiya

Mazkur maqolada adabiy ta'limda sun'iy intellekt (SI) yordamida o'quv topshiriqlarini loyihalashning metodik asoslari yoritiladi. Raqamli ta'lim muhitida SI imkoniyatlari orqali talabalarning badiiy matnni anglash, tahlil qilish va tanqidiy baholash kompetensiyalarini rivojlantirish masalalari tahlil qilinadi. Topshiriqlarni tuzishda ta'lim maqsadi, matn xususiyati hamda kognitiv faollik uyg'unligi

asosiy mezon qilib olinadi. Generativ SI yordamida muammoli, tahliliy va ijodiy topshiriqlar yaratish hamda ularni individuallashtirish imkoniyatlari ochib beriladi. Tadqiqotda SI tayyor javob beruvchi emas, balki mustaqil va adabiy tafakkurni faollashtiruvchi metodik vosita ekani asoslanadi.

Kalit soʻzlar: adabiy taʼlim, sunʼiy intellekt, generativ SI, oʻquv topshirigʻi, badiiy matn, tanqidiy fikrlash, adabiy kompetensiya.

INTRODUCTION

In today's context of globalization and digitalization, the rapid integration of artificial intelligence (AI) technologies into the educational process necessitates new approaches to the design of teaching content, methods, and learning tasks. Particularly in higher literary education, the use of AI creates broad pedagogical opportunities for developing new forms of working with literary texts, engaging students in analytical and creative activities, and individualizing learning tasks.

The digitalization of Uzbekistan's education system and its improvement through modern information and communication technologies constitute one of the priority directions of the state's education policy. The effective use of digital technologies in education, the development of digital competencies, and the pedagogically oriented application of modern technological tools have become important priorities of contemporary education. From this perspective, the use of artificial intelligence involves not merely the introduction of a technological innovation, but also the identification of its didactic potential, its purposeful pedagogical application, and the assessment of its impact on learning outcomes.

In the context of literary education, one of the important aspects of using artificial intelligence is the design of learning tasks aimed at interpreting and analyzing literary texts and developing students' independent responses to them. In this regard, AI should not be used merely as a tool for providing ready-made answers; rather, it should function as a digital tool that stimulates students' thinking, generates alternative interpretations, and supports creative inquiry.

Therefore, teachers' competence in using artificial intelligence technologies for pedagogical purposes is becoming increasingly important. In particular, the ability to formulate appropriate questions, develop effective prompts, critically evaluate AI-generated materials, select them according to literary-aesthetic and didactic criteria, and adapt them to specific educational objectives is becoming an essential methodological skill of the contemporary literature teacher. Thus, the effectiveness of AI in higher literary education depends not simply on the technology itself, but on how effectively it is integrated with pedagogical objectives, teaching methods, and learning tasks.

LITERATURE REVIEW

The use of artificial intelligence (AI) tools in literary education has been increasingly studied by foreign and local researchers in recent years. In particular, T. V. Kalskova has examined the possibilities of using AI tools in Russian language and literature lessons, with particular attention to their potential to diversify the educational process and individualize learning activities [7]. I. V. Nabiullin has investigated the potential of generative AI tools for analyzing literary texts and demonstrated their role in understanding textual content, identifying characters and ideological and artistic aspects, and generating different interpretations [8].

A collection of methodological materials edited by L. V. Ilnitskaya recommends such methodological approaches as visualizing literary characters, creating alternative plots, developing dialogues between characters, and constructing mind maps [9]. These approaches can provide a methodological basis for developing creative and interpretive tasks with the assistance of artificial intelligence. R. R. Poyatsika, in turn, has analyzed the potential of AI tools in teachers' professional activities and particularly emphasized the need to verify the reliability of information generated by AI and to develop a culture of critical use of such technologies [10].

Regarding the role of artificial intelligence in higher education, D. Kh. Kenjayeva and A. A. Normo'minov have analyzed the opportunities, challenges, and prospects associated with the implementation of AI technologies in Uzbekistan's higher education system [5]. This study provides an opportunity to understand the organizational and pedagogical aspects of using AI within the national educational context.

