



# Using Generative Artificial Intelligence to Support Learning with a Specific Focus on Language and Literature Education

KAMIL KOPECKÝ, MICHAL KŘÍŽ, VERONIKA KREJČÍ,  
MILAN MAŠÁT, DOMINIK VORÁČ

## 1. GENERATIVE ARTIFICIAL INTELLIGENCE, A PHENOMENON OF TODAY

Generative artificial intelligence (GenAI) is a type of artificial intelligence (Bandi et al., 2023; Martineau, 2023) that can create new content (text, graphics, music), analyse it, and also communicate with users through “natural human language”. Thanks to this, anyone can use it. The GenAI tools are intuitive and easy to use, and a significant part of these tools is available free of charge. Generative AI tools are trained on a large amount of human-generated data, so they also have a large (not unlimited) knowledge base – in practice, this means that they can answer a wide range of questions, but their answers are not always error-free, and errors (called hallucinations) can occur. GenAI can do much more, however – it can explain and adapt to the age of the user, for example, and it

can be personalised and adapted to specific needs or gamified.

Among the most popular generative AI tools are those that use so-called large language models (LLM) (European Commission, 2023; Microsoft, 2023) – such as ChatGPT, Gemini, Copilot, and others. These are specifically trained on human-generated textual materials (databases, websites, articles, books, etc.), but more recently also on materials created by the AI itself. The models are constantly being improved and becoming capable of, for example, advanced reasoning, in-depth research, etc.

### 1.1 Opportunities and Risks of Using GenAI in School

In primary and secondary schools, generative AI can be used to create personalised learning materials and interactive tasks that can be tailored to the age and individual needs of students. With the ability to analyse data on individual student performance, AI can make it



easier for teachers to adapt the content and pace of instruction. Teachers can use these tools to prepare teaching materials, create tests, and automate routine tasks, saving time that can then be used for things such as guided discussions and supporting individual students.

Another benefit of AI in schools is the automation of feedback and assessment of student work, allowing teachers to spend more time interacting directly with children. This is because tools based on generative AI can quickly analyse and correct assignments, helping to identify weaknesses in pupils' knowledge and then design exercises tailored to their needs on the basis of these. However, AI should only be considered as a support tool; the content it generates must be controlled or corrected by teachers (Galindo-Domínguez et al., 2024).

In secondary schools, the use of generative AI is expanding to support more complex tasks and projects. Students can use it to write reports, create more complex texts, or even generate visual content, allowing them to understand and apply theoretical knowledge in practice better. Such an approach also helps to develop creative thinking, as students are encouraged to experiment with new ideas and concepts, as AI can provide students with such ideas and thus inspire them. Research suggests that the use of generative tools, for example in homework, contributes to greater student engagement and more effective learning (Kopecký et al., 2024).

However, integrating generative AI into education requires the establish-

ment not only of ethical standards, but also thoughtful pedagogical practices. When planning tasks and assignments, teachers should take into account that students may use AI; thus it is important to formulate assignments in such a way that the use of these tools either supports the learning objectives or clearly defines when and how their use is permissible. It is also necessary to think through the tasks so that they are truly functional and support student activities rather than replacing them (Kopecký, 2024). While these technologies can greatly enhance the effectiveness and personalisation of learning, it is essential that they are not seen as a replacement for the human teacher, but rather as a support for them. Thus, educators must be prepared to interpret and use AI outputs correctly while teaching students how to evaluate information critically. The results of studies (Jauhainen & Guerra, 2023; Villan & Santos, 2023; Chen & Hou, 2024) confirm that appropriately used AI can contribute significantly to the quality of the educational process while helping to reduce teachers' workload.

Research conducted in the Czech environment (Kopecký et al., 2024) shows that generative AI tools are actually used by approximately half of Czech pupils (43.67% of primary school pupils and 67.5% of secondary school pupils, especially ChatGPT – 53.99%). Various AI tools are used by pupils in both positive and ethical ways (e.g. for inspiration or self-study) and unethical ways – e.g. to generate entire homework assignments



(28.04%), to solve examples and equations (20.78%), and to cheat on tests (6.33%). At the same time, however, pupils reported that only in a quarter of cases is AI regularly used in their school.

