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ADAPTIVE LEARNING IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN THE CONTEXT OF ONLINE EDUCATION

Teaching foreign languages for professional purposes in higher education focuses on meeting students' needs in professional communication. ESP focuses on expanding and using vocabulary that is specific to professional activities and communication. However, practice shows that many students face difficulties in mastering the course due to uneven levels of knowledge and motivation. This problem is exacerbated by the fact that students with different levels of training can study in the same group.

Adaptive learning takes into account individual characteristics of students, like their knowledge level, emotional state, information processing ability, and motivation, to address these issues. The main goal of adaptive learning is to create a personalized educational experience that adapts to the needs of each student. Various tools are used for this purpose, including adaptive content, adaptive assessment, simulators, and adaptive structuring.

Adaptive content allows you to provide students with feedback and additional resources based on their responses, which helps them to learn more deeply. Adaptive assessment changes the level of difficulty of questions depending on the accuracy of the learner's answers, which helps to keep them engaged and motivated. Adaptive assessment training provides students with tasks of varying difficulty levels, allowing them to practice skills until they reach the required level of proficiency. Adaptive structuring involves the use of algorithms and data analysis to continuously improve the learning process based on student engagement and progress. In a specific example of the implementation of adaptive learning based on the discipline “Foreign Language for Professional and Business Communication”, the UEPA Research and Educational Institute has developed and is testing an online course on the MOODLE platform, which is an auxiliary resource for classroom classes and is aimed at individualizing the learning process and organizing students' independent work. The course allows students with different levels of training to work on the material at their own pace and improve their skills through interactive tasks and additional materials. The online course includes units aimed at developing vocabulary, reading, listening and writing skills. An important aspect is that the course does not replace traditional classroom lessons, but complements them, giving students the opportunity to work through the material in more depth and fill in gaps in their knowledge. Thus, adaptive learning offers promising solutions to improve the quality of education and meet individual student needs, but requires a comprehensive approach to development and implementation, as well as consideration of possible difficulties and challenges.

KEY WORDS: *foreign language of professional and business communication, adaptive learning, personalized educational experience, flipped learning methodology, online course.*

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Problem statement

In higher vocational education, particularly within the realm of foreign language instruction, the pursuit of developing students into proficient professionals in business and professional communication presents unique challenges. The "Foreign Language of Professional and Business Communication" course is designed to enrich students' professional vocabulary and communication skills essential for success in their future careers. However, a critical issue arises from the diverse proficiency levels among students, which complicates the teaching process. Students often enter this course with varying degrees of language knowledge, leading to challenges in creating a cohesive learning environment where all students can thrive.

The traditional approach to teaching often struggles to address these disparities effectively. Students with limited vocabulary and poor grammar may experience insecurity, affecting their willingness to engage and consequently impacting their motivation. The presence of students at different proficiency levels within the same group can exacerbate this issue, as those with higher proficiency may dominate discussions, leaving others behind.

To address these challenges, instructors must perform multifaceted roles including evaluation, correction, instruction, consultation, and control. These roles require a deep understanding of each student's needs and a strategic approach to fostering an inclusive and supportive learning environment. Adaptive learning technologies offer a promising solution by personalizing the educational experience to cater to individual students' proficiency levels and learning styles.

Adaptive learning utilizes new technologies to tailor the learning process to each student's unique characteristics, such as their emotional state, learning pace, and cognitive abilities. This approach moves away from a one-size-fits-all model, allowing for a more individualized learning trajectory. Tools like adaptive content, assessment, simulators, and structuring can significantly enhance the learning experience by providing timely feedback, personalized resources, and adjusting the difficulty level based on each student’s progress.

The integration of adaptive learning in the "Foreign Language of Professional and Business Communication" course at the Educational and Scientific Institute “UEPA” exemplifies this approach. An online course based on the MOODLE platform complements traditional classroom instruction, offering a blended learning environment that supports both independent and interactive learning. The course provides resources and tasks tailored to varying proficiency levels, fostering a more inclusive and effective learning experience.

While adaptive learning technology holds promise, its implementation is not without challenges. Issues such as cost, technological limitations, and concerns about data privacy and fairness must be addressed to fully realize its potential. Nevertheless, the positive impact on student engagement and learning outcomes suggests that adaptive learning could be a valuable tool in modernizing language education and supporting diverse learner needs.