At the same time, N. Urazova interprets the introduction of artificial intelligence into literature lessons not merely as a technological convenience, but as an epistemological process that generates new forms of understanding literary texts. According to the researcher, AI can stimulate students' independent thinking and critical engagement by analyzing textual structures and identifying semantic connections and intertextual relationships. However, uncontrolled use of AI may also lead to the simplification of literary interpretation and the risk of becoming dependent on ready-made conclusions [6].

In their studies on the methodology of teaching literature, prominent Uzbek methodologists such as Q. Yo'ldoshev and B. To'xliyev have examined the methodological foundations of developing literary thinking, analyzing literary works, understanding the essence of texts, and fostering students' independent thinking. These scholarly perspectives provide important methodological criteria for the use of artificial intelligence in literary education.

In particular, AI-generated tasks should not be limited to reproducing or processing information. Rather, they should encourage students to independently read literary texts, provide evidence-based arguments, make comparisons, develop interpretations, and draw aesthetic conclusions.

RESEARCH METHODOLOGY

This study is aimed at identifying the methodological foundations for designing learning tasks with the assistance of artificial intelligence in literary education. The research methodology was based on the integration of pedagogical, methodological, and digital-didactic approaches. In the study, artificial intelligence was not considered as a tool for providing ready-made answers or replacing the traditional teacher, but rather as a methodological instrument that supports the design and diversification of learning tasks and stimulates students' higher-order thinking skills.

The methodological framework of the study consisted of competency-based, activity-oriented, cognitive, learner-centered, and digital-didactic approaches. Within the competency-based approach, learning tasks were designed to develop students' competencies in understanding, analyzing, interpreting, comparing, and providing evidence-based arguments about literary texts, as well as drawing independent conclusions. The activity-oriented approach made it possible to view a learning task as a methodological unit that organizes students' active learning processes. Based on the cognitive approach, the tasks were progressively structured from reproductive activities toward higher-level analytical, evaluative, and creative activities.

A systemic approach was also adopted as an important methodological foundation of the study. Accordingly, the creation of tasks with the assistance of artificial intelligence was regarded not as an isolated technical process, but as an integrated methodological system consisting of interconnected elements. This system was organized according to the following sequence:

learning objective → expected learning outcome → literary text → task type → prompt for artificial intelligence → student activity → analysis of the response → reflection and assessment.

The empirical basis of the study consisted of literary texts used in the educational process, learning tasks, methodological materials, and samples of tasks developed with the assistance of generative artificial intelligence tools. The research object was the process of literary education in higher education, while the research subject was the methodological conditions and mechanisms for designing learning tasks with the assistance of artificial intelligence within this process.

The study employed the methods of theoretical analysis, comparative analysis, pedagogical observation, modeling, methodological expert evaluation of learning tasks, and pedagogical experimentation. Through theoretical analysis, scholarly sources related to artificial intelligence, generative artificial intelligence, digital pedagogy, and the methodology of literary education were examined. Comparative analysis was used to compare the content, cognitive complexity, and impact on student activity of traditional learning tasks and those developed with the assistance of artificial intelligence.

Based on the modeling method, a methodological model for designing learning tasks with the assistance of artificial intelligence in literary education was developed. The model incorporates target, content, technological, and assessment components. The following stages of task design were identified:

1. Defining the objective – identifying the literary competence to be developed through the task;
2. Selecting the text – identifying a literary work or a relevant fragment appropriate to the content and purpose of the task;
3. Determining the cognitive level – selecting the appropriate cognitive activity, such as understanding, application, analysis, evaluation, or creation;
4. Designing the prompt – clearly specifying the purpose of the task, target audience, literary text, level of complexity, and expected learning outcome for the artificial intelligence system;
5. Expert evaluation of the AI-generated output – assessing its content accuracy, literary and methodological appropriateness, logical coherence, and pedagogical value;
6. Improving the task – addressing identified shortcomings and adapting the task to the intended educational objective;
7. Organizing student activity – implementing the task through individual, pair, or group work;
8. Assessment and reflection – evaluating students' responses according to established criteria and encouraging students to reflect critically on their process of working with artificial intelligence.

The study employed the following criteria to determine the methodological quality of learning tasks: alignment with the intended educational objectives, literary and methodological relevance, cognitive complexity, orientation toward independent thinking, creativity, opportunities for critical evaluation, and the need to verify AI-generated outputs. In this regard, an automatically generated task was not regarded as a final methodological product, but rather as an initial draft that should be analyzed and pedagogically refined by the teacher.