The STEM agency conducted a survey of 11–19-year-olds. Data was collected through an online questionnaire. The aim of the research was to find out about Generation Z's learning habits, preferences, and use of AI tools in education. The research suggests that only 25% of students frequently use various online resources and materials for learning. A total of 45% of students have used AI tools, with ChatGPT being the most popular with 89%. AI tools are mainly used in teaching in the subjects English language, foreign language, and mathematics. A total of 34% of students reported that teachers discouraged or prohibited them from using AI tools. Only 24% of the respondents had solved tasks that required the use of AI tools (STEM, 2024).

A more recent survey was conducted by the IPSOS company with over 800 Czech pupils aged 12 to 17. The research shows that a total of 87% of the respondents use AI. Three-quarters of the respondents consider it important that their teachers are proficient in GenAI tools and are able to connect teaching with the possibilities that AI presents. What is also interesting is the finding that more than half of the respondents believe that grading with AI can be more fair. This view is more likely to be held by pupils whose school has anchored the use of AI tools in its standards (IPSOS, 2025).

The phenomenon of generative artificial intelligence affects not only primary and secondary school teachers, but also academics and university lecturers. The authors of *The manifesto for teaching and learning in a time of Generative AI: A critical collective stance to better navigate the future* (Bozkurt et al., 2024) point to the advent of these technologies as a major turning point in the understanding of education. The manifesto was developed as a result of collective writing and expert consensus using the Delphi method, reflecting a wide range of views from different cultural and academic backgrounds.

Although GenAI promises personalised learning and greater efficiency and accessibility of education, the authors stress that these tools are not ideologically or culturally neutral. Algorithms shape interactions, communication, and content creation, raising fundamental questions about how GenAI affects people's ability to act on their own initiative.

## 2. SUPPORT FOR MOTHER TONGUE EDUCATION

In order to be able to use generative AI tools effectively (especially in the form of LLM), it is necessary to be able correctly to formulate the tasks (so-called prompts) that we feed into these tools (Korzynski et al., 2023; Peck, 2023; Willey et al., 2023; Walter, 2024). The prompts should be as specific, precise, clear, and with as much contextualisation as possible – this will reduce the chances of the AI producing unwanted outputs. It is then always



necessary to check the result; even if the prompts are entered correctly, the AI may make a mistake.

One of the areas where generative AI tools can be used is teaching the native language. In this section, we focus on several activities that can be implemented using a common LLM (ChatGPT, Gemini, Copilot, Grok, etc.). The activities can be adapted to the specific age of the learners and their knowledge/skills (the prompts can be modified, for example, in the following way: create an activity for learners aged 13). The field of the mother tongue normally comprises three components: communication and style education, language education, and literary education (*Rámcový vzdělávací program pro základní vzdělávání*, 2021), and it is necessary to emphasise not only that the educational content of the individual components is intertwined in the teaching, but also that these three components cover the educational content of the non-specified mother tongue in a relatively comprehensive way, however the content is structured. On the basis of the examples that are created, it can be concluded that, for example, within the language issues, the vocabulary plane can be described as the most accessible for working with AI: in it, one can count on relatively isolated and well-defined units that can either be added to the proposed type of chain (e.g. Word Football) or interchanged according to the proposed formula (e.g. working with synonyms or antonyms). As the complexity of phenomena on the syntactic level increases, one can expect to see difficulties in

formulating the task appropriately so that the result matches the expected output. The activities below are based on direct interaction with the AI and can be implemented both in school and, for example, in home training. The idea is, above all, to involve all pupils and to have the AI act as an assistant – not replacing the pupil's activities, but guiding them.

## 2.1 Activities for the Development of Linguistic and Meta-linguistic Competence

### 2.1.1 Vocabulary Development

Vocabulary development can be trained with the help of didactic games, which language models can also help with. A typical example is the game **Word Football**. The principle of the game is very simple – the artificial intelligence offers a word and the task is to create a new word from the last letter of the previous word. For example, it can be specified how many syllables a word must have, which letters it must or must not contain, etc. Word football with AI can be played across languages – both in text and spoken forms – AI can synthesise the human voice without any problems.

The prompt for this game could be: *“Play with me in Czech. I will start with the first word and you answer with a word that starts with the last letter of my word. We play with common nouns. If I get the answer wrong, give me a hint or explain why the answer is wrong. If I don't know, suggest three possibilities. Adjust the level of difficulty according to how well I'm playing. If*



*I repeat myself, give me a warning and offer a new word.”*

Another game can be, for example, **a search for synonyms or antonyms** – the AI offers the player a word and their goal is to find a synonym (a word with the same or a similar meaning) or an antonym (a word with the opposite meaning). The AI then evaluates whether the solution was correct and the game can continue. The task can also be made more difficult, for example, in the case of antonyms, by restricting what the words with an opposite meaning that are created should look like: use only the Czech prefix *-ne*, or some prefix of Latin origin (*de*, *anti*, *re*, etc.), or distinguish between word formation and form of two lexical units (*safe – dangerous* vs. *big – small*), etc.

