

DIDACTIC IMPORTANCE OF ADAPTIVE PLATFORMS IN TEACHING ENGLISH

Nigina Davronova Akhmedjon qizi

Yangi Asr University

English language teacher

D.Nigina12@gmail.com

99 563 26 07

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Abstract: This article discusses the importance of adaptive learning approach and platforms in modern education. The platforms, such as Duolingo and Babble will be discussed in terms of their importance, limitations, and application in teaching by instructors. Personalized and adaptive learning approaches and models will be analyzed in classroom atmosphere.

Key words: adaptiv teaching, personalization, feedback, communicative competence, grammar learning, learning analytics, adaptive platforms

Introduction

Language teaching is experiencing rapid transformations year by year. Traditional grammar-based instructional methods have faded their importance and are being replaced with alternative models that are integrated with technology and keeping pace with the advancements of time and technology in education. For this reason, the term adaptive learning, personalized learning and adaptive learning platforms have come into importance. In this progression, adaptive learning platforms have become a potent instrument, providing a dynamic and individualised approach to education, especially in the teaching of English. These systems make use of artificial intelligence (AI), natural language processing (NLP) and machine learning (ML) algorithms to customise learning resources and instructional interventions to meet the needs of specific students.

Adaptive systems allow students to advance at their own rate, focusing on areas that need development while avoiding subjects they have learned, in contrast to typical classroom settings with predefined pacing. By ensuring that students receive focused teaching and support, this individualised approach maximises their learning potential. By identifying and resolving instances where students are having difficulty and not progressing ("wheel-spinning"), adaptive learning platforms can increase productivity and guarantee that students remain interested and motivated [1].

Additionally, they give students prompt feedback and direction, enabling them to pinpoint areas for development and monitor their advancement in real time. This ongoing feedback loop encourages motivation and a sense of ownership, which boosts participation and enhances learning results. In order to improve and make learning more pleasurable, adaptive learning platforms can also include a variety of interactive components including gamification and multimedia materials. These components support a variety of learning styles and can sustain students' enthusiasm and drive.

Main part

Teaching foreign languages is facing challenges of mixed level students with different educational backgrounds, methods and approaches. So, traditional uniform way of teaching is becoming impractical for multi-layered and diverse qualified groups of students.

Adaptive learning approach and its platforms allow instructors to ease the situation. They allow personalized learning atmosphere and adapt the needs and preferences of the learners. One of these platforms we focus in this article is Duolingo.

The software Duolingo is well-known for its gamified approach to language learning, broad accessibility, and cast of eccentric characters, including Duo the owl. With over 100 million monthly users, Duolingo is the most widely used language-learning program globally. Its "freemium" business strategy, which offers both a fully accessible free edition and an optional paid version, and its captivating animations are partly responsible for its popularity [2]. In 2011, Swiss-born computer scientist Severin Hacker, a graduate student of Guatemalan-American software developer Luis von Ahn, who was then a professor of computer science at Carnegie Mellon University, founded Duolingo. Von Ahn had previously contributed to the development of CAPTCHA, which stands for "completely automated public Turing test to tell computers and humans apart." By making users read distorted characters that bots are unable to decipher, it determines if users are human or automated. In 2009, Google purchased his improved CAPTCHA solution, reCAPTCHA, which detects more sophisticated bots.

The platform enables learners to choose their needs and preferences they want while learning a language. Moreover, the platform allows instructors to find suitable materials such as activities and discussions for their learners.

Another platform which enables learners to find suitable atmosphere for themselves to learn is Babble. The platform is designed differently from Duolingo, but the purpose and functions are similar. The approach used in Babble is also individual and adaptive to learners' wishes.

Adaptive learning:

- A) addresses varying learning speeds: While some students pick up concepts fast, others require additional time and assistance.
- B) keeps everyone interested: While struggling students receive the assistance they require, advanced students remain challenged.

In fact, 36% of the 69 studies on adaptive learning that were included in a scoping review revealed higher levels of student engagement.

- C) provides various routes: Depending on their needs and performance, each individual takes a unique path.

Results and discussion. Adaptive learning systems make real-time adjustments to the learning process using data and technology. Consider it a learning GPS that continuously determines the optimal path.