Artificial intelligence in education should be viewed not as a source of ready-made learning tasks, but as a tool that expands the teacher's methodological creativity. With its assistance, various models of tests, written and oral tasks, creative and problem-based activities, interactive exercises, case studies, and research-oriented assignments can be developed. However, their educational value lies not in the technology itself, but in how effectively the teacher utilizes its potential. In particular, a task should encourage students not to obtain ready-made answers from AI, but to work independently with the text, seek evidence, make comparisons, conduct analysis, draw conclusions, and substantiate their own interpretations.

ANALYSIS AND RESULTS

Based on the content of a lecture on the topic "Literary Image and Imagery" in the course Literary Studies in higher education, the teacher may address an artificial intelligence system with the following prompt:

"I teach literature to undergraduate students majoring in Philology. I have delivered a lecture on the topic 'Literary Image and Imagery.' Below, I provide the content of the lecture. Based on this content, develop a set of learning tasks designed to determine not merely whether students have memorized the topic, but whether they have read and understood it, can distinguish between theoretical concepts, apply these concepts to the analysis of literary texts, and draw independent conclusions.

The tasks should include different levels of cognitive complexity and should prioritize analytical, interpretive, critical, and creative thinking. Avoid tasks that can be completed through simple reproduction of information. For each task, indicate its objective, cognitive level, expected student activity, and assessment criteria. Ensure that the tasks require students to work directly with the literary text and provide evidence to support their interpretations."

Design the tasks according to the following requirements:

1. Assessing understanding. Develop two tasks to assess students' understanding. Students should be able to distinguish between the concepts of "literary image," "imagery," "figurative thinking," "concrete-individual characteristics," and "generalization of meaning."
2. Applying theoretical knowledge. Develop two tasks that require students to identify and explain relevant theoretical concepts based on a given literary passage.
3. Literary analysis. Develop two tasks in which students select a character from a literary work of their choice and analyze the character's individual characteristics, nature, the generalization created through the character, and its relationship to the central idea of the literary work.
4. Comparative analysis. Develop one task designed to assess students' ability to apply theoretical knowledge in practical literary analysis by comparing characters from two literary works.
5. Critical thinking. Develop one task in which students critically examine a brief AI-generated response about the concept of a "literary image," identify its superficial, incomplete, or inaccurate aspects, and formulate their own scientifically grounded response.
6. Assessing independent thinking. Develop one creative task that cannot be adequately completed by obtaining a ready-made answer from artificial intelligence. The task should require students to work directly with a literary text, identify relevant textual evidence, and substantiate their own interpretation.

Important Requirements

- Minimize reproductive questions such as “Write the definition,” “List the items,” or “Who said what?” as much as possible.
- Ensure that the tasks progressively move through the following cognitive levels: knowledge → understanding → application → analysis → evaluation → creative conclusion.
- Clearly specify what the student is expected to do in each task.
- Ensure that the tasks require students to work directly with literary texts.
- Give priority to tasks that reduce the possibility of obtaining ready-made answers through artificial intelligence.
- Pay particular attention to requiring students to substantiate their interpretations with evidence drawn from the literary text.
- Develop assessment criteria and point allocation for each task.
- Organize the overall assessment using a 100-point grading system.
- Ensure that the tasks are appropriate for the level of preparation of higher education students.
- Ensure that the tasks are distinct and do not duplicate one another.

Prompt for Artificial Intelligence

Based on the content of a lecture on the topic “Literary Image and Imagery” delivered in the course Literary Studies in higher education, the teacher may address an artificial intelligence system with the following prompt:

“I teach literature to undergraduate students majoring in Philology. I have delivered a lecture on the topic ‘Literary Image and Imagery.’ Below, I provide the content of the lecture. Based on this content, develop a set of learning tasks designed to determine not merely whether students have memorized the topic, but whether they have read and understood it, can distinguish between theoretical concepts, apply these concepts to the analysis of literary texts, and draw independent conclusions.

