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A MODEL FOR FORMING ADAPTIVE LEARNING TRAJECTORIES IN DISTANCE EDUCATION BASED ON ARTIFICIAL INTELLIGENCE

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Abstract

In the context of digital transformation, the widespread integration of distance learning technologies in higher education has led to the emergence of new approaches to organizing the pedagogical process. Although distance learning platforms have significantly expanded access to educational resources and learning opportunities, many existing systems still lack mechanisms for effectively organizing instruction that accounts for the individual characteristics of students. Since learners differ in terms of prior knowledge, learning pace, interests, and academic performance, applying the same learning materials and instructional strategies to all students often reduces the overall effectiveness of the educational process.

This study proposes a pedagogical model for forming adaptive learning trajectories in distance education systems based on artificial intelligence technologies. The proposed model enables the generation of individualized learning pathways by analyzing students' learning activities, performance indicators, and knowledge levels. Through the use of intelligent data analysis and learning analytics, the model dynamically adapts educational content and instructional strategies to the needs of each learner. The results of the study demonstrate that the implementation of adaptive learning technologies in distance education environments can significantly improve learning efficiency, enhance student engagement, and support personalized learning processes in higher education.

Keywords: artificial intelligence, adaptive learning, distance education, pedagogical model, learning analytics.

Introduction

The rapid development of information technologies is causing significant transformations in modern education systems. In particular, distance learning platforms based on digital technologies contribute to increasing the flexibility and accessibility of the educational process. In recent years, the use of **Learning Management Systems (LMS)**, online learning platforms, and electronic educational resources has grown considerably in higher education institutions.

However, one of the major limitations of traditional distance learning systems is the uniform delivery of educational content to all students. Such an approach does not adequately account for the individual learning characteristics of students. As a result, the same learning materials may be too complex for some learners while being overly simple for others, which negatively affects the overall effectiveness of the learning process.

In pedagogical research and educational technologies, the concept of **adaptive learning** has been proposed as a solution to this challenge. Adaptive learning systems analyze students' knowledge levels, learning activities, and interests in order to generate individualized learning trajectories. This approach allows educational content and instructional strategies to be adjusted dynamically according to the needs and abilities of each learner.

The rapid advancement of **artificial intelligence (AI)** technologies has opened new opportunities for the development of adaptive learning systems. AI algorithms can analyze large volumes of educational data, model students' learning behaviors, and support the development of optimal instructional strategies tailored to individual learners.

The main objective of this study is to develop a model for forming adaptive learning trajectories in distance education systems based on artificial intelligence technologies and to evaluate its pedagogical effectiveness in improving the quality of the educational process.

Pedagogical Foundations of Adaptive Learning

Adaptive learning is a pedagogical approach aimed at organizing the educational process by taking into account students' individual characteristics and knowledge levels. Within this approach, learning materials are presented in accordance with the learner's current level of knowledge, learning pace, and cognitive abilities. Such personalization allows the learning process to be more effective by aligning educational content with the specific needs of each student.

Adaptive learning systems typically consist of several core components:

- **Student knowledge modeling**, which represents the learner's current level of understanding and competencies in a particular subject area;

- **Learning content modeling**, which structures educational materials according to complexity levels, topics, and learning objectives;
- **Pedagogical strategy modeling**, which defines instructional methods and rules for selecting appropriate learning activities;
- **Formation of individualized learning trajectories**, which determines the optimal sequence of learning materials and activities for each student.

In modern adaptive learning environments, technologies such as **learning analytics** and **educational data mining** are widely utilized. These technologies enable the analysis of large volumes of educational data generated during the learning process, including students' interactions with learning platforms, assessment results, and behavioral patterns.

Artificial intelligence algorithms play a significant role in adaptive learning systems by performing several key functions, including:

- assessing the student's knowledge level and learning progress;
- recommending appropriate learning materials based on individual needs;
- generating personalized learning trajectories;
- optimizing the overall learning process through continuous analysis and feedback.

Through the integration of artificial intelligence technologies, adaptive learning systems can dynamically adjust educational content and instructional strategies, thereby enhancing the efficiency and personalization of distance education environments.

Problems of Adaptive Learning in Distance Education Systems

Although the development of distance education systems has introduced new forms of organizing the learning process, their effectiveness is often limited by several pedagogical and technological challenges. In particular, the insufficient implementation of individualized learning approaches remains one of the major shortcomings of many distance education systems.

The first problem is the uniform presentation of learning materials to all students. In many distance learning platforms, educational resources are provided in a standardized format, and all students are expected to study the materials in the same sequence and structure. However, since students differ in terms of knowledge level, learning pace,

and interests, such an approach may reduce the overall effectiveness of the educational process.

