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TEACHING SENIOR SCHOOL STUDENTS - STRATEGIES FOR WORKING WITH HYPERACTIVE STUDENTS AT SCHOOLS FOR GIFTED CHILDREN

Abstract

The article defines Special Educational Needs (SENs) and explains the increasing importance of inclusive education. The diversity among SEN learners is highlighted, focusing on the underestimated needs of hyperactive students. The problem stated in the article reflects the common challenges that educators face in

teaching and supporting hyperactive students, as their needs are often overshadowed by overtly disruptive behaviors. The research purpose presented in the article is to synthesize research-informed strategies that empower teachers to support hyperactive students, enhancing their participation, engagement, and academic success.

Key words: *special educational needs, hyperactive students, strategies to support hyperactive students, teaching gifted students, attention span, motivation for learning.*

1 Introduction

Special Educational Needs (SENs) learners represent a diverse population of students who require varying degrees of support due to physical, cognitive, emotional, or behavioral challenges. “Numerous teachers face significant challenges teaching SEN students, possibly stemming from a lack of guidance in translating broad principles formulated in teacher effectiveness frameworks into context-specific effective teaching behaviors.”[1] Thus it is not surprising that “teachers’ attitudes towards inclusive education, particularly towards students with special educational needs and disability (SEND), have become a focus of research in the past years.”[2] Such research is highly relevant in the modern Kazakhstani educational system that is striving to implement the principles of inclusive education into all levels from pre-school to higher education.

Researchers state that “children with special educational needs related to socioeconomic, language or cultural disadvantage (SENs) frequently do not have a positive attitude towards school, they are not motivated to study and have difficulty achieving satisfactory academic results.” [3] Among them, learners with hyperactivity—often linked to Attention Deficit Hyperactivity Disorder (ADHD) or similar neurodevelopmental conditions—present a distinct profile that combines high energy levels with impulsive behaviors and challenges in attention regulation. These characteristics can interfere with academic success and social integration, even in enriched educational environments such as schools for gifted children.

Educators face numerous challenges in teaching hyperactive learners. These students may disrupt lessons, struggle to complete tasks, or have difficulties interacting with peers and adults appropriately. While their talents may be undeniable, their hyperactivity can mask their intellectual potential, leading to underachievement or social isolation if not addressed effectively. The tension between their giftedness and behavioral difficulties often leaves teachers underprepared and overwhelmed.

This paper is grounded in a focused study of two specialized schools for gifted students in Kostanay and Kostanay region: Kostanay Physics and Mathematics Lyceum and Tobyl Gymnasium School, Kostanay region. These institutions cater to high-achieving students in sciences, arts, and performance-based disciplines. Despite their academic prowess, several students at these schools demonstrate behaviors consistent with hyperactivity, necessitating specific pedagogical adaptations. Through a combination of literature synthesis, case-based strategies, and ethical classroom practices, this study seeks to identify, validate, and disseminate best practices for teaching hyperactive SENs learners in such specialized educational contexts.

Research questions included the following:

- Definition of SENs learners in general and hyperactive learners in particular.
- Why hyperactivity is a problem for educators.

Research background: two schools for talented learners in Kostanay and region.

2 Materials and Methods

Literature Review

To address the needs of hyperactive SENs learners, an extensive review of current educational psychology, inclusive pedagogy, and behavior management literature was conducted. It is important to understand the scope of the issue before delving into it. As it was found out, “the use of technology for children and adolescents with Attention Deficit Hyperactivity Disorder and their academic

achievements in language learning, as well as their attitudes towards technology use” [4] is a popular direction of the research in this sphere. The authors have also been involved into investigating how application of AI to teaching can influence students’ academic results [5] Key frameworks include cognitive-behavioral strategies, Universal Design for Learning (UDL), and social-emotional learning (SEL) paradigms, all of which inform the structure and delivery of support strategies. Research on ADHD and executive functioning deficits played a central role in framing the behavioral characteristics and needs of the learners. As research shows, “students with and without SEN use both social and dimensional comparisons when evaluating their abilities and interests” [6] It is also stated by the researchers that “attention-deficit/hyperactivity disorder (ADHD) is one of the common neurodevelopmental disorders in children” [7]. It is obvious that a special approach is required for solving the issues related to teaching SEN hyperactive learners in a general school setting [8], especially if they show traits of giftedness.