Design the tasks according to the following requirements:

1. Assessing understanding: Develop two tasks to assess students’ understanding. Students should be able to distinguish between the concepts of “literary image,” “imagery,” “figurative thinking,” “concrete-individual characteristics,” and “generalization of meaning.”
2. Applying theoretical knowledge: Develop two tasks that require students to identify and explain relevant theoretical concepts based on a given literary passage.
3. Literary analysis: Develop two tasks in which students select a character from a literary work of their choice and analyze the character’s individual characteristics, personality, the generalization created through the character, and its relationship to the central idea of the literary work.
4. Comparative analysis: Develop one task designed to assess students’ ability to apply theoretical knowledge in practical literary analysis by comparing characters from two literary works.
5. Critical thinking: Develop one task in which students critically examine a brief AI-generated response about the concept of a “literary image,” identify its superficial, incomplete, or inaccurate aspects, and formulate their own scientifically grounded response.
6. Independent thinking: Develop one creative task that cannot be adequately completed by obtaining a ready-made answer from artificial intelligence. The task should require students to work directly with a literary text, identify relevant textual evidence, and substantiate their own interpretation.*

For every task, specify: (1) the task objective, (2) the expected student activity, (3) the cognitive level, (4) assessment criteria, and (5) the number of points awarded. Distribute the points across all tasks so that the total score is exactly 100 points.

Avoid simple reproductive questions and prioritize analytical, interpretive, comparative, evaluative, and creative tasks. Ensure that students must refer directly to the literary text and provide textual evidence to support their conclusions. The tasks should be appropriate for undergraduate Philology students, should not duplicate one another, and should minimize the possibility of completing them through ready-made AI-generated answers.”

- Minimize reproductive questions such as “Write the definition,” “List the items,” or “Who said what?” as much as possible.
- Ensure that the tasks progressively move through the following cognitive levels: knowledge → understanding → application → analysis → evaluation → creative conclusion.
- Clearly specify what the student is expected to do in each task.
- Direct the tasks toward students’ direct engagement with literary texts.
- Prioritize tasks that reduce the possibility of obtaining ready-made answers through artificial intelligence.
- Pay particular attention to requiring students to substantiate their ideas and interpretations with evidence from the literary text.
- Develop assessment criteria and point allocation for each task.
- Organize the overall assessment using a 100-point grading system.
- Adapt the tasks to the level of preparation of higher education students.
- Ensure that the tasks are distinct and do not duplicate one another.

First, present the tasks in the following table format:

No. | Task objective | Task content | Expected outcome | Points | Assessment criteria

Then, briefly explain which competency each task is pedagogically designed to assess.

Use the following lecture content as the basis for designing the tasks, but do not copy ready-made statements from the lecture and simply transform them into questions or tasks. Treat the theoretical content as a foundation for developing students’ independent thinking and literary analysis skills:

[Insert lecture content here]

Set of Learning Tasks on the Topic “Literary Image and Imagery”

No.	Objective	Task	Points
1	Understanding	Explain the concepts of “literary image,” “imagery,” “figurative thinking,” “concrete-individual characteristics,” and “generalization of meaning” in relation to one another. Demonstrate the distinctions between these concepts using a single literary image as an example.	8
2	Understanding	Explain the following statement: “A literary image is not merely a reflection of reality, but a representation perceived through the artist’s perspective and creatively transformed.” Reveal the meaning of this statement using an example from a literary work you know.	8
3	Application of theoretical knowledge	Identify the concrete-individual characteristics of a character in the given literary passage. Explain how these characteristics contribute to the formation of the character’s personality and substantiate your answer with at least two pieces of textual evidence.	10