The student can play this game by using the prompt: *“Play the Czech synonyms game with me. Give me a word and I will come up with a synonym for it. If I get the answer wrong, explain why and give me the correct answer. If I don’t know, give me three options and help me understand them. Adjust the difficulty according to my level.”*

### 2.1.2 Activities to Build Syntactic Competence

Artificial intelligence can be used to **train the formation of hypotactic sentences** in which various subordinate clauses are attached to the main clause. This is useful in situations where we need to express, for example, the local or temporal circumstances of an event, but also, for example, a cause, a condition, etc. A prompt for this interactive activity might look like as follows, for example:

*“You are an AI that helps students practise forming sentences with subordinate clauses. Students are given a simple sentence (main clause) and a type of subordinate clause to add. The pupil can modify the main clause (words or order) but the meaning must remain the same. Your task is to:*

- *Come up with an initial main clause and choose an appropriate type of subordinate clause for the student to create.*
- *Check that the pupil has correctly created the desired type of subordinate clause.*
- *Assess whether the meaning of the main clause has been preserved.*
- *Provide immediate feedback as to whether the answer is correct.*
- *In the event of error, explain everything and offer the correct solution.*
- *Encourage the pupil to continue practising.*
- *Repeat the procedure (i.e. create a new assignment).”*

The next activity may be slightly different. Although it has a similar focus to the previous activity, it requires more creativity:

*“You are an AI that helps students practise forming sentences with subordinate clauses. The pupil is given a simple sentence in which one of the expressions is underlined (highlighted). The pupil should try to use the expression in a separate subordinate clause, and the subordinate clause should better show the meaning of the underlined expression in the simple sentence present in the assignment. Your task is to:*

- *Make the initial sentence simple and choose an appropriate expression to be underlined so that it can be expressed in a separate subordinate clause.*



- *Check that the pupil has correctly formed a subordinate clause that independently develops the underlined expression present in the initial simple sentence.*
- *Assess whether the meaning of the main clause has been preserved.*
- *Provide immediate feedback as to whether the answer is correct.*
- *In the event of an error, explain everything and offer the correct solution.*
- *Encourage the pupil to continue practising.*
- *Repeat the procedure (i.e. create a new assignment)."*

## **2.2 Activities for Developing Stylistic, Communication, and Creative Writing Skills**

The following activities should serve to develop communication competences. The assignment in this area can be quite specific and can be based on the traditional model of stylistic units with a focus on production according to a pattern/text model. However, it can also have a more complex character and develop communication competences more (1) in the area of traditional stylistic techniques (e.g. narration, argumentation, etc.) or (2) in broader contexts linked to everyday life situations (e.g. lunch in a restaurant, a visit to the doctor, shopping), for which the terms *schema*, *scenario*, *framework*, or *script* (Müllerová et al., 1992) are used in cognitive linguistics or cognitively-oriented pragmatics (D'hondt et al., 2009).

An example could be an activity involving a (simple) description – students create a description of a specific object

(a room, something in their surroundings) and then formulate a prompt, using which they have an image of the given object generated (for example, in Microsoft Copilot) and compare whether the result corresponds to their assignment and reality. They then try to modify the prompt so that the AI output is as accurate as possible. A sample prompt could then look like this: *"Create an image of a table and a chair; on the table there is a mug of coffee and a flower. The table is by the window; the sun is shining through the window."*

Advanced versions of artificial intelligence can analyse real-world images from a phone, so it is possible, for example, to create a description of a specific room and compare it with the output of the artificial intelligence. It is also possible to ask the artificial intelligence (similarly to a teacher) to suggest a logical structure for the description: *"I need advice on how to proceed when I want to describe a room. Can you advise me on how to proceed (suggest a structure/outline)?"*

A similar approach can be used for other stylistic procedures; for example, when a student does not know how to structure his or her text internally in a way that preserves the cohesion and coherence of the text, he or she can ask the AI for support. Examples of prompts might look like this: *"I am writing a motivation letter that I am attaching to an application for a teaching position. How should I proceed? How should the letter be structured?"* Or, for example: *"I am writing an essay on global climate change. Can you advise me what topics I should focus on?"*



### 2.2.1 Development of Communication Skills (Vocabulary, Sentence Formation, Stories, Creativity)

One way to develop children's communication skills is the interactive game "**Chain of Stories**", controlled by artificial intelligence. Players, including AI, take turns adding sentences to the story, thereby actively practising vocabulary, grammar, and style and creating a coherent text. The game develops the ability to express oneself coherently and organise thoughts logically and creativity.

