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Research Article

Literary Production of Short Stories using Artificial Intelligence and Its Impact on Teaching and Learning

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ABSTRACT

Artificial Intelligence (AI) has significantly transformed literary production by offering a variety of applications, from writing assistants to full content generators enabling the comprehension and generation of coherent and captivating texts, these advances have led to explore new narrative forms and offer creative perspectives to writers, interactive stories represent an innovative strategy in the teaching-learning process, Adapting to the needs of digital generations by stimulating the imagination, creativity and cognitive development of readers while promoting social skills such as empathy and problem solving, their interactivity allows them to participate in the development of the plot, make decisions and experience different endings, which increases their motivation and commitment to learning. In this research we used a methodology of systematic review of specialized literature on the subject and the descriptive method in a transversal way, concluding that the convergence of Artificial Intelligence and interactive stories represents a significant milestone in literary production and education, expanding the creative possibilities by allowing the understanding, generation of texts and images in an autonomous way.

Keywords: Artificial Intelligence, Literary Production, Interactive Storytelling, Teaching Strategies, Cognitive Development

INTRODUCTION

Artificial Intelligence is a field of computer science that focuses on the development of algorithms and systems capable of performing tasks that normally require the intervention of human intelligence. In the context of writing and literary creation, AI can involve techniques such as machine learning, common language processing and the simulation of cognitive processes [1].

With this powerful tool, Artificial Intelligence seeks to understand, generate, and improve texts autonomously with the aim of perfecting processes, in this case literary ones. In the field of story generation, we can explore from a theoretical perspective how algorithms and language models have advanced in their ability to create coherent and captivating narratives [2].

Story generation involves not only the creation of text but also the ability to structure plots, develop characters and maintain thematic coherence, in the field of literature, key concepts include text generation algorithms, language modelling, and systems capable of understanding and emulating the style of human writers [3].

METHODS

For the development of this artice a bibliographic review was carried out, consisting of scientific articles that are found in the different digital repositories of prestigious publishers, including Scopus, Scielo, EBSCO, Web of Science; this was done by exhaustively evaluating the literature in order to synthesize the scientific part and collect the most

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relevant data that contribute to the research [4]. In the case of review works, all of these consist of a bibliographic review, especially when they have been carried out using the systematic review protocol [5].

Similarly, the descriptive method was applied, which facilitated the contemplation of highly relevant aspects of the proposed phenomenon, making it non-experimental research, this method does not manipulate variables, it does not seek to establish causal relationships between them, the information collected was used to describe the manifestation objectively, thus achieving the objectives set out [6].

Finally, as a method for the systematic classification of information [7], the PRISMA method was used to identify, select, evaluate and systematise scientific studies [8], for which the following algorithm was applied ((((TI=("literary production") OR TI=("short stories")) OR TI=("storytelling")) AND TI=("artificial intelligence"))) AND (TI=("teaching") OR TI=("learning")))), the result was as follows:

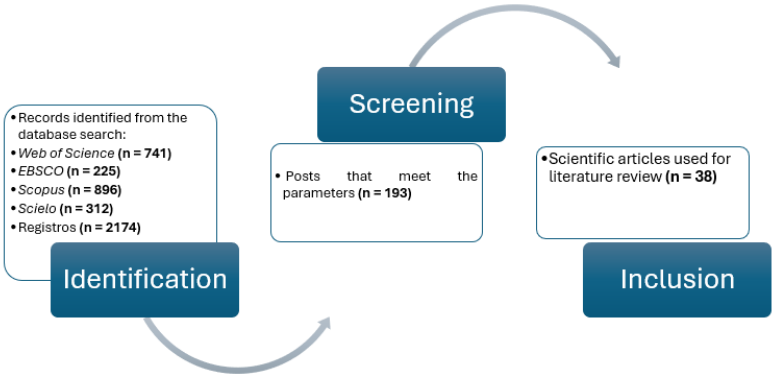

Figure 1. Identification, screening and inclusion process used for selection of scientific literature

RESULTS AND DISCUSSION

Artificial Intelligence has revolutionized literary production by offering diverse applications, AI-based writing assistants can provide suggestions for grammatical correctness, style and structure, these literary content generators can create poetry, short stories, or even full novels, moreover, this tool is employed in character and plot creation, offering new creative perspectives to writers [9]

The automation of translation, adaptation of literary styles and generation of personalized content has become important in literary production, the theoretical approach that AI could address is based on the deep understanding of context and the application of patterns learned from extensive literary datasets [10].