This introduction sets the stage for exploring how adaptive learning technologies can be leveraged to overcome the inherent challenges of teaching a foreign language in higher education, ultimately enhancing the educational experience for all students.

Literature review

The concept of adaptive learning was originally developed by American psychologists and educators, notable among them Norman Crowder, Berres Frederick Skinner and Sidney Pressey. Their work laid the foundations for the approach in which learning is built on a predetermined program, taking into account the individual characteristics of students. The essence of the methodology is to break down the material into small blocks that the student learns gradually, receiving immediate feedback. This approach made it possible to automate learning and make it more structured, which subsequently had a significant impact on the development of modern educational technologies [1,2].

It is crucial to differentiate between the concepts of “adaptive technologies” (often referred to as curricula), “personalized learning,” and “adaptive learning.” The first

term encompasses a variety of digital platforms and applications that can be either acquired or developed [3]. Personalized learning represents a widely used educational approach designed to tailor courses to meet the unique needs of each learner. On the other hand, adaptive learning is a specific type of personalized learning that heavily relies on adaptive technology to enhance the educational experience [4]. By employing real-time data and analytics, adaptive learning systems can adjust content and assessments dynamically to suit individual progress and understanding. This targeted approach not only fosters student engagement but also leads to improved educational outcomes by addressing gaps in knowledge more effectively [5,6].

Purpose

The purpose of the article is to study the possibilities of applying adaptive technology in teaching English for specific purposes in the context of online learning.

The statement of the main material

Teaching a foreign language in higher education focuses on helping students become skilled professionals in professional communication. The "Foreign language of professional and business communication" course focuses on expanding professional vocabulary for use in communication. Many students do not have enough knowledge of foreign languages to be successful in this subject, even though people wrongly think they do. Teaching students of different levels in one group is important to consider. Dividing students by language proficiency does not always allow for groups with students of the same proficiency level. Poor grammar and limited vocabulary in a foreign language can make people feel insecure and unwilling to speak. This can lead to a decrease in motivation to study the language. When teaching students of different levels, some students can dominate the class and respond quickly, which can be a problem for others [7].

Thus, the instructor faces a very difficult task. Instructors need to be professional and knowledgeable in the subjects their students are studying. They have various roles such as evaluating, correction, instruction, consultation, and control. Traditionally, the evaluating function implies assessment of students' performance results. The corrective function arises from the evaluation function. When assessing results, the instructor reviews mistakes, corrects students' work, explains rules, and provides extra tasks [8]. Clear instructions are important for learning because without them, students won't be able to complete the activity properly. As part of the advisory function, the instructor advises students on issues that cause misunderstanding and difficulties, gives recommendations and supports them in their work. Additionally, controlling activity ensures that students are staying on track with their learning goals and objectives. It allows the instructor to identify any areas where students may be struggling and provide further assistance or clarification as needed. This proactive approach facilitates a more effective and fruitful learning experience for the students. Controlling activity of the instructor is a link of all other functions, because constant control by the instructor contributes to the implementation of productive student activities within the discipline [9].

Adaptive learning improves knowledge by using new technologies and considering individual characteristics such as emotions, gender, ability to process information, and learning skills [10]. The learning process should “adjust” to the learner, determine the scope of his/her knowledge and build an individual learning trajectory. Adaptive learning provides personalized learning to meet individual learner needs through timely feedback, suitable pathways, and resources, rather than a one-size-fits-all approach.

This technology has a key advantage: it considers each student's unique characteristics and gives them and their learning activities a central role.

Researchers say that adaptive technology aims to adapt the learning process to each student's thinking, and to teach students independent work techniques to develop their intelligence. The teacher's role should focus on organizing and managing students' independent work, as well as

planning and carrying out individual work with students [11].

Technology in higher education aims to adapt the educational process to students' individual characteristics, language proficiency level, basic training, and motivation to learn a foreign language. Adaptive learning technology can also adjust the pace and level of difficulty of the material based on each student's progress and performance. This allows for a more personalized and effective learning experience, ultimately leading to better outcomes for students.