Artificial intelligence can act as a teammate, corrector, or facilitator – providing feedback, suggesting alternative formulations, or setting language challenges. Thanks to its adaptability, it is possible to adapt the game to the age and level of the students, for example by choosing a genre or specific language elements. The game supports not only writing, but also text comprehension and critical perception of language, and can be used individually or in a group. The prompt for this game could be: *"Let's play a game called Story Chain to help me develop my language skills. Start the story with one sentence and I'll continue. Then we'll take turns and work together to create a coherent story. If my sentence is unclear, ungrammatical, or disjointed, correct it and explain why. Also, occasionally suggest new words or phrases I could use and give me feedback on my sentence structure. If you want, you can add challenges along the way, such as 'Use the word mysterious in the next sentence' or 'Use a simile'. Adjust the difficulty to my level and help me improve. Start with the first sentence!"*

Furthermore, it is possible to simulate a real communication situation with the help of AI in which the student has to interact with someone else (a salesperson, an official, a teacher...), and this can be both written interaction (for example, a request for something in writing, a reaction to an answer, etc.) and spoken communication (for example, a common situation when shopping). The activity itself can look like this – artificial intelligence prepares a random situation, chooses its role and the goal of communication, and starts "playing". The student then communicates with AI and tries to achieve the communication goal; AI guides, evaluates, and motivates. The prompt can be as extensive as desired; in the following example we present one of the longer versions.

*"You are an AI simulating a real communication situation for a student. Your task is to create a scenario in which the student will have to interact with you as with a specific person (for example, a salesperson, an official, a teacher, etc.) in a real-life situation using spoken communication. Communicate like a living person, react naturally, ask questions, create obstacles, or complicate the situation according to your role. At the end of the communication, give the student brief feedback on their communication skills."*

*Follow the structure below:*

- *Describe the situation: Briefly and clearly explain to the student what is happening, where they are, and what their goal is (what they want to get or accomplish).*
- *Explain your role: State who you are (e.g. a salesperson in a shop, an office worker,*



*a teacher at school) and how you will behave (e.g. helpful, dismissive, neutral).*

- *Invoke interaction: Invite the student to start talking to you and achieve the set goal (e.g. buy goods, fulfil a request, apologise for being late).*
- *Interact naturally: Respond to the student's sentences, ask follow-up questions, or provide obstacles according to your role to make the communication realistic.*
- *Conclusion and feedback: When the student achieves the goal or ends the communication, evaluate how well they did and give them specific feedback on their communication skills (e.g. politeness, clarity of expression, ability to respond to unexpected questions, etc.)."*

The use of AI for **explanation** is also very useful. Students can often find themselves in a situation where a certain topic is not clear enough for them; they miss some connection or relationship and therefore do not understand the curriculum. AI can describe the topic again, explain it, add other suitable examples that make the issue more concrete, etc. Pupils must analyse what they see as the problem and reformulate it in the form of a prompt. Students can have AI to describe how they understand the topic and verify whether they are thinking correctly, or guide them. By creating these prompts, students also develop their communication skills.

### **2.3 Support for Education in the Field of Literary and Media Education**

Supporting education using GenAI in the field of literature education in-

volves a multifaceted approach that integrates cognitive, emotional, and cultural dimensions to promote critical thinking, empathy, and cultural awareness among students. Hartman (2025) emphasises that GenAI can help students develop their literary literacy, for example, by mediating different texts. He further emphasises that the use of GenAI can improve literature education by personalising learning experiences and increasing engagement through tailored recommendations.

