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# Introduction

# Wprowadzenie

Contemporary scientific discourse within the academic community of the Maria Curie-Skłodowska University (Lublin) is characterized by a dynamic reassessment of traditional research tools and methods. This is a direct response to the development of digital technologies, ecological transformations, and the new configuration of cultural canons. The eleventh number of *Annales UMCS. Sectio N – Educatio Nova* constitutes a multidisciplinary and interdisciplinary synthesis of research conducted in the fields of literary studies, linguistics, didactics, cultural studies, and the exact sciences. Its main objective is to understand contemporary forms of subjectivity, the specificity of communication in the age of algorithms, and new modes of reception of cultural texts. The body of research gathered has been structured around three major complementary thematic strands: (1) didactic transformations and digital challenges in education; (2) the reconfiguration of the literary canon and the evolution of narrative forms; (3) and the intersemiotic, psychological, and philosophical-social dimension of creation and representation.

The first strand of analysis describes the significant changes in learning processes under the influence of digital technologies, the development of generative artificial intelligence (AI), and the urgent need to respond to the climate crisis. Hind Sabour El Alaoui and Adil Tamim address the challenges of university pedagogy in the age of AI, reassessing the role and identity of the teacher-researcher and highlighting the need for continuous development of digital skills within a hybrid teaching model. Monika Szabłowska-Zaremba examines the complex interaction between the learner and generative AI in the teaching of

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Polish studies and info-ethics. She describes the algorithmic mechanisms that alter the visibility of works on the curriculum, the phenomenon of generative plagiarism, and the blurring of the notion of authorship, while advocating for the establishment of a clear ethical and cognitive framework. Amel Maouchi compares Julia Kristeva's theory of textual productivity with the capabilities of large language models, demonstrating that algorithms can only generate a superficial phenotext, while the deep genotext – subversive with respect to norms – requires a conscious, hybrid collaboration between humans and technology. In the context of foreign language teaching, Ferit Kilickaya calls for a critical rethinking of corpus linguistics, proposing that static resources be abandoned in favor of carefully selected multimodal data objects in the age of generative AI. Klaudia Gajewska justifies the value of integrating authentic language tasks supported by AI-powered voice assistants, such as ChatGPT or Gemini, for teaching linguistic mediation in today's Polish school system. Mirosław Wobalis focuses on developments in digital reading and the crisis of linear reading, proposing the digital reading competences (DRC) model as a comprehensive response to students' "silent revolt" and the fragmentation brought by new media. Małgorzata Gajak-Toczek analyses, from a hermeneutic perspective, the subsidiary role of digital tools – subordinate to the text – in the interpretation of canonical works such as *Forefathers' Eve, Part III* and *The Doll*. Dariusz Piechota describes other pro-ecological approaches in pedagogy by offering a review of Magdalena Ochwat's monograph devoted to overcoming the malaise of the Anthropocene and implementing symbiocene in Polish language and literature courses. Eliza Krotke presents the principles of green glottodidactics and analyses language textbooks from the standpoint of their role in developing environmental awareness. This strand concludes with Agnieszka Iwaszko's empirical research on the written reception and comprehension level of Cyprian Kamil Norwid's complex poetry among technical-school students, as well as Weronika Szewczyk's pilot study report, whose results show that multisensory teaching of abstract mathematical concepts – such as the theory of metric spaces – considerably enhances conceptual understanding and improves learning effectiveness.

The second thematic strand deals with the transformation of traditional literary forms, the understanding of cultural codes, and the rapid development of genres under the impact of digitalization and social change. Alina Brzuska-Kępa examines the presence of the classics within the new, open communication ecosystem. She shows how the figure and work of Zygmunt Krasiński function on the Internet, ranging from academic studies to memes and popular-culture spin-offs. Jagoda Jaremek and Mariusz Maciak explore cultural tradition in the musical

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poetics of Florence Welch, demonstrating that the reinvention of romantic love and religious motifs in the analysis of her songs requires listeners to master deep cultural codes. Joanna Hnatów highlights the new dimension of feeling in Sarah Crossan's young-adult verse novels, emphasizing that this generic form makes it easier to approach complex subjects such as marginalization and fosters young readers' anthropological sensitivity. Mariola Dorota Kosik analyses the evolution of the codes of terror through the spatial shift from 18th-century classical Gothic to urban Gothic, showing how contemporary cities become labyrinths marked by isolation, surveillance, and anxiety. Déborah Mireille Winterstein-Graciani studies South Korean digital comics (webtoons), analysing their vertical scrolling format and the interactive rearticulation of mythological motifs, while also examining educational challenges and UNESCO guidelines on AI. Finally, Mélitza Charest addresses the break with aesthetic and social traditions in contemporary French autofiction. Using the example of Constance Debré's work, she shows how a spare, incisive style becomes a poetic and political tool for rejecting former models of class, gender, and family.

The third research strand focuses on intersemiotic, psychological, epistemological, and philosophical reinterpretations of subjectivity, communication, and the limits of language. Dorota Karkut analyses the reciprocal relationship between text and image in children's and young-adult literature. Drawing on the illustrations for Edmund Niziurski's books by Bohdan Butenko, Zbigniew Łoskot, and Mikołaj Kamler, she highlights their different editorial, compensatory, and subject-constructing functions. Karolina Kwak draws on Peter A. Levine's trauma theory to situate pictorial creation within a psychological framework, reading the biography and work of Michelangelo Merisi da Caravaggio as a practice of self-art-therapy and an attempt to reassemble a subjectivity shaped by experiences of wartime violence, plague, and famine. Lamia Mecheri analyses the postmodern deconstruction of identity in a world of simulacra, interpreting the Wachowskis' film *The Matrix* through the lens of Gilles Deleuze and Félix Guattari's geophilosophy. Krzysztof Sienicki offers a critical reflection on the limits of formalism, metaphor, and interdisciplinary communication. Through an analysis of Ryszard Horodecki's essay, he demonstrates – from the perspective of quantum physics and information theory – that the foundation of scientific understanding lies not in the pursuit of a universal language, but rather in the rigorous development of translation protocols. Bringing these reflections to a close, Władysława Bryła conducts an analysis of human–animal relations, showing how Jan Fiedurek's biological knowledge enabled the creation of conceptual, paradoxical epigrams that challenge anthropocentrism and underscore the perfection of the natural world.

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Taken together, the works presented testify to the ongoing capacity of the scholarly community affiliated with the Maria Curie-Skłodowska University (Lublin) to develop innovative, interdisciplinary research discourse. These analyses show that critical reflection on literary and cultural tradition coexists harmoniously here with a bold engagement with new digital technologies and contemporary social phenomena, thereby offering a coherent and robust conceptual framework for the humanities, didactics, and social sciences today.

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