From the perspective of literary theory, it can be argued that AI not only mimics existing styles, but also has the potential to explore new narrative forms by enabling students' or teachers' literary productions to be brought to image and information processing, recognizing emerging patterns that could lead to the creation of innovative stories and originality in narrative [11].

In this sense, theoretical grounding could explore how the generation of stories by AI becomes broader parameters for creativity, originality and the relationship between the machine and the human creator [12].

The evolution of Artificial Intelligence in literary writing has been steady, from basic text processing systems to advanced language models such as GPT, the ability of machines to understand and generate text and images has seen significant advances, the adaptation of deep learning models has enabled AI to capture nuances of style and context, moving ever closer to human creativity [13].

Progress in processing power and access to large literary datasets have been key drivers in this evolution, allowing AI to learn more effectively and generate more sophisticated literary content that has now been beneficial to all stakeholders in such technologies [14].

Faced with technological advances, teachers face new challenges in terms of teaching and learning tools and strategies, in this case an innovative strategy is interactive stories, which are adapted to the needs of the new digital

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native generations, this strategy promotes sensory stimulation while motivating students [15], this is putting into practice basic thinking skills from observation and decision making [16], interactive storytelling is both a tool and a strategy to enrich teaching and learning scenarios [17].

Instead, learning is active and requires a student to actively participate in the learning process as knowledge is not a given, experiential education and meaningful learning are necessary and what better with the interactive storytelling strategy that encourages participation through sensory stimulation, catering to different learning styles [18].

In other words, allowing the reader to observe, play, interact, listen, and live stories, which undoubtedly implies new experiences for the educator, providing him/her with ideo-visual tools and new knowledge about teaching reading in the classroom [19]

Therefore, interactive stories are a participatory strategy that motivates from different sensory channels, this creative teaching and learning strategy comprises several essential elements for the development of the main areas of learning such as: vision, action, and research practice for innovation in teaching, which leads to fostering a different working climate from that of conventional classrooms [20]. Generating experiential and meaningful learning scenarios, favoring learning in the first stages of life, which is a determining factor in the love of learning [21].

Characteristics of interactive storytelling

Decision-making is a critical skill that can be developed through interactive stories [22]. These stories allow readers to face diverse situations where they must make choices, encouraging observation, comparison and description, thus exercising essential cognitive skills while influencing the development and outcome of the plot [23].

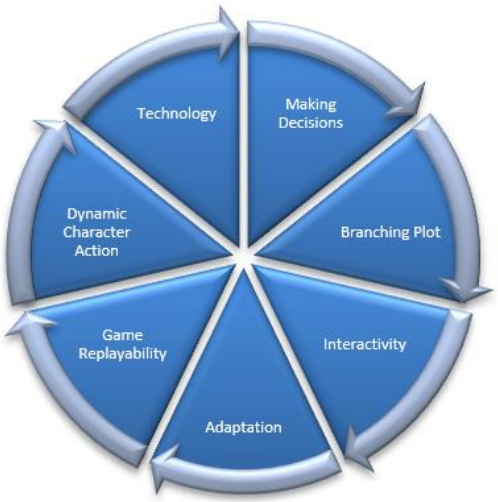

Figure 2. Seven fundamental characteristics of interactive storytelling

In this type of interactive stories, they can practice with games in which they are exposed to different situations of people who are forced to make a decision [24]. Through the stories, readers begin to take part in the decisions that are narrated, observing how they change in the development of the fable and the outcome of the plot, that is, they exercise the basic thinking skills of observation, comparison, and description in order to decide [25].

Readers through interactive stories can be attentive to the thread of the story, observing each of the events and actions that take place in it and keeping them motivated and interested until the end, in addition, they can be given the opportunity to express both ideas and emotions in a different way, branching out from their own stories these narratives also arouse curiosity and generate a genuine interest to participate and create in an autonomous and personal way, even when they generate constructions that end up being collective [26].

Interactive stories, facilitate the interaction of the readers, both in the development of the story, and in interacting with the technology by generating specific actions that allow them to interact, whereby the contents become more dynamic (interactivity) more attractive (simultaneous presentation of text, sounds and images) and more varied [27].

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Interactive stories make it easy to make adaptations, and to observe how they change according to participation, where the reading of images is unique according to decisions, adapting and creating a personalized experience, as this adaptability can change the medium or story that develops under previous or original ideas [28].

It all depends on the interaction of each reader with the material presented to them, where the user can draw conclusions, have deep thoughts based on what they are reading in the work, whereas in the interactive, the user tends to have a more participatory and didactic role in the story [29], i.e. a personalised experiential practice.