Artificial intelligence can be used for **reading comprehension training**. For example, it can create a sample text and tasks for the teacher, let the students read it, and then ask questions, which the students will answer. Everything will be evaluated immediately by the students. The prompt can be the following from the teacher's (student's) point of view: *"Create a short educational text in Czech suitable for 7th-grade elementary school students. The text should be on the topic 'The life of bees in a hive' and should contain basic information that is understandable for children of this age. The text should be approximately 150 words long. Then ask me these questions directly as an artificial intelligence that interacts with them. Ask the questions in sequence – wait for my answer, evaluate it, then ask the next question. There will be eight questions in total and they will be focused on checking reading comprehension. The questions should be of different types – for example, a question to choose the correct answer from four, etc., true/false, an open question requiring*



*a short answer, and a question to assign the correct statement to a certain paragraph of the text, etc. After each answer, provide the student with immediate feedback on whether they answered correctly, and if necessary, correct the error and explain everything. Motivate, activate. At the end, summarise and evaluate everything.”*

Of course, it is possible to use a text prepared by a teacher, for which the AI will come up with questions and suitable tasks oriented towards the development of language competence. For example, one can work with common informative texts, popular educational texts, but also artistic texts.

An interesting activity that can increase children’s interest in poetry, for example, is **setting poems to music according to the students’ specific preferences**. That is, students do not recite the poetry, or the teacher does not recite it, but they set it to music using AI (for example, the Suno tool), which allows them to choose different musical styles and genres. The result is attractive to students – it activates their attention and motivates them.

Furthermore, AI can be used to strengthen students’ media literacy and develop their critical thinking. This can be done by using both authentic texts (which can be found on the internet, for example), and photographs or videos. Both contemporary language material and period texts (propaganda, but also election materials – posters, etc.) can be used. Generative artificial intelligence tools can be used to train students in rec-

ognising argumentative founs or manipulative techniques. For example, a student can generate a manipulative text themselves and ask the artificial intelligence tool to guide them in recognising such problems. The prompt may look like this: *“Generate a short text for me that contains manipulation techniques and argumentative founs, but don’t mark them. I will analyse the text paragraph by paragraph. When I tell you which parts of the first paragraph I consider manipulative, tell me if I am right. If so, ask me why I marked that part. Then evaluate my answer and give me feedback on whether I explained it correctly. If I missed something, help me uncover it. When we finish the first paragraph, let’s continue in the same way with the next one. Do this in a way that will help me gradually master the recognition of manipulation and argumentative founs.”*

### 3. LIMITS AND RESTRICTIONS ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN EDUCATION

Although generative artificial intelligence offers many benefits in education, its use must be understood in the context of certain limitations – whether technical, age-related, linguistic, or pedagogical. The first of these is age availability. Most tools using large language models, such as ChatGPT, Google Gemini, or Microsoft Copilot, have their own minimum age limit for use. For example, ChatGPT can be used from the age of 13 with parental



consent, but Google Gemini and Microsoft Copilot can be used from the age of 18 (Kroupa & Vykoukal, 2023). However, in practice, this can be circumvented – for example, ChatGPT or Microsoft Copilot can be used without logging in, which means that even younger children can access the tool, often without adult or teacher supervision. From a pedagogical point of view, it is crucial to keep in mind that despite the seemingly high competence of these models, these are systems that can create factual errors, so-called “hallucinations”. These errors can manifest themselves both in the substantive content and in linguistic analysis. For example, when practising parts of speech in Czech, ChatGPT has a problem with recognising non-part-of-speech transferred expressions – for example, the word “*kolem*” is not always correctly classified in the context of the sentence, just as words in indirect cases (“*dědovi*”) can be incorrectly classified. Similarly, when given the prompt: “Give me sentences with different pronouns and I will tell you which part they belong to”, the model often evaluates reflexive pronouns as a separate group, which does not correspond to the classification common in school practice.

Difficulties also arise when practising adverbs and distinguishing them from particles. A task like “*Come up with sentences with adverbs and I will look for them*” can lead to confusion, because the AI itself sometimes identifies the part of speech incorrectly. Similarly, with prompts such as “*Give me a comparison*

*and I will write adjectives with the same meaning*”, the model is prone to errors in evaluating answers – it cannot work properly with context and differences in morphology. Another important aspect is the cultural and linguistic bias of the models, which were primarily trained on texts in English. Although the quality of outputs in Czech has improved significantly, language models still have difficulties with some specifics of Czech grammar, stylistics, or spelling. For example, in the task of listing the listed words after the ambivalent consonant B, ChatGPT writes these words: “to be, to live, bull, bright, apartment, inhabitant, furniture, residential, former, to arrive, cattle”, which is not a fully complete answer.

These limitations can be circumvented by creating one’s own model that is specifically trained for the given issue. However, this requires some financial resources, as this feature is not yet included in the free versions of the tools.

