A way to achieve skills for the 21st century with literature from the last century: "The Little Prince" as an artificial intelligence mechanism for the training of professionals

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Abstract

There are many elements that influence the formation of human beings, considering that the current generational and technological change modifies the paradigms that must be considered for the development of society. Recognizing that education plays a very important role in the preparation of new professionals, leads to the search for better strategies to develop academic processes in classrooms. For this reason, the actors involved in education, especially teachers, have the task of formulating and creating new ways of working in order to enhance the processes and achieve better results, generating greater appropriation of learning, training people capable of facing challenges in the professional field and also turning them into complete human beings, with values and in search of well-being for all humanity. This work describes an exercise of intertextuality located in higher education from the work of "The Little Prince", in analogy to the postulates that are now addressed with artificial intelligence tools.

KEYWORDS: EDUCATION; LEARNING; LITERATURE; ARTIFICIAL INTELLIGENCE

Introduction

As the years go by, society has shown that the needs for new generations are different. Technology continues to advance by leaps and bounds and increasingly takes over all the spaces in which human beings interact. This is the case of artificial intelligence, which continues to be positioned as an alternative to improve productivity and efficiency in carrying out tasks or jobs at a global level.

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For this reason, education requires a different approach from its pedagogical practices, involving new technological tools as an important part of the development of class content, changes the perspective of students and allows them to take an updated look at reality. in which he is living.

Identify different ways of approaching the elements of education, look for different strategies for class preparation, involve innovative components, they must become a priority for all education

managers, especially teachers, who have the task of turning it into a space not only for intellectual and emotional training, but at the same time, something striking and motivating.

One of the tools applied in the classroom is the question and this, as a device for problematization in the learning processes, is a guiding principle of the journeys of "The Little Prince" (Saint-Exupéry, 1943) by the different asteroids to know and explore the world they visit, creating insightful questions with which a number of dissimilar opinions and visions of the students we have in the classroom can be generated, each one with a different reality and with different conditions but, in general, they are oriented towards the same objective, which is to improve the quality of life of the individual and society.

This work manages to promote a learning scenario in which artificial intelligence instruments evolve dichotomously because the concept always makes one think of cutting-edge technological advances, but in this case, it is proposed to find it in the universal literature of the last century, but it is still artificial intelligence in a strict sense.

Theoretical Framework

As part of the process of preparing teachers to plan teaching-learning spaces, work strategies are sought that motivate students to be active during classes and take ownership of learning (Cevallos et al., 2019). Enabling a dynamic and real work environment can guarantee the acquisition of significant knowledge that allows you to grow not only in the workplace but as a person.

Literature is not only a form of expression, it is the process that allows the development of critical thinking, this being the fundamental pillar for the training of students (Morales Carrero, 2020), but in addition, it is a self-development tool that in turn helps in the improvement of many skills, including imagination, which makes it possible to take a broader look at reality and contemplate the various possibilities that could arise in various everyday situations.

For its part, artificial intelligence has been revolutionizing practices in each of the different areas of knowledge. It offers various ways to approach topics and situations of everyday life in a more interactive, playful and precise way, obtaining more accurate results.

Method

An interdisciplinary investigation is carried out, of a quasi-sequential nature (with elements of quasi-experimentation), regarding the data collected, systematized and analyzed in each phase of the study that are used to inform the next phase (qualitative or quantitative (Sampieri et al., 2017).

This interdisciplinary research approach is carried out following the following methodological process: • Phase 1: Preparation of an interdisciplinary problem question.

- Phase 2: Justification of the use of the interdisciplinary approach.
- Phase 3: Identification of the literary work.
- Phase 4: Preparation of theoretical and conceptual framework.
- Phase 5: Empirical methodological phase (Analysis plan).
- Phase 6: Empirical analytical phase. Analysis of results.
- Phase 7: Inferential phase. Interdisciplinary discussion. • Phase 8: Delivery and appropriation of knowledge.

Within the programmed activities, the combination of academic concepts specific to the area is sought, relating them to the most significant passages of the book, providing spaces for reflection and analysis that allow drawing and establishing multiple types of conclusions.