Digital stories provide the reader with the possibility of replaying or interacting with the story by choosing different routes and a variety of possible endings from the derivation of the plot, since this type of story uses digital tools, animations, sounds, mobile HD images that make them striking and innovative resources [30] .

The action of the characters is determined according to the choices made by the readers of the characters as the stories develop, which lead to different narrative arcs and interactions between the characters, encouraging participation and deciding according to the needs and interests, emotions and thoughts that are embodied in each character [31].

Interactive stories provide unique pleasant experiences in the beginning of reading with the use of technology, involving them in each story where they interact, in a more active and personalized way. This stimulation is favored by sensory stimulation according to each VAK learning style (visual, auditive and kinesthetic), where this stimulation plays a determining role in the integral development of readers and the student's life project, making a positive mark in their first school years. In addition, it is a way of teaching how to take advantage of technology in an appropriate way [32].

These help language development and refinement through a language-enriched environment, with vocabulary and grammatical structures more varied than those normally found in everyday conversations. (Macias-Figueroa et al., 2021) and even better with interactivity, it promotes the development of vocabulary, grammar and language comprehension, this strategy challenges children's knowledge of a multiplicity of words and linguistic structures in narrative contexts of everyday experiences, enriches the capacity for interaction and communication.

Interactive stories stimulate brain activity by stimulating the basic areas of learning and emotional management, to concentrate on understanding the plot, observing the participation of characters, and anticipating events, thus exercising cognitive skills such as attention, memory, and problem-solving ability [34].

On the other hand, interactive stories favor the cyclical process of learning from the four steps proposed by Kolb (1981) which are: concrete experience, reflective observation, abstract conceptualization, and experimentation, where interactive stories enable the scenario for learning to take place [35].

Today, more than ever, pedagogical strategies such as interactive storytelling are needed that allow the child to attend to his or her interests in new technologies, but at the same time do not lose spaces for the development of imaginative and creative skills [36]. Furthermore, a child who learns through play and not only occupies himself with the use of technology without purpose, since a child who does not play, who is glued to the television or mobile phone, a child who does not have moments of leisure is a child who does not learn things about the world and who cannot be creative, cannot be imaginative [37]

This is why interactive stories are a pedagogical strategy that stimulates imagination and creativity, learning to think creatively with the visualization of images and plots that lead them to solve problems in an innovative and dynamic way, this is an opportunity for children to experience how to present different solutions for similar situations, becoming more active, participatory, which in the future will make them more tolerant and flexible in the handling of different circumstances and in the face of frustration [38].

The first years of life are fundamental in learning for life, therefore, the strategy of interacting with stories stimulates the integral development of children, observing and experiencing social relationships, conflict management and experience of appropriate behavior in the different scenarios that are presented in the unfolding of the plot.

Because childhood is the fundamental stage for later years are critical for the development of intelligence, language, social behavior and personality; hence the experiences offered to the infant should seek to stimulate all these aspects

in order to favor an integral development [39]. Consequently, in interactive stories children interact with the different characters, learn how to relate socially, and lead to the development of these skills in daily practice.

Interactive stories motivate children to participate because the interactive narrative involves them by presenting them with opportunities to make decisions and take control of the story, these are aspects that are reflected in the motivation and interest to work with this technological tool, the interactive narrative involves students in an active way, as it gives them the opportunity to make decisions and control the direction of the story, this can increase interest and motivation [40].

Interactive stories involve the reader directly in the unfolding of the plot, becoming more meaningful from the interactive practice and experience of the teaching and learning process, whereby experiential learning involves the student directly, and new topics are embodied in their own context [41].

It is necessary for teachers to give importance to the child's prior knowledge in their didactic management, in order to generate learning challenges through interactive narratives, where it is essential to perceive and refer to the learning process, based on practice from the senses, which are external stimuli that provide experiences that guide the effort and expertise of the skills [42].

CONCLUSIONS

The convergence of Artificial Intelligence and interactive storytelling represents a significant milestone in literary production and education expanded creative possibilities by enabling autonomous text comprehension and generation, while interactive storytelling has revolutionized the teaching-learning process by providing personalized and stimulating experiences for students, this combination has led to a paradigm shift in the way individuals interact with literature and acquire knowledge.

Interactive stories, by encouraging children's active participation in creating the plot, making decisions, and exploring different endings, not only promote fundamental cognitive and social skills, but also cultivate creativity and imagination, and the adaptability of these stories makes them versatile tools that can be adapted to the individual needs of each student, increasing their effectiveness in the learning process.

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