4	Application of theoretical knowledge	Identify the means through which imagery is created in the given literary passage. Explain the role of external description, inner experience, literary detail, or other representational elements in constructing the literary image.	10
5	Literary analysis	Select a character from a literary work you know well. Analyze the relationship between the character's individual characteristics, personality, and actions in the work. Support each major conclusion with evidence from the text.	12
6	Literary analysis	Determine what generalization of meaning is created through the selected character. Analyze what human, social, or moral meanings the character represents beyond being an individual figure, and explain the character's role in revealing the central idea of the literary work.	12
7	Comparative analysis	Select two characters from two different literary works and compare them. Analyze their individual characteristics, personalities, the generalizations created through them, and their roles in expressing the central ideas of the respective works. Do not merely list similarities and differences; explain why the characters differ from one another.	15
8	Critical thinking	An artificial intelligence system was asked, "What is a literary image?" and provided the following response: "A literary image is a character created by a writer who participates in the events of a literary work. For example, Otabek is the main character of the novel 'Bygone Days'." Evaluate this response based on the theoretical concepts studied in the lecture. Identify at least two limitations or inaccuracies in the response and formulate your own scientifically grounded definition of a literary image.	10
9	Independent thinking	Independently analyze one character from a literary work of your choice according to the following chain: literary image → concrete-individual characteristics → generalization of meaning → central idea of the work. Use at least three pieces of textual evidence in your analysis. In conclusion, formulate an original interpretation based on your own observations that cannot be reproduced simply by copying a ready-made AI-generated answer.	15
Total			100

Assessment Criteria

The tasks are assessed according to the following general criteria:

- Theoretical accuracy – correct understanding and application of literary concepts;
- Textual evidence – ability to support interpretations with relevant evidence from the literary text;
- Analytical depth – ability to establish relationships between individual characteristics, character, imagery, generalization, and the central idea;
- Interpretive independence – ability to formulate an original interpretation rather than reproduce ready-made information;
- Critical thinking – ability to identify limitations, inaccuracies, and oversimplifications in AI-generated responses;
- Comparative reasoning – ability to explain not only similarities and differences but also their underlying causes;
- Creativity and reflection – ability to develop independent conclusions based on direct engagement with the literary text.

Competencies Assessed by the Tasks

Task 1 assesses students' conceptual and theoretical competence, particularly their ability to differentiate related literary concepts.

Task 2 assesses interpretive understanding, determining whether students can connect a theoretical proposition with a concrete literary example.

Tasks 3–4 assess application competence, demonstrating students' ability to transfer theoretical knowledge to the analysis of an actual literary text.

Tasks 5–6 assess literary-analytical competence, including the ability to interpret characterization, individual features, generalization, and the relationship between character and the central idea of a work.

Task 7 assesses comparative and analytical competence, requiring students to apply theoretical concepts across different literary texts and explain the reasons underlying observed differences.

Task 8 assesses critical digital literacy and evaluative competence, particularly the ability to critically examine AI-generated information and distinguish between an incomplete response and a theoretically adequate interpretation.

Task 9 assesses independent interpretive and creative competence. It requires students to work directly with the literary text, select evidence, construct a coherent analytical chain, and formulate an original conclusion rather than reproduce an AI-generated response.

CONCLUSION/ RECOMMENDATIONS

The theoretical and methodological analyses conducted in this study demonstrate that the integration of artificial intelligence technologies into literary education necessitates a reconsideration of the content, forms, and methodological mechanisms of learning task design. Generative artificial intelligence tools provide broad opportunities for rapidly developing tasks, adapting them to different levels of cognitive complexity and students' individual needs, generating alternative versions, and organizing interactive and creative learning activities. However, directly incorporating AI-generated tasks into the educational process is methodologically insufficient. Their content, relevance to the intended learning objectives, compatibility with the literary text, and potential impact on students' independent thinking should be critically examined and pedagogically validated by the teacher.

The findings of the study indicate that a methodological approach based on the sequence “objective → text → prompt → task → activity → analysis → assessment” is effective for designing AI-assisted learning tasks in literary education. Within this approach, artificial intelligence does not function as the final author of the task, but rather as a tool that supports the teacher's methodological design and pedagogical decision-making.

AI-assisted learning tasks should primarily ensure students' independent reading and understanding of literary texts. They should also encourage students to provide textual evidence, compare literary images, identify the author's position, evaluate alternative interpretations, substantiate their own viewpoints, and formulate creative conclusions. From this perspective, problem-based, comparative-analytical, interpretive, evaluative, and creative tasks offer greater methodological potential than purely reproductive questions.

Overall, AI-assisted task design should not be regarded merely as a technological dimension of the digitalization of literary education. Rather, it should be understood as a pedagogical opportunity capable of advancing both teachers' methodological design competence and students' literary and

intellectual activity. The application of this approach can strengthen the individualization, cognitive complexity, and interpretive orientation of learning tasks while contributing to the development of students' critical thinking, information verification, independent interpretation, and digital literacy competencies.

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