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Original article

THEORETICAL ASPECTS OF PERSONALIZING MOOCS FOR STUDENTS WITH DIFFERENT LANGUAGE PROFICIENCY LEVELS

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Abstract

Background. The relevance of the study is due to the objective contradiction between the massive nature of massive open online courses (MOOCs) and the extremely heterogeneous level of foreign language training of students, which leads to low efficiency and high attrition in standardized courses. Resolving this contradiction requires the development of theoretical and methodological foundations of personalization that integrate the achievements of linguodidactics, pedagogical design and educational analytics.

Purpose – systematization and deepening of the theoretical foundations of designing personalized educational environments based on MOOCs in order to level out differences in initial language training and guarantee the formation of professional foreign language competence.

Materials and methods. The methodological basis was formed by a set of theoretical-level methods, i.e., theoretical analysis, systematization of scientific sources and comparative analysis of existing personalization practices. The analysis was carried out according to the criteria of content variability, diagnostic mechanisms, type of feedback and the level of automation of decision-making.

Results. It is the system of key design principles that is conceptualized, i.e., diagnostic reliability, dynamic adaptability, content-process variability, and algorithmic transparency. Three architectural models of personalization are identified and analyzed: modular-selective, adaptive-generative, and social-contextual, revealing various mechanisms for adapting content, process, and social interaction. Classification of adaptation approaches is

carried out by the object of intervention (content, process, interface) and depth. Potential advantages (increase in motivation and efficiency) and systemic limitations (technological complexity, risks of algorithmic bias, ethical challenges) of various methods are identified. The theoretical significance of the work lies in overcoming the reductionist view of personalization as a technical function and substantiating it as an integral pedagogical condition. The practical significance lies in providing developers and pedagogical designers with methodological tools for creating effective adaptive courses.

Keywords: massive open online courses; foreign language training; adaptive learning; pedagogical design; educational analytics; digital educational environment; distance learning

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Научная статья

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ПЕРСОНАЛИЗАЦИИ МООК ДЛЯ СТУДЕНТОВ С РАЗНЫМ УРОВНЕМ ЯЗЫКОВОЙ ПОДГОТОВКИ

А.Д. Зубков

Аннотация

Обоснование. Актуальность исследования обусловлена объективным противоречием между массовым характером массовых открытых онлайн-курсов (МООК) и крайне неоднородным уровнем иноязычной подготовки студентов, что приводит к низкой эффективности и высокому отсеву в стандартизированных курсах. Разрешение данного противоречия требует разработки теоретико-методологических основ персонализации, интегрирующих достижения лингводидактики, педагогического дизайна и образовательной аналитики.

Цель – систематизация и углубление теоретических основ проектирования персонализированных образовательных сред на базе МООК для

нивелирования различий в исходной языковой подготовке и гарантированного формирования профессиональной иноязычной компетенции.

Материалы и методы. Методологическую основу составил комплекс методов теоретического уровня: теоретический анализ, систематизация научных источников и сравнительный анализ существующих практик персонализации. Анализ проводился по критериям вариативности контента, механизмов диагностики, типа обратной связи и уровня автоматизации принятия решений.

Результаты. Концептуализирована система ключевых принципов проектирования: диагностической достоверности, динамической адаптивности, содержательно-процессуальной вариативности и алгоритмической прозрачности. Выделены и проанализированы три архитектурные модели персонализации: модульно-селективная, адаптивно-генеративная и социально-контекстная, раскрывающие различные механизмы адаптации контента, процесса и социального взаимодействия. Проведена классификация подходов к адаптации по объекту вмешательства (содержание, процесс, интерфейс) и глубине. Выявлены потенциальные преимущества (рост мотивации и эффективности) и системные ограничения (технологическая сложность, риски алгоритмической предвзятости, этические вызовы) различных методов. Теоретическая значимость работы заключается в преодолении редукционистского взгляда на персонализацию как на техническую функцию и обосновании ее как целостного педагогического условия. Практическая значимость заключается в предоставлении разработчикам и педагогическим дизайнерам методологического инструментария для создания эффективных адаптивных курсов.

Ключевые слова: массовые открытые онлайн-курсы; иноязычная подготовка; адаптивное обучение; педагогический дизайн; образовательная аналитика; цифровая образовательная среда; дистанционное обучение

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Introduction

The current stage of higher education development is characterized by deep integration of digital technologies into the educational process, which creates new conditions and prerequisites for the transformation of traditional learning models [4; 10]. This trend, actively supported at the level of state policy within the framework of the national projects "Education" and "Digital Economy", and also reflected in the UNESCO recommendation documents, actualizes the search for effective mechanisms for the implementation of individual educational trajectories. This problem is particularly acute in the context of foreign language training, where the initial heterogeneity of the audience, due to differences in the level of language competence, motivation and cognitive styles of students, becomes a key challenge for massive open online courses (MOOCs) [5; 13]. Established practice demonstrates that standardized MOOC content that does not take into account this heterogeneity often leads to a high dropout rate and low efficiency of target competencies formation, which contradicts the principles of inclusiveness and quality of education proclaimed both at the national and international levels. The need of modern society and economy for specialists possessing not just formal knowledge, but a really formed professional foreign language communicative competence, requires pedagogical science to develop fundamentally new adaptive solutions. The solution to this problem lies in the interdisciplinary plane, being at the junction of linguodidactics, pedagogical design, educational analytics and artificial intelligence, which necessitates the generalization and analysis of existing achievements in these areas. The existing scientific groundwork in the field of creating adaptive learning systems and intelligent analysis of educational data creates serious prerequisites for overcoming the crisis of MOOC homogeneity, but their theoretical understanding in relation to the task of personalizing language training remains fragmented [2; 12; 18]. Thus, the relevance of this study is dictated by the presence of an objective contradiction between the colossal potential of MOOCs as a tool for democratizing education and their current inability to provide personalized learning that meets the diverse needs of students with

different levels of foreign language proficiency. The purpose of this article is to systematize and deepen the theoretical foundations of designing personalized educational environments based on MOOCs, aimed at leveling out differences in the initial language training of students and achieving guaranteed educational results in the formation of professional foreign language competence.

Literature review

The modern discourse in the field of educational technologies demonstrates a stable conceptual shift from the paradigm of massification to the paradigm of personalization, which is reflected in the development of a set of theoretical models and practical approaches [3]. The theoretical basis for personalization in the online environment is a synthesis of the principles of andragogy, which asserts the primacy of independence and awareness of adult learning, and connectivism, which considers knowledge as a dynamic process of navigation through networks and information nodes [9]. With regard to linguodidactics, this synthesis is enriched by the theory of adaptive formation of foreign language communicative competence, where the key postulate is the need to accurately determine the individual zone of proximal development of the learner in order to provide relevant educational materials and communicative tasks [17]. An analysis of existing models reveals their stratification based on the depth of adaptation: from basic differentiation by the level of content complexity to complex systems that implement completely individual educational trajectories based on continuous analysis of data on the behavior and academic performance of the learner [7; 14; 19]. The problem of differentiation in the context of the mass character of MOOCs is solved through the prism of pedagogical design, where the central question is which elements of the educational process are subject to adaptation - the pace of study, the sequence of modules, the level of difficulty of assignments, the type of support provided, or the composition of the social environment [1]. A significant limitation is the conflict between the technological complexity of implementing deep personalization and the requirement for scalability, which is essentially inherent in the very phi-

losophy of massive courses. A review of research in the field of adaptive educational technologies indicates the dominance of two complementary approaches: technological, based on artificial intelligence algorithms and machine learning to predict the optimal learning path [16], and social, focusing on building personal networks of knowledge exchange and interaction of classmates within a heterogeneous learning group [11; 15]. The use of these technologies in MOOCs for teaching languages is faced with the need to develop complex linguistic ontologies and accurate diagnostic tools for verifying the initial level, without which any adaptation system loses its effectiveness [6; 8]. Thus, the review allows us to state that, despite the presence of a solid theoretical foundation and rapidly developing tools, the problem of creating a holistic theoretical model integrating pedagogical, linguistic and technological aspects of personalization of MOOCs for the purposes of foreign language training remains open and requires further development.

Materials and methods

The methodological basis of this study is a set of methods aimed at solving the scientific problem. The system-forming element was theoretical analysis, which allowed for a critical understanding and generalization of existing scientific approaches to the problem of personalization within such disciplinary fields as linguodidactics, pedagogical design, educational analytics and theory of educational systems management. Within the framework of this method, work was carried out on the identification, categorization and synthesis of key concepts, definitions and models, which ensured the formation of a holistic view of the subject area. The second key method was the systematization of scientific sources and practices discovered as a result of a continuous analysis of publications in peer-reviewed domestic and foreign journals. This method provided not only a summary of information, but also its structuring according to specified criteria, identifying stable connections, contradictions and gaps in modern scientific knowledge. To solve the specific problem of studying adaptation practices in MOOCs, the comparative analysis method was applied, which was implemented through the comparison of various

platforms, courses and pedagogical strategies according to pre-developed parameters. This analysis was polymodal in nature, taking into account both the content and methodological aspects of presenting linguistic material and the technological solutions underlying the adaptation algorithms. The following criteria were defined as analytical units for assessing the level and depth of personalization: the degree of variability of content and trajectories, mechanisms for input and continuous diagnostics of the level of competence development, the type and frequency of adaptive feedback provided, the level of automation of the decision-making process on the selection of subsequent educational elements, as well as the integration of social learning elements modified depending on the diagnosed needs of the student. These parameters allowed for the translation of theoretical constructs into the plane of practical measurement and enabled a qualitative assessment of existing educational products. Thus, the applied methodological apparatus provided the necessary depth of elaboration of theoretical aspects and created the basis for subsequent modeling of a personalized educational environment.

Results and discussion

The conducted theoretical analysis enabled us to identify and conceptualize a system of key principles underlying the design of personalized MOOCs for foreign language training. The central element of this system is the principle of diagnostic reliability, which involves the introduction of a comprehensive multi-level initial and formative assessment that goes beyond simple testing of lexical and grammatical skills and includes an assessment of the sociolinguistic, pragmatic and professionally oriented components of communicative competence. This principle is fundamental, since without accurate and multidimensional diagnostics, any subsequent adaptation loses its objectivity. The second system-forming principle is the principle of dynamic adaptability, which requires not a one-time adjustment to the initial level from the educational environment, but a continuous revision and adjustment of the educational trajectory based on data on the progress, difficulties and changing educational needs of the student, which is implemented through a closed cycle

of data analysis and pedagogical intervention. The third principle is the principle of content-process variability, which dictates the need for the course structure to have an excess pool of educational materials, tasks and activities that differ in complexity, professional context, modality of perception and type of cognitive load, which provides the ability to assemble an individual route. The fourth principle, i.e, the principle of algorithmic transparency and pedagogical expediency, emphasizes that the logic of the system's decision-making on the choice of content should not be a "black box", but should be accessible for understanding and, if necessary, making adjustments by the teacher-methodologist in order to ensure compliance with pedagogical goals, not exclusively technological ones. Based on the synthesis of these principles, three basic architectural models of personalization were derived. The modular-selective model is based on the design of a branching scenario, where the diagnostic result determines the student's transition to one or another track within a strictly structured course, offering various sequences of modules. The adaptive-generative model is more flexible and involves dynamic assembly of unique educational content from atomic elements (micromodules, individual tasks, glossaries) in real time based on predictive analytics and current student performance. Finally, the social-contextual model focuses not on content adaptation, but on managing social interaction, automatically forming heterogeneous or homogeneous study groups, selecting partners for project work and discussion moderators based on the diagnosed student profile. Each of these models has different potential for leveling linguistic heterogeneity, and their practical implementation requires different levels of technological complexity and pedagogical support.

The classification of approaches to adaptation in the context of massive open online courses reveals stratification by the object and depth of intervention in the educational process, forming a multidimensional space of design solutions. At one level of classification is the adaptation of content, subdivided into strategies for quantitative and qualitative changes in educational material. Quantitative adaptation operates with the parameters of volume and pace, offering students with a low entry

threshold a reduced set of mandatory elements and increases the time for their mastery, while advanced students are provided with expanded materials and an accelerated track of completion. Qualitative adaptation is more complex and involves a fundamental modification of the content type, its professional or linguistic focus, for example, replacing abstract texts with cases from a specific professional field or selecting vocabulary relevant to the specifics of the student's future specialty. At another level is the adaptation of the process, which directly affects pedagogical interaction and cognitive routes of mastering the material. This includes variations in the sequence of presentation, practice and production phases, dynamic changes in the level of support, be it automatic prompts, glossaries or connecting a tutor, as well as adaptive selection of types of learning activities – from training exercises to simulations and project work in groups formed on the basis of complementarity of skills. A separate object of adaptation is the interface and the method of presenting information, modified in accordance with the established preferences of perception. An analysis of potential advantages reveals that algorithmic methods based on data analysis provide high scalability and objectivity, allowing thousands of individual requests to be processed simultaneously while minimizing cognitive overload due to precise material dosage. Socially oriented methods, in turn, contribute to the formation of sustainable learning motivation and the development of soft skills through the modeling of authentic professional communication. However, these methods are not without significant limitations. Technocratic approaches, for all their effectiveness, require colossal expenditures on the initial development of the content base and algorithms, and also face the risk of algorithmic bias and excessive standardization of the learning experience, which can negate the very idea of creative language acquisition. Social models, on the contrary, are critically dependent on the activity of a critical mass of participants and the quality of moderation, creating the risk of the formation of isolated groups and digital inequality within the learning community. Thus, the most promising option is not the choice of a single method, but the development of hybrid models that integrate the accuracy of algorithmic adaptation with the flexibility and

humanitarian component of social learning, which will make it possible to counter the inherent limitations of each of the approaches separately.

The interpretation of the obtained results allows us to state that the concept of personalization of MOOCs for the purposes of foreign language training is not a technical superstructure, but a fundamental revision of the pedagogical foundations of online learning, bringing to the forefront the synthesis of andragogical, competence and environmental approaches. The identified principles, i.e., diagnostic reliability, dynamic adaptability, content-process variability and algorithmic transparency, act not as disparate elements, but as an interconnected system that forms a new educational construct in which technology serves not as a replacement, but as a catalyst for the implementation of deep, personality-oriented pedagogical practices. Thus, the principle of diagnostic reliability directly inherits and technologically enhances the ideas of formative assessment, transforming episodic control into a continuous dialogue between the learner and the system, which radically changes the traditional role of the teacher, shifting his functions towards curating algorithms, analyzing educational analytics and designing contexts. The analysis of the proposed models demonstrates not their competitiveness, but complementarity, reflecting the evolution from a strictly structured programmed learning to a flexible ecosystem, where the social-contextual model compensates for the main drawback of the adaptive-generative model – the potential atomization of the learning experience and the loss of collective cognitive context, so crucial for mastering a foreign language. The identified limitations, in particular, technological complexity and the risk of algorithmic bias, indicate that personalization does not remove, but transforms pedagogical problems, transferring them to the plane of ethics by design and the need for constant methodological audit of algorithms. Thus, the theoretical significance of the results lies in overcoming the reductionist view of personalization as merely a technical adaptation of content and substantiating it as an integral pedagogical condition requiring the integration of technological, substantive and social-communicative dimensions. This creates a framework for the transition from the creation of disparate adaptive courses to the design of

holistic personalized educational environments in which digital solutions act as a tool for achieving not narrowly utilitarian, but broad humanistic educational goals, which is fully consistent with the modern vectors of higher education development declared in strategic documents.

The impact of the introduction of personalized approaches on the motivational sphere and the overall effectiveness of the educational process is complex and often paradoxical. On the one hand, the very possibility of choosing a trajectory and pace, receiving content relevant to individual needs and current capabilities directly affects internal motivation, reducing the level of anxiety and academic frustration that inevitably arise in a homogeneous environment for students with low initial preparation. For advanced learners, eliminating the need to go through already mastered material prevents boredom and intellectual stagnation, transforming the learning experience into a permanent challenge, which corresponds to the concept of flow. However, this positive effect critically depends on the quality of the implementation of adaptation algorithms; overly simplified or erroneous recommendations of the system can generate the opposite effect – a feeling of loss of control, unpredictability and injustice, which leads to demotivation and attrition. In terms of efficiency, personalization allows achieving a significant increase in the acquisition of specific language skills and the speed of competencies formation, since educational efforts are focused on personal zones of proximal development, minimizing time losses. This is especially important for the formation of professional foreign language communication, where the accuracy of the selection of contexts and types of tasks directly determines the possibility of subsequent transfer of knowledge to real activities. Nevertheless, measurement tools often record successes in operational skills to the detriment of more complex results, such as the development of creativity or socio-cultural adaptability, which require unpredictable, including irrelevant, educational interactions. As for the challenges of further development, they lie in several planes. The technological challenge is associated with the need to create interoperable standards for data exchange between educational platforms and analytics tools, which will allow building end-to-end digital portraits of students. The methodological

challenge is to develop new pedagogical designs that would organically combine the power of adaptive algorithms with the creative and social component of learning, avoiding the trap of hypertrophied algorithmization of the educational process. Finally, the ethical challenge concerns issues of digital sovereignty, transparency of data use and prevention of digital discrimination, when algorithms trained on non-representative samples begin to replicate biased educational scenarios. Prospects are seen in the evolution from closed adaptive courses to open educational ecosystems, where artificial intelligence acts as an intelligent assistant helping the student and teacher not to choose from ready-made options, but to co-create a unique and meaningful development trajectory based on constant reflection and design of their own educational future. This implies a shift from passive personalization carried out by the system to active personalization initiated and managed by the student himself with the expert support of the pedagogical community.

Conclusion

The conducted theoretical study enables us to make a fundamental conclusion that effective personalization of MOOCs for students with different levels of foreign language proficiency is not just a technological function, but a complex pedagogical phenomenon that requires the integration of methodological, linguodidactic and technological foundations. The theoretical significance of the work lies in the systematization and deepening of the principles of designing such environments, where the key ones are diagnostic reliability, dynamic adaptability, content-process variability and algorithmic transparency, forming an interconnected framework for overcoming the crisis of homogeneity of mass online education. The scientific novelty of the study lies in the synthesis and conceptualization of three architectural models of personalization, i.e., modular-selective, adaptive-generative and social-contextual, revealing various mechanisms for adapting educational content, process and social interaction, as well as in identifying the dialectical relationship between the technological complexity of implementation, pedagogical effectiveness and potential risks of algorithmization. The practical significance

is determined by the fact that the conclusions of the work create a clear methodological guideline for developers of educational programs and pedagogical designers, offering not isolated solutions, but a holistic system of criteria and approaches for creating adaptive courses that are guaranteed to form professional foreign language competence regardless of the initial level of the student.

Prospects for further research and practical implementation of personalization mechanisms in mass online learning are seen in overcoming the existing dualism between technological complexity and pedagogical feasibility, which requires the convergence of efforts in several strategic areas. The most relevant is the development of complex ontologies and dynamic models of competencies that can reflect with the necessary granularity not only the static level of language proficiency, but also the cognitive styles, motivational profiles and professional intentions of students, which will allow moving from rough stratification to truly multidimensional adaptation. The key challenge is to create interoperable standards for collecting and analyzing educational digital traces that will enable the construction of end-to-end learning paths across different platforms without threatening privacy and digital sovereignty of the individual. Practical implementation will come up against the need to develop new pedagogical design protocols that integrate algorithmic solutions into the humanitarian context of learning, where artificial intelligence will act not as a supervisor prescribing a route, but as a facilitator offering options and scenarios, the final choice of which remains with the student with the support of a tutor. This will require retraining of the teaching staff to work in the conditions of hybrid intelligence, where professional competence will consist in the ability to interpret educational analytics data, adjust the work of algorithms and build a meaningful dialogue in a personalized environment. A promising area of research is believed to be the study of the long-term impact of deep adaptation on the development of not only subject-specific but also meta-subject competencies, such as creativity, critical thinking, and self-regulation, which can be neutralized by the excessively guiding nature of personalization. The philosophical and ethical dimension of the

problem will require the formation of frameworks for auditing algorithms for bias and discriminatory consequences, ensuring the fairness and inclusiveness of the digital educational environment. Thus, the transition from the episodic use of adaptive elements to the construction of holistic personalized educational ecosystems will become the main path for the development of mass online learning, where technology serves not for unification, but for revealing individual educational potential in accordance with the principles of humanistic pedagogy.

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