#### 4. CONCLUSION

Although the introduction of generative artificial intelligence into education has been met with criticism – both from opponents of technological innovations and from those who point out legitimate risks – it cannot be overlooked that students and teachers are already actively using it. The key question therefore remains how educational researchers and didactics experts will respond to this transformation so that their work corresponds



to current practice and the needs of schools.

A professional understanding of this issue can help teachers integrate AI in a meaningful way – in a way that supports student engagement and learning but does not replace it. Discussions about how to adapt educational practices in response to these technologies are already underway. Teachers are rethinking the form of assignments to make them meaningful even in an era when they can be easily generated by AI, and universities are beginning to question the relevance of traditional assessment methods such as final papers.

From a pedagogical perspective, it is essential to perceive the role of AI in the context of cognitive activities that pupils can perform at school. While generative models can provide effective support to lower cognitive levels such as memorisation and comprehension, their greatest potential lies in freeing up space for higher-order thinking operations – analysis, synthesis, evaluation, and creation. The challenge for teachers remains to design learning activities that lead to deeper processing of information and its critical evaluation and use in new contexts.

In this context, AI should never replace active student participation. The key is to formulate prompts that mo-

tivate students to think independently and develop their own skills. The goal of teaching should not be just to achieve superficial understanding, but to support higher levels of thinking, including creativity and critical evaluation of information.

At the same time, it is important to reflect on the limits of generative AI – not only technical and linguistic (e.g. hallucinations), but also didactic and ethical. Educators should guide students to understand the principles of how AI functions, point out its possible errors, and support critical evaluation of its outputs. Only in this way will AI tools not become a mere trend, but a meaningful way of developing students' digital and cognitive competences.

Generative AI thus presents not only a challenge but also an opportunity – to redefine educational goals, innovate teaching methods, and develop digital literacy. However, it is crucial that its integration is thoughtful and focused on developing critical thinking, creativity, and a responsible approach to technology. The future of education in the AI era will depend on the ability of teachers and institutions to adapt to new conditions while actively co-creating the direction which education will take – with an emphasis on higher cognitive levels remaining essential for its meaningful inclusion.

**Acknowledgement:** This work was supported by the project “Human-centred AI for a sustainable and adaptable society”, reg. no.: CZ.02.01.01/00/23\_025/0008691, co-funded by the European Union.



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*Kamil Kopecký,  
Palacký University Olomouc, Faculty of Education*

*Michal Kříž  
Palacký University Olomouc, Faculty of Education;  
email: [michal.kriz@upol.cz](mailto:michal.kriz@upol.cz)*

*Veronika Krejčí  
Palacký University Olomouc, Faculty of Education*

*Milan Mašát  
Palacký University Olomouc, Faculty of Education*

*Dominik Voráč  
Palacký University Olomouc, Faculty of Education*



## KOPECKÝ, K., KŘÍŽ, M., KREJČÍ, V., MAŠÁT, M., VORÁČ, D. Využití generativní umělé inteligence jako nástroje podpory učení se zvláštním zaměřením na jazykovou a literární výchovu

*Text se zabývá fenoménem generativní umělé inteligence (GenAI) a jejím začleněním do vzdělávání se zaměřením na jazykovou a literární výchovu. GenAI je definována jako technologie schopná vytvářet nový obsah a komunikovat přirozeným jazykem. Ačkoli nabízí významné příležitosti pro personalizaci výuky, automatizaci tvorby úloh a okamžitou zpětnou vazbu, přináší i rizika v podobě faktických „halucinací“ a etických výzev. Empirická zjištění z českého prostředí dokládají zájem o využívání různých nástrojů AI ve vzdělávání. Výzkumy potvrzují aktivní používání AI (zejména ChatGPT) přibližně u poloviny českých žáků základních a středních škol. Text předkládá praktickou metodiku pro rozvoj lingvistických kompetencí pomocí konkrétních promptů pro slovní hry, nácvik syntaxe a tvůrčí psaní. V literární a mediální výchově GenAI podporuje porozumění textu, kreativní práci s básnickými texty i rozpoznávání manipulačních technik a argumentačních faulů. Poukazuje však také na limity využívání AI, například na dostupnost různých nástrojů omezenou věkovými limity a na nepřesnost odpovědí v oblasti české gramatiky. Text prezentuje GenAI především jako podpůrný nástroj, který vytváří prostor pro vyšší kognitivní operace, jako jsou analýza, syntéza a tvorba.*

**Klíčová slova:** GenAI, jazyková a literární výchova, AI prompt, digitální gramotnost, český jazyk