Results and Discussion

The application of different strategies changes the dynamics in classes, offering different proposals allows us to redefine educational practices, achieving better results (Cifuentes Garzón et al., 2020), in this case it is based on the use of the book "The Little Prince" seeking help to improve the levels of motivation and participation on the part of the students, creating greater spaces for dialogue, opinion and confrontation between the concepts of the area, of the book and everyday situations. Each visit to a different asteroid (between B-612, 325, 326, 327, 328, 329, 330 and Earth) is used as a discussion mechanism through an intertextuality exercise (or text mining, to better associate it with intelligence artificial), where the participants of the experience, in teaching-learning scenarios, can see and learn in the world of life (Habermas & Jimñez Redondo, 2002) and that conclude in attitudes of astonishment and satisfaction, along the same lines as if they were learning about a new and innovative technological tool.

"The Little Prince" connected to Artificial Intelligence to achieve more significant learning and develop skills

The research from which this work results deals with the connection of the work of universal literature with artificial intelligence in two ways: one symbolically through experiences of intertextuality and another in a practical way from technique and text mining. Regarding the first, we recognize a child who questions everything and who never gave up on a question once he asked it; and until now we are learning about artificial intelligence tools that work based on questions; if the human asks accurate questions, the tool does not give up on providing answers that are as precise as possible, in terms of algorithms, artificial neural networks, and data and text mining.

Exemplifying the above, the work explores deep themes about human nature, empathy, interpersonal relationships through relationships and the questions that "The Little Prince" asks through interaction with different symbols such as the rose, the fox, the aviator, the businessman, etc; and, in this sense, the intertextuality experience exercises propose that the subject who teaches promote and motivate his students to imagine new questions that allow them to problematize problems specific to the learning that they must achieve, but in a hypothetical relationship of actions and responses. between these and the exemplified symbols.

For its part, in a practical way from technology and text mining, artificial intelligence raises questions about the capacity of machines to understand and replicate aspects of human nature such as emotions, empathy or the development of skills; and, in this way, the research has proposed training artificial neural networks to receive questions from people directed to the different symbols or characters in the work, in such a way that they can know how they would ask, for example, " The Little Prince" (students) about a certain situation or topic of study to another character (teachers). This promotes a significant intertextuality exercise for learning because it not only allows problematizing the learning of the topic they must learn, but also encourages them to read more to have complete reading experiences from universal literature.

This does not only remain in "The Little Prince", because it ends up being a chain of intertextuality between various works of literature, the tool, the teachers and the students. One way to witness this chain is what is presented with Homo Deus (Harari, 2016), reflects on humanity in a world dominated by biotechnology and artificial intelligence, suggesting that human beings could lose what makes them unique, such as the ability to form deep connections. This idea of connection resonates with the central message of "The Little Prince", where the essence is invisible to the eyes and can be understood through empathy, questions and tolerance; while, on the other hand, artificial intelligence promises efficiency and optimization; in this way, achieving experiences that connect the good of one and the other, generates a scenario of experiences that distances us from the loss warned by Harari.

Conclusions

Recognize that academic spaces should not only focus on working on cognitive processes, but should also encompass techniques that enhance emotional and social intelligence, evidence that through education human beings can be formed with better conditions, productive and useful for society (Padilla Camacho & Sandoval Ceja, 2022).

Taking the risk of implementing different work proposals leads to strengthening the deductions from the academic processes carried out in the classroom, relate contents to specific situations of the book "The Little Prince" involving creating spaces for analysis, reflection and learning that are reflected in the levels of contribution and contribution during the proposed activities and increasing the derivations obtained.

A scenario of more and better learning can be achieved, justifying the incorporation of artificial intelligence tools, but without the appearance of the computer as a leading object, but rather through reading, because those who do not read have to believe everything they are told.

Limitations and Future Research

The times established for classes sometimes do not allow for a broader development of the activities, sometimes conversations are generated with a lot of participation, but it is not enough to give everyone the opportunity to participate. Future research should be considered on the application of this strategy based on other literature books that can be combined with the academic part to achieve the expected results.

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