Even while adaptive learning platforms have a lot of potential to enhance English language instruction, it's important to recognise the difficulties and restrictions that come with using them. The possibility of data bias is a significant worry and concerns about privacy. Large volumes of learner data are gathered and analysed by adaptive learning systems, raising questions regarding the privacy and security of this data. Ensuring that learners' privacy is protected and that strong data protection procedures are in place is essential. The possibility of an excessive reliance on technology and the absence of genuine interactions present another difficulty [3]. Although they can offer individualised learning experiences, adaptive learning platforms cannot completely take the place of a qualified language instructor in terms of offering insightful criticism and promoting interpersonal contact.

Additionally, putting adaptive learning systems into practice may be expensive and time-consuming, requiring a large investment in technology, support, and training. This may provide a challenge for organisations with little funding, especially those who live in underprivileged areas. Additionally, learners run the risk of losing their independence in language acquisition and becoming unduly reliant on the platform.

Despite these obstacles, adaptive learning in English language instruction has a bright future because new methods and technology are always being developed. The difficulties and constraints of adaptive learning platforms, such as data bias, privacy issues, and the absence of genuine interactions, should be the main focus of future research. To produce more immersive and captivating learning experiences, this may entail creating increasingly complex AI algorithms, integrating [4] human-in-the-loop techniques, and investigating the usage of virtual reality (VR) and augmented reality (AR). For instance, VR might be used to mimic real-world talks and provide students the chance to hone their speaking abilities in a secure setting. Learning could be made more interesting and contextualised by using augmented reality (AR) to superimpose interactive activities and information on actual items.

Future study should continue to concentrate on the challenges and limitations of adaptive learning platforms, such as data bias, privacy issues, algorithmic transparency, and the lack of real human interaction. Even while adaptive technologies have shown great promise for enhancing learning outcomes and personalising training, a number of obstacles still limit their efficacy. AI-driven systems, for instance, are trained on enormous datasets that can include socioeconomic, linguistic, or cultural biases. Because of this, students from under-represented groups could get assessments or recommendations that don't fairly represent their skills or learning requirements. Therefore, strategies for creating more equitable and inclusive algorithms that can support a variety of learner populations should be investigated in future study.

Data security and privacy are equally important issues. Learners' performance, behaviour, preferences, and engagement patterns are all gathered in great detail by adaptive learning systems. Personalised instruction is made possible by such data, but it also raises ethical concerns about consent, data ownership, and the possible misuse of private information. To make sure that learners' personal information is sufficiently safeguarded, researchers should look at strong privacy-preserving strategies including federated learning, data anonymisation, and open data governance laws.

The absence of real social contact in today's adaptive learning environments is another significant drawback. Communication, teamwork, and emotional connection with peers and teachers are critical components of learning, including language acquisition. AI tutors are capable of giving prompt feedback, but they are unable to completely mimic human communication's empathy, spontaneity, and cultural subtleties. Future educational technologies should therefore include human-in-the-loop techniques, wherein AI systems take care of routine chores like assessment and material adaption while teachers continue to actively monitor progress, offer assistance, and make pedagogical decisions.

Future adaptive learning platforms will probably blend learning analytics, artificial intelligence, virtual reality, augmented reality, and human knowledge into cohesive educational ecosystems. In addition to personalising content, these systems would promote teamwork, creativity, critical thinking, and practical problem-solving abilities. To ensure that technology progress stays in line with pedagogical and ethical values, however, this vision will require interdisciplinary collaboration among educators, linguists, psychologists, computer scientists, and legislators.

Conclusion

Learners with lower beginning baselines gained disproportionately, indicating that effective adaptation can further equity goals in diverse cohorts. The decrease in wheel-spinning incidents demonstrates that rather than only content innovation, the key mechanisms of impact are sequencing intelligence and timely structuring. Coherent curricular alignment, teacher capacity building, and open data-governance principles that safeguarded confidentiality while facilitating actionable analytics were essential to the implementation's success.

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Single-institution sample, a two-semester timeframe, and the requirement for external replication with standardised proficiency anchors and lengthier follow-up are some of the limitations. Future research should extend stalling detectors to more L2 subskills, verify causal persistence across settings, and formalise teacher monitoring procedures that maintain both ethical protections and learning gains.

Adaptive learning platforms can be crucial in giving students the language skills they need to thrive in a globalised society as the globe grows more interconnected and the need for English language proficiency rises. We can enable students to reach their full potential and have a positive impact on a more connected and understanding world by embracing new tools and continuing to study and create cutting-edge methods of teaching languages.

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