Mixed-methods approach (for the purpose of the article, a literature-based synthesis combined with case study observations) was used, integrating theoretical insights with qualitative observations from real educational settings. The primary methodology combined:

Literature-based synthesis of inclusive education and SENs strategies.

Case study observations from classrooms in two Kostanay-based schools for talented children.

Focus group discussions with educators before, during, and after the intervention period.

Three phases of focus group discussions were organized with subject teachers, school psychologists, and administrators:

- Pre-implementation: To assess current perceptions and challenges related to hyperactive students.
- Mid-intervention: To gather feedback on applied strategies and adjust implementation.
- Post-intervention: To evaluate effectiveness, document changes, and discuss sustainability.

Lesson modeling and strategy testing within actual classroom contexts, using SEN-inclusive approaches tailored to hyperactive learners.

Strategies outlining and approbation during the research period was the core part of it as well as the main expected outcome. Strategies development, implementation and evaluation was integrated into focus group discussions and further lesson modelling with SENs hyperactive learners in mind. Customized strategies were introduced and tested through collaborative lesson planning and co-teaching sessions. Teachers applied these methods in small group and whole-class contexts. Observational logs, student performance metrics, and qualitative feedback from both students and teachers were analyzed to assess outcomes.

Analysis of the results and making conclusions was performed with strong ethical considerations in mind: student confidentiality and sensitivity to SEN populations was maintained within the study and reporting process. In keeping with international ethical standards for educational research, student confidentiality was maintained at all stages. No personally identifiable data was collected or disclosed. Additionally, special care was taken to ensure that the interventions were respectful of students' emotional and developmental needs.

3 Results

Understanding and recognizing Hyperactive Learners

Hyperactive learners, particularly those with ADHD or similar profiles, often benefit significantly from targeted Social Skills Training (SST). Their hyperactivity may lead to impulsive behaviors, difficulties in peer relationships, or challenges in interpreting social cues. Hyperactivity manifests in several distinct behaviors: restlessness, fidgeting, talking excessively, difficulty waiting one’s turn, and impulsivity. In schools for talented children, such behaviors can be misinterpreted as defiance or immaturity. However, proper identification reveals that these behaviors often stem from neurological underpinnings such as underdeveloped executive functioning, poor emotional regulation, or heightened sensory sensitivity.

Structured lesson planning that integrates theoretical models such as Bloom's Taxonomy [9, 6] and contemporary methodologies in foreign language teaching (FLT) has become indispensable for meeting current educational demands. These approaches help create lessons that are both engaging and effective in fostering higher-order thinking and practical language use.

The lessons discussed in this article were taught by the authors during the 2024-2025 academic year at the Tobyl Gymnasium School and Kostanay Physics and Mathematics Lyceum. Although developed within the requirements of the compulsory curriculum, these lessons notably stood out as "magic moments of teaching" [10, 147] due to the distinctively strong emotional and cognitive reactions from students. An analysis conducted by the academic author identified key reasons behind these highly positive student responses, highlighting the effectiveness of the lesson structure and applied methodologies.

All lessons demonstrate a diverse array of instructional strategies, effectively integrating elements of creativity, critical thinking, and student engagement. They align closely with Bloom's Taxonomy, addressing cognitive skills ranging from basic recall to advanced evaluation and creative processes. Additionally, the lessons embody contemporary FLT principles, emphasizing communicative competence [11,18], task-based instruction [12, 8], and the incorporation of cultural and artistic elements [13, 86].

Pre-implementation focus group discussion showed that all researchers could clearly identify the target group of learners by their distinctive behavior. Challenges faced by hyperactive students in school were identified: often these learners are the leaders in their classes, (though there were two cases identified when hyperactive learners found it difficult to integrate into their peer groups as they lacked consideration and empathy and confronted their classmates on a number of social occasions). Hyperactive students also encounter a variety of academic and social hurdles:

- **Task Initiation and Completion:** They may begin assignments eagerly but lose focus midway or fail to follow through.
- **Peer Relationships:** Impulsive behavior can alienate peers, reducing opportunities for social inclusion.
- **Emotional Regulation:** Hyperactive learners are more likely to experience frustration, outbursts, or mood swings.
- **Mislabeling:** Teachers may perceive them as inattentive, disruptive, or disrespectful, often leading to punitive approaches instead of support.

As a **solution for the problems identified**, the Targeted Social Skills Training Program was worked out and integrated into the teaching process. It involved three directions: first, explicit teaching of interpersonal skills and introducing groupwork analysis through special tasks given for group assignments at the lessons. Students received personal assignments for their group projects – being planners, researchers, poster designers, analysts, presenters with instructions concerning their activities and expected outcomes. Second, on the assignment's completion, students had to complete the graphic organizer evaluating each person's participation in the preparation and presentation of the poster. It also involved emotional feedback from students – they had to label each stage of the project with an appropriate emoji.

Targeted Social Skills Training (TSST) has shown significant benefits for these learners. By explicitly teaching interpersonal skills, helping them navigate group dynamics, and managing their emotional states, schools can reduce behavioral incidents and increase academic engagement.

Mid-intervention focus group discussion set as its goal analysis and summary of the TSST implementation for further refinement and development of the appropriate teaching strategies.

Effective strategies for teaching hyperactive SENs learners that were the result of the discussion include the following:

Universal Classroom Strategies:

Routine and Structure: Implement consistent classroom routines to provide security and predictability.

Clear, Concise Instructions: Use simple language, repeat instructions, and check for understanding.

Visual Supports: Employ charts, schedules, and visual timers to aid comprehension and task initiation.

Prompting and Cueing: Use gentle prompts and cues to encourage participation without putting students on the spot.

Individualized Approaches:

Personalized Goal Setting: Collaboratively set achievable, incremental goals for participation and work completion.

Break Tasks into Manageable Steps: Scaffold assignments into smaller, clear segments with visible progress markers.

Flexible Assessment: Allow alternate forms of demonstrating understanding, such as oral responses or projects instead of written tests.

Promoting Social Inclusion:

Peer Support Programs: Pair hyperactive students with empathetic peers for group work and social activities – English School Theatre and Fashion Model Theatre

Structured Social Interactions: Facilitate organized games or discussion prompts that give every student a turn to participate.

Social Skills Training: Incorporate explicit teaching of Core Social Skills for Hyperactive Learners

1. Impulse Control & Turn-Taking

Why it's important: Hyperactive learners often interrupt, blurt out answers, or dominate conversations. What to teach:

- ✓ Pausing before speaking ("Stop-Think-Act" method)
- ✓ Waiting for one's turn (games with rules, classroom dialogue strategies)
- ✓ Using cue cards or visuals as reminders

2. Reading Social Cues

Why it's important: They may miss body language, tone of voice, or facial expressions. What to teach:

- ✓ Identifying emotions in others (using videos, photos, or role play)
- ✓ Practicing eye contact and appropriate personal space
- ✓ Recognizing when someone is bored, annoyed, or uncomfortable

3. Managing Emotions

Why it's important: Emotional outbursts or excessive excitement can strain peer relations.

What to teach:

- ✓ Naming feelings (building emotional vocabulary)
- ✓ Calming techniques (deep breathing, count to ten, mindfulness exercises)
- ✓ Self-monitoring charts or "mood meters"

4. Cooperative Play and Group Work

Why it's important: Many hyperactive learners struggle with collaboration. What to teach:

- ✓ Listening actively
- ✓ Sharing materials and space
- ✓ Compromising and resolving small conflicts

5. Conversational Skills

Why it's important: Conversations can feel one-sided or inappropriate if not guided. What to teach:

- ✓ Topic maintenance (not jumping to unrelated topics)
- ✓ Asking follow-up questions
- ✓ Recognizing when to end a conversation politely

6. Dealing with Mistakes & Criticism

Why it's important: These learners may react strongly to feedback or rejection. What to teach:

- ✓ Positive self-talk ("Mistakes help me learn")
- ✓ Accepting feedback without defensiveness
- ✓ Role-playing how to apologize or fix a mistake

Teacher-student relationships are of utmost importance and require building trust. It is essential to spend one-on-one time with hyperactive students to understand their strengths, interests, and anxieties. Consistent positive reinforcement is extremely important for hyperactive learners. Teachers used specific praise and encouragement to recognize effort and progress, which greatly contributed to the establishment of rapport and positive learning environment.

Artificial Intelligence (AI) opens new possibilities for teaching English to young learners, including those with Special Educational Needs (SENs) such as hyperactivity. Due to its flexibility, interactivity, and adaptability, AI tools enable the creation of engaging and effective supplementary activities tailored to children's individual needs, significantly benefiting hyperactive learners by sustaining their attention and interest. This text explores how AI can be integrated into the learning process, types of activities to organize, tasks suitable for primary school students, and the most effective AI tools for achieving educational goals.

Advantages of Using AI in Teaching Young Learners:

Adaptive Learning: AI can analyze learners' knowledge levels and adjust tasks to their individual needs. Platforms like Duolingo adjust task difficulty based on student performance, crucial for hyperactive students needing personalized pacing.

Interactivity: Interactive apps like Kahoot! or Quizlet encourage participation through gamification, effectively engaging hyperactive learners who thrive in stimulating environments.

Development of Independent Learning Skills: AI tools assist young students in developing self-regulation and independent learning. Voice assistants like Google Assistant can train listening skills, providing immediate and interactive feedback beneficial for SENs learners.

Accessibility: Many AI solutions are available online, allowing continuous learning both at school and home, essential for maintaining consistency with SEN hyperactive learners.

Types of AI-based Activities:

Individual Activities:

Adaptive platforms like Lingokids or ABCmouse provide personalized learning based on students' abilities and preferences.

Chatbots like ChatGPT offer conversational practice, particularly valuable for SEN hyperactive learners who benefit from interactive and personalized dialogue.

Group Interactive Activities:

Apps like Kahoot! or Plickers facilitate quizzes and competitions, promoting teamwork and active participation among hyperactive students.

Group projects using Padlet or Miro allow collaborative creation of collages or stories in English, supporting cooperative and interactive learning.

Game-Based Activities:

Applications like Minecraft Education Edition facilitate language learning through task-oriented activities in virtual settings, ideal for hyperactive learners needing dynamic engagement.

Platforms like Tynker enable children to program simple English-language games, enhancing both linguistic and technical skills through interactive challenges.

Types of Tasks for Young Learners:

Listening:

Apps like BBC Learning English: Little Learners offer short stories and songs with comprehension tasks.

Voice assistant tasks (e.g., "Find the object that starts with the letter B") actively engage SEN learners through direct interaction.

Reading:

Interactive e-books (e.g., Epic!) encourage reading comprehension and provide rewards, motivating hyperactive learners through immediate reinforcement.

Chatbots facilitate dialogue reading and text analysis.

Writing:

Online dictation through platforms like Edmodo or Quill.

Creation of thematic comics using Storyboard That, fostering creativity and sustained focus for hyperactive students.

Speaking:

Speechify and similar apps train pronunciation and intonation.

Virtual role-play using English-language chatbots effectively engages SEN learners by offering structured yet stimulating conversational practice.

Games and Projects:

Educational games on Kahoot! or Quizizz foster competitive learning.

Animation creation with Toontastic 3D promotes storytelling and linguistic creativity.

Recommended AI Tools for Various Purposes:

Vocabulary Learning:

Quizlet offers flashcards and vocabulary quizzes.

Wordwall creates interactive exercises like crosswords and puzzles.

Pronunciation Training:

Elsa Speak analyzes pronunciation, providing improvement feedback.

Google Read Along evaluates reading accuracy.

Writing Skills Development:

Grammarly corrects spelling and grammar, aiding