Based on the works of researchers on this topic [12,13], the following adaptive learning tools can be distinguished:

-*Adaptive content.* Adaptive content tools give feedback, hints, and extra materials to help learners when they make mistakes. They also focus on the learner's individual skills, breaking them down into smaller pieces, depending on how the learner responds. Tools with adaptive content help by reviewing a learner's answer, providing personalized hints, feedback, and links to relevant resources. To create quality and effective content, it is important to consider many factors. Pedagogy and accuracy are key, but other aspects such as learner engagement and motivation are equally important. Visually appealing content with interactive features is more engaging for students. Having adaptive content with assignment choices and self-paced learning can boost motivation and success for students. Adaptive technologies can adjust the way information is presented to help learners by giving feedback, hints, and extra materials when they struggle. This personalized approach enhances the learning experience and supports students in better understanding the material. The main difference is that adaptive technologies do not assign grades for completed work, unlike the conventional approach.

- *Assessment that adapts to individual learning needs.* Adaptive assessment changes the questions a learner sees based on their answers to previous questions. If the answer is correct, the difficulty of the subsequent questions increases, and if the answer is incorrect, the questions become easier. This form of adaptivity is entirely focused on the evaluative functions of the tool. Adaptive assessments are adjusted based on the correctness or incorrectness of the student's answers, which is usually reflected in the difficulty level of the following questions. For example, if a learner answers a simple question correctly, the next question will be more difficult, and so on. Assessments are traditionally designed in two ways: fixed and adaptive. A fixed form of assessment involves the use of a predetermined set of questions that is offered to all students (e.g., a final exam). In adaptive assessment, the questions change depending on the student's answers to previous questions. The difficulty level of subsequent questions is adjusted based on whether the student answered the previous questions correctly. For example, if the student answered a simple question correctly, the next question will be slightly more difficult, and so on. In this way, adaptive assessments can act as simulators for practice or as benchmark assessments for monitoring student performance.

- *Simulator.* The adaptive assessment in the simulator includes questions of different difficulty levels that match the subject content that was just learned. These assessments typically come after class and students answer the questions to demonstrate mastery of the skills. They continue to solve questions in the simulator until he or she has answered enough of the difficult questions correctly. Once the student has achieved this goal, he or she moves on to practicing the next skill. This approach allows students to receive tailored assessments and ensures that they are adequately challenged to reinforce their learning. As a result, students can progressively build their skills and knowledge in a structured manner.

- *Adaptive structuring.* Adaptive material structuring tools are designed to effectively manage and analyze large volumes of data. These tools are designed to gather and analyze electronic footprints. They change what the learner sees next, the order of skills presented, and the type of content received. Adaptively structured tools are the most complex of the three adaptive learning objects. They frequently use algorithms and predictive analytics to gather data and adjust the learner's next steps. These tools are capable of identifying patterns in the learner's behavior and adjusting the learning material accordingly. They provide personalized

learning experiences by taking into account the individual's strengths and weaknesses.

The implementation of adaptive learning enables the utilization of the flipped classroom approach. This means that students receive theoretical material before class and then discuss it during class. This method helps students understand the material better by allowing them to ask questions and interact with the content more effectively. It also encourages active participation and collaboration among students [14].

The implementation of adaptive learning technology is carried out in two directions: both within the framework of traditional classroom training and in the "direction of developing digital tools and services that facilitate personalized and individualized learning experiences", i.e. in the creation of special online courses

Let's consider the realization of this task on the example of teaching the discipline "Foreign language of professional and business communication" to students of the educational and scientific institute "UEPA". It should be noted that the teaching of the discipline "Foreign Language for Professional and Business Communication" is carried out in 5,6,7,8 semesters. This discipline is allotted 100 hours of practical classroom training. An online course based on the MOODLE platform was created for this discipline. Online learning cannot replace traditional classroom learning, but it can be a useful tool to study the content of a course. However, the Russian invasion of Ukraine significantly complicated the situation and made certain adjustments to the previously created course. Classroom practical classes and the content of the online course are based on adaptive technology. This technology focuses on individualizing the learning process and organizing independent work. Thus, independent work is a priority of the student's activity. Independent work in this course is organized in two ways: using the online learning platform and during regular in-person classes. In practical classes, students are given tasks that match their language training level and future profession. These tasks also consider each student's individual characteristics.