The second problem is related to the limited mechanisms for accurately assessing students' knowledge levels. In many distance learning systems, assessment is primarily conducted through test results. However, a comprehensive evaluation of a student's knowledge should also consider other indicators, such as learning activity within the platform, task completion time, participation in discussions, and engagement with learning resources.

The third problem concerns the limited capability to monitor the learning process in real time. In many cases, instructors are unable to perform a comprehensive analysis of students' learning activities due to the large amount of data generated within online learning platforms. As a result, it becomes difficult to organize instruction based on an individualized approach.

To address these challenges, the use of artificial intelligence technologies plays an important role. Artificial intelligence algorithms can analyze large volumes of educational data generated during the learning process and identify individual learning patterns and characteristics of students. This enables the development of adaptive learning systems capable of dynamically adjusting educational content and instructional strategies.

The following table presents the main differences between traditional and adaptive learning systems.

Table 1

Comparison of Traditional and Adaptive Learning Systems

Indicator	Traditional System	Adaptive System
Learning materials	Same for all students	Individually adapted
Learning pace	Standardized	Adjusted to student ability
Monitoring	Limited	Continuous analysis
Decision-making	Teacher-based	Supported by artificial intelligence

As shown in the table, adaptive learning systems provide better opportunities for individualized instruction and more effective management of the educational process compared to traditional learning systems.

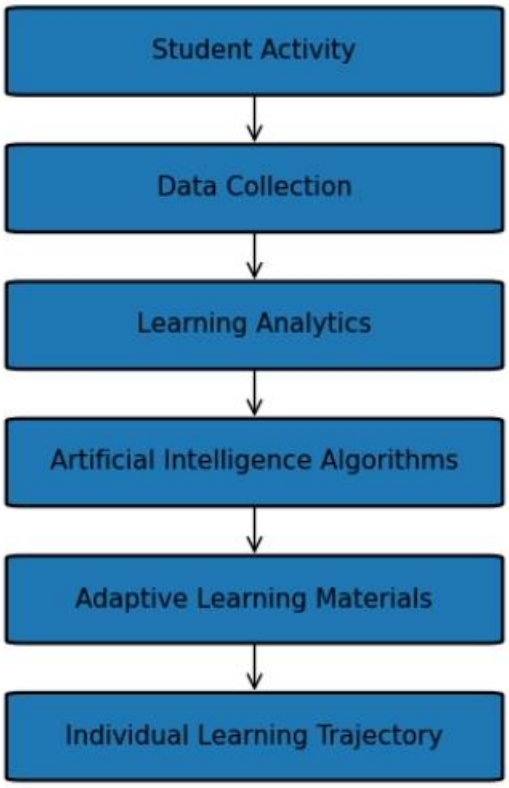
Pedagogical Model of Adaptive Learning

In this study, a pedagogical model for forming adaptive learning trajectories in distance education systems based on artificial intelligence was developed. The proposed model incorporates processes for collecting data on students' learning activities, analyzing these data, and generating individualized learning trajectories.

The proposed model consists of the following key components:

1. **Student Activity** – All learning activities of the student within the LMS platform are recorded, including interactions with learning materials, completion of assignments, and participation in discussions.
2. **Data Collection** – The data generated on the platform are stored in a centralized database, enabling further processing and analysis.
3. **Learning Analytics** – The collected data are analyzed using learning analytics technologies in order to identify learning patterns, performance indicators, and behavioral characteristics of students.
4. **Artificial Intelligence Algorithms** – Based on the analyzed data, AI algorithms construct a student knowledge model that reflects the learner's current level of understanding and learning progress.
5. **Adaptive Learning Materials** – Educational resources are dynamically selected according to the student's knowledge level and learning needs.
6. **Individual Learning Trajectory** – An optimal learning pathway is generated for each student, determining the sequence and complexity of learning materials.

Figure 1. Pedagogical Scheme of the Adaptive Learning Model



The proposed pedagogical model facilitates the organization of the educational process by taking into account the individual learning characteristics of students. Using this model, the student's knowledge level can be identified, and appropriate learning materials can be recommended accordingly. As a result, the learning process is organized based on a personalized approach, which contributes to improving the effectiveness of distance education.

Mechanism for Forming Adaptive Learning Trajectories

The process of forming an adaptive learning trajectory is carried out through several sequential stages.

In the **first stage**, the student's initial knowledge level is determined. For this purpose, diagnostic tests and data related to the student's previous learning activities are

analyzed. This stage allows the system to establish a baseline understanding of the learner's competencies and knowledge gaps.

In the **second stage**, the student's learning activity is continuously monitored. During this process, various indicators such as the student's activity on the learning platform, task completion time, assessment results, and level of engagement with learning resources are analyzed. Continuous monitoring enables the system to track learning progress and detect changes in the student's performance.

In the **third stage**, educational data are analyzed using artificial intelligence algorithms. Based on the collected and processed data, a **student knowledge model** is constructed. This model represents the learner's current level of understanding, identifies strengths and weaknesses, and provides the basis for selecting appropriate learning resources.

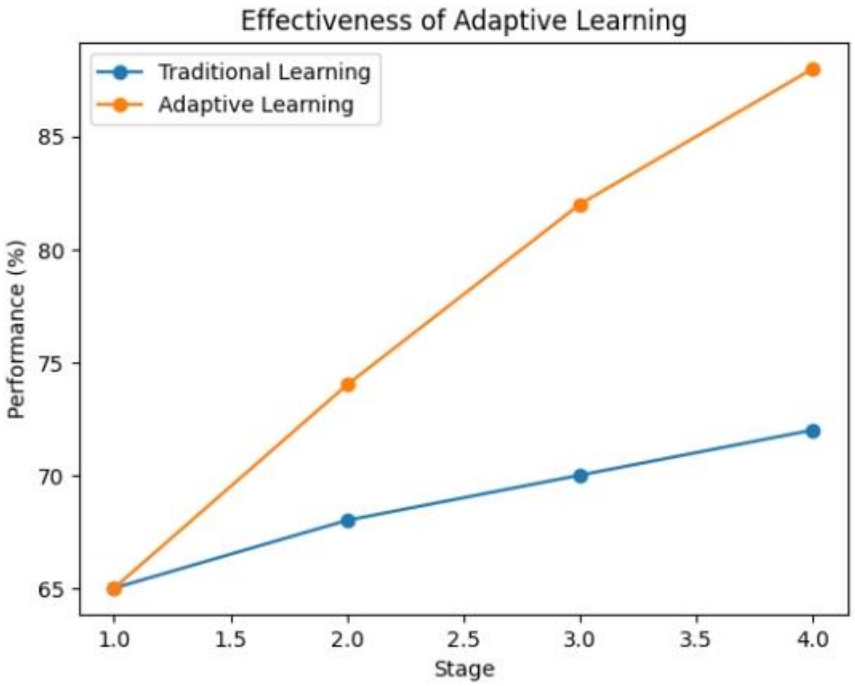
In the **fourth stage**, an **individual learning trajectory** is generated. At this stage, the system selects the most appropriate sequence of learning materials and educational activities according to the student's knowledge level, learning pace, and progress. As a result, the learning process becomes personalized and better aligned with the individual needs of each student.

Experimental Results

The proposed adaptive learning model was experimentally tested within a distance learning platform. The experiment involved several academic courses and a group of students participating in the learning process. During the study, the impact of the adaptive learning system on students' academic performance and learning outcomes was analyzed.

To evaluate the effectiveness of the proposed approach, students' knowledge levels were compared before and after the implementation of the adaptive learning system. The results of the study indicate that the use of adaptive learning technologies significantly improved students' academic performance and learning efficiency.

Figure 2. Effectiveness of Adaptive Learning



The results presented in the table demonstrate that the use of adaptive learning systems leads to a gradual improvement in students' knowledge levels. As the learning process progresses, the adaptive system continuously adjusts the educational content according to the learner's performance and learning behavior.

The formation of individualized learning trajectories plays a crucial role in organizing the learning process more effectively. By adapting educational materials to the student's abilities and progress, the system supports deeper understanding and improved learning outcomes.

Overall, the experimental results confirm that the integration of adaptive learning technologies into distance education systems can significantly enhance the effectiveness of the pedagogical process and contribute to improving the quality of education.

Conclusion

In this study, a pedagogical model for forming adaptive learning trajectories in distance education systems based on artificial intelligence technologies was developed. The proposed model enables the generation of individualized learning pathways by analyzing students' learning activities, knowledge levels, and academic performance indicators.

The results of the research demonstrate that the use of adaptive learning technologies contributes to improving students' knowledge levels, enhancing the effectiveness of the learning process, and organizing education based on an individualized approach. The application of artificial intelligence algorithms for analyzing educational data plays an important role in optimizing the teaching process and improving the overall quality of education.

Furthermore, adaptive learning systems provide new opportunities for organizing the pedagogical process more effectively within distance education environments. By forming individualized learning trajectories, it becomes possible to consider each student's learning needs, abilities, and progress. This approach contributes to increasing student motivation, improving academic performance, and ensuring the sustainability of learning outcomes.

Future research will focus on integrating the proposed adaptive learning model into real educational platforms, applying more advanced artificial intelligence algorithms for more accurate assessment of students' knowledge levels, and improving learning analytics technologies. In addition, the wider implementation of adaptive learning systems in higher education institutions may play an important role in supporting the digital transformation of the educational process and improving the quality of education.

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