

**«Внедрение личностно-ориентированного подхода в преподавании
литературы и художественного творчества»**

Секция: Литературоведение в эпоху глобализации: новые подходы в
образовании

**ANALYSIS OF THE CONCEPT TRANSFORMATION
AS A NEW APPROACH IN LITERARY STUDIES**

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Abstract

In the context of globalization, not only literary concepts but also methods of their analysis in the educational process are changing. This article examines the evolution of the concept of ROBOT in 20th century literature and demonstrates how changes in its interpretation can be integrated into modern literature teaching. Using the example of Isaac Asimov's collection *I, Robot*, the transformation of the robot's perception from an automated command executor to a subject with elements of emotional intelligence is analyzed. The article incorporates cognitive poetics as an interdisciplinary framework, highlighting the influence of cognitive linguistics on literary studies. It also proposes methodologies aimed at teaching students critical

understanding of concepts through interdisciplinary approaches, including comparative analysis and project-based learning.

Keywords: robot, literary discourse, literary studies, education, concept, cognitive linguistics, globalization.

Literary studies in the 21st century face the need to rethink key concepts, considering technological and social changes. One of the most dynamic concepts is ROBOT, which has undergone constant transformation since its emergence in literature. Contemporary studies, such as those by N. K. Hayles, B. Latour and N. Bostrom, emphasize the influence of scientific progress on the artistic comprehension of robotic entities [Hayles, 1999; Latour, 1993; Bostrom, 2014]. Cognitive poetics, as a result of interdisciplinary tendencies, provides a framework for understanding how narrative structures, metaphors, and cognitive schemas shape the perception of robots in fiction [Turkle, 2011; Stockwell, 2002].

The concept of ROBOT first appeared in K. Čapek's play *R.U.R.*, where robots are presented as artificially created workers without consciousness [Čapek, 1920]. Researcher D. Suvin noted that in this work as a representative of modernist aesthetics, the early perception of robots was closely related to anxiety about industrialization and labor mechanization [Suvin, 1979]. Modernist tendencies in Čapek focus on rational structures, dystopian themes, and technological determinism. Robots symbolize industrial alienation and the loss of individuality.

In contrast, I. Asimov's *I, Robot* aligns with postmodernist tendencies after World War II, questioning rigid structures of authority and morality in human-machine interactions, expanding the understanding of robots [Asimov, 1950]. His *Three Laws of Robotics* introduce an ethical framework that explores the paradoxes of artificial intelligence, reflecting the post-war philosophical shift toward relativism and humanistic values. Postmodernist elements in Asimov challenge rigid moral

binaries, explore ethical contradictions, and humanize robotic intelligence as capable of emotional complexity and moral dilemmas.

Later works by T. Shippey and B. Stableford highlight that the development of artificial intelligence in literature is increasingly shifting from questions of functionality to questions of identity and moral choice [Shippey, 1992; Stableford, 2006]. These changes reflect the evolution of human perception of technology and its role in society.

While Čapek's robots remain instruments of industrial oppression, Asimov's robots evolve into entities negotiating ethical conflicts, moving beyond mechanical determinism. Amid the rapid advancement of science and technology, science fiction made a sharp emphasis on the issue of morality and humanity in contrast to the automatic, thoughtless adherence to rules and instructions. With that, this genre explored ways to regulate human-machine interactions, reflecting both optimism and ethical dilemmas. The rise of cybernetics and artificial intelligence research during this period significantly influenced literary portrayals of robots, as seen in Asimov's structured ethical framework for their behavior.

Asimov portrays robots as ethically governed assistants, bound by the *Three Laws of Robotics*, within a science fiction narrative that delves into the interaction between technology and morality. His stories explore complex philosophical and ethical questions through robots' encounters with moral dilemmas. By assigning strict ethical constraints to robotic behavior, Asimov raises questions about free will, duty, and the relationship between artificial beings and their human creators.

The cognitive matrix of the concept of ROBOT in Asimov's work is built around the interplay of the *Three Laws of Robotics*, conceptual metaphors of "electronic assistants," and scenarios where robots navigate ethical conflicts. This model highlights the contrast between law, morality, and the fragility of harmony when artificial intelligence is placed in morally complex situations. Asimov's robots

challenge human assumptions about intelligence, autonomy, and ethics, making them central figures in science fiction's engagement with philosophy.

The *Three Laws of Robotics* serve as a foundational linguistic construct in Asimov's narratives, framing the discourse on artificial intelligence and ethics. These laws are reinforced through metaphorical descriptions of robots as reliable assistants, programmed to protect humans but sometimes struggling with paradoxes inherent in moral dilemmas. Asimov's use of precise technical language, coupled with philosophical reflection, enhances the depth of robotic characters and their ethical struggles.

In *Liar!*, the robot Herbie faces a moral dilemma, breaking the laws to preserve human emotions, ultimately revealing the limitations of rigid ethical programming. In *Runaround*, a robot prevents human error, showcasing the practical application of the laws in action and highlighting how conflicting directives create unintended consequences. In *Evidence*, a robot posing as a human challenges the boundaries of humanity, raising profound questions about the essence of human identity and the criteria for distinguishing artificial from natural intelligence.

The increasing interconnectedness of cultures and technological advancements necessitate the adoption of innovative educational methodologies that move beyond traditional textual interpretation. Students should be encouraged not only to analyze literary works within their immediate historical and linguistic contexts but also to situate them within broader cultural, philosophical, and technological frameworks. To achieve this, several interdisciplinary approaches can be considered:

- Comparative Method: Comparing different interpretations of robots in literature from various eras and cultures fosters the development of analytical skills. Research by D. Suvin and B. Stableford illustrates how different traditions influence the perception of robotic characters [Suvin, 1979; Stableford, 2006].

- Cognitive Analysis: Studying the concept of ROBOT through the lens of cognitive linguistics helps students understand how the semantic framework of notions changes over time and context. Research by Lakoff and Johnson emphasizes the importance of metaphorical thinking in interpreting literary concepts [Lakoff and Johnson, 1980].
- Individual-Oriented Project-Based Learning: Encouraging students to create their own scenarios for the development of the concept of robots in literature helps integrate knowledge from related disciplines (philosophy, sociology, artificial intelligence); to simulate various problem situations, allowing students to explore alternative moral frameworks; to model hypertextual spaces across literature, cinema, and digital media; to create character types and linguistic maps of robots. Studies by F. Newmann, et al. highlight the effectiveness of project-based methods in humanities education [Newmann, et al., 1996].
- Discussion Formats: Discussing the ethical and philosophical aspects of robots in literature develops students' ability to conduct reasoned analysis. Research by J. Clandinin, et al. demonstrates the role of narrative in the educational process [Clandinin, et al., 2016].

The evolution of the concept of ROBOT illustrates how literature reflects changes in public perception of technology. Incorporating the analysis of concept transformation into the educational process expands students' understanding of interdisciplinary connections, integrating literary studies with cognitive science and philosophy. By applying cognitive poetics and project-based methodologies, literature education fosters critical thinking and a nuanced comprehension of human – technology relationships in a globalized world.

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