The online course provides support for students of various language proficiency levels. It allows weaker students to fill in knowledge gaps and stronger students to improve their skills. It also supports individualized learning and independent work. The online course has many resources like interactive exercises, tutorial videos, and extra reading materials to help all students with different needs and learning styles. This ensures that each student can engage with the content in a way that best suits their individual preferences and requirements, fostering a more effective and personalized learning experience overall.

The teacher may suggest students perform different tasks depending on their level of language proficiency. As part of independent work, students will work on vocabulary, reading, listening, and writing for each topic. The first section Vocabulary is aimed at the activation of lexical units. Students are given a glossary at the start of the section. They can use it while studying and during discussions in practical classes. Course assignments can be made into training exercises, allowing unlimited time and attempts for completion. Examples of assignments can include short answer questions, where you provide one or several words as your answer. These answers are then compared with the corresponding phrases, which may contain substitution symbols. Another type of assignment is text dragging, where you fill in missing words by dragging them into place in a text. Marker dragging is also a type of assignment, where markers are dragged on a background image. Finally, there is dragging on the picture, where images or text labels are dragged and dropped into specific areas on a background image. In the Reading block, the student is asked to work with texts on the topic, which vary in complexity. Familiarize yourself with the text and do the following tasks:

1. Multichoice question: Choose one or several answers from the given list.

2. Right/wrong question: Choose between two choices.

3. Identify missing words: Fill in missing words using drop-down menus.

The read text can become the basis of a discussion at a practical lesson. The Listening section is aimed at teaching listening and writing. Students are asked to listen to text passages of varying complexity and to perform test tasks. The Writing section includes the

following tasks - inputted answers (these types of questions are very flexible, but can be created only by entering a text that contains special codes, which creates an embedded multiple choice, short answers and numeric queries (text with missing words)), or user (allows you to get an answer to a downloaded file and/or online text). Then it is necessary to evaluate it in person.

Assessing the effectiveness of adaptive learning is not limited to examining changes in educational outcomes.

Additional measures of effectiveness include:

-time spent engaged in the discipline;

-course dropout rate, and satisfaction with learning.

As assessed by the students themselves, the use of adaptive educational systems has had a positive experience: most of them reported an increased level of engagement in the educational process. However, there are a number of challenges in the application of adaptive learning. Two of the most notable of these are cost and the somewhat embryonic state of the learning and computer science underlying the technology. Changing curricula or even individual courses is a non-trivial task.

There are “costs” of faculty involvement, instructional staff, content preparation, technology, and an assessment program to measure impact to inform the next rounds of redesign. There are also concerns about privacy and ethical use of student data, as well as ensuring that the technology is fair, inclusive, and free of overt bias. One issue is the lack of standardization across platforms, making it difficult for educators to seamlessly integrate adaptive learning systems into existing curricula. Additionally, the cost of implementing and maintaining adaptive learning technologies can be prohibitive for some institutions, especially smaller ones with limited resources [15].

Educators must recognize that each student possesses distinct physiological and psychological attributes shaped by their individual nervous system. These inherent characteristics manifest in their behavior and engagement, particularly in educational settings. Every student has a unique rhythm and style of learning, influenced by their natural inclinations and developmental stages. To address these differences effectively, the implementation of adaptive content serves to enhance communication between teachers and students through platforms such as chats and forums, or by providing comments on submitted laboratory work. Tools featuring adaptive content fulfill two crucial functions: they enable teachers to review specific student responses and offer tailored hints, constructive feedback, and resources related to the subject matter, typically found in the “Additional material” section. This personalized approach not only fosters a deeper understanding of the subject but also encourages students to take ownership of their learning journey. By cultivating a supportive and responsive learning environment, educators can help each student thrive in their unique educational path.

Conclusion

Thus, a specially designed online course has a number of advantages, the main ones being:

-The ability to individualize learning. The teacher adapts the number and complexity of assignments based on each student's characteristics.

-Objective assessment. Automated checking of test tasks ensures fair assessment and saves time for teachers by avoiding evaluation errors.

-Flexibility. Students have the opportunity to work with the course at their own convenience.

-Visibility of the materials presented. The teacher has the opportunity to place various visual materials for better perception of information. The online course serves as a comprehensive resource for the "Foreign language: professionally oriented course", providing students with essential information such as webinar room links for online classes and interim certification guidelines. Automatic checking of test tasks and the ability to import the results facilitate the instructor in assessing students' learning progress. The instructor can create personalized training for students by monitoring their activities and analyzing the collected data. This allows for targeted training that considers each student's unique characteristics.

Teachers can effectively teach the " Foreign Language for Professional and Business Communication" with the help of adaptive teaching technology. It involves using pedagogical methods and techniques to create ideal learning conditions. Improving information technology focuses on creating and using more advanced online courses with adaptive learning technology. Online courses can use adaptive learning technology to give students personalized feedback and content that matches their individual needs. This makes learning more engaging and effective. Additionally, this technology allows teachers to track students' progress and identify areas where additional support may be needed, enhancing their ability to provide targeted assistance.

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АДАПТИВНЕ НАВЧАННЯ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ У КОНТЕКСТІ ОН-ЛАЙН НАВЧАННЯ

Навчання іноземної мови професійного спрямування у вищих навчальних закладах зосереджене на задоволенні потреб студентів у галузі професійного спілкування. У межах дисципліни «Іноземна мова професійно-ділового спілкування» основний акцент робиться на розширенні лексичного запасу, специфічного для професійної діяльності, і його застосуванні в комунікативній практиці. Однак практика показує, що багато студентів стикаються з труднощами в освоєнні курсу через нерівномірний рівень знань і мотивації. Ця проблема посилюється тим, що в одній групі можуть навчатися студенти з різним рівнем підготовки.

Адаптивне навчання - це метод, спрямований на розв'язання цих проблем, завдяки своїй здатності враховувати індивідуальні особливості учнів, такі як рівень знань, емоційний стан, здатність до сприйняття інформації та мотивація. Основна мета адаптивного навчання - створення персоналізованого освітнього досвіду, який підлаштовується під потреби кожного студента. Для цього використовуються різні інструменти, включно з адаптивним контентом, адаптивним оцінюванням, тренажерами та адаптивним структуруванням.

Адаптивний контент дає змогу надавати студентам зворотний зв'язок і додаткові ресурси залежно від їхніх відповідей, що сприяє глибшому засвоєнню матеріалу. Адаптивне оцінювання змінює рівень складності запитань залежно від точності відповідей учня, що допомагає підтримувати їхню залученість і мотивацію. Тренажери з адаптивним оцінюванням надають студентам завдання різного рівня складності, що дає змогу відпрацьовувати навички до досягнення необхідного рівня володіння. Адаптивне структурування включає використання алгоритмів та аналізу даних для постійного поліпшення навчального процесу на основі активності та успіхів студентів. У конкретному прикладі впровадження адаптивного навчання на базі дисципліни «Іноземна мова професійно-ділового спілкування» в науково-навчальному інституті «УІПА» було розроблено та апробовується онлайн-курс на платформі MOODLE, який є допоміжним ресурсом до аудиторних занять і спрямований на індивідуалізацію процесу навчання та організацію самостійної роботи студентів. Курс дає змогу студентам із різним рівнем підготовки працювати над матеріалом у зручному для них темпі, а також покращувати свої навички через інтерактивні завдання та додаткові матеріали. Онлайн-курс включає блоки, спрямовані на розвиток лексичних, читацьких, аудитивних і письмових навичок. Важливим аспектом є те, що курс не замінює традиційні аудиторні заняття, а доповнює їх, надаючи студентам змогу глибше опрацювати матеріал та усунути прогалини в знаннях. Таким чином, адаптивне навчання пропонує перспективні рішення для підвищення якості освіти та задоволення індивідуальних потреб студентів, однак потребує комплексного підходу до розробки та впровадження, а також урахування можливих складнощів і викликів.

КЛЮЧОВІ СЛОВА: *іноземна мова професійно-ділового спілкування, адаптивне навчання, персоналізований освітній досвід, методика перевернутого навчання, онлайн-курс*.

Конфлікт інтересів

Автори заявляють, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автори повністю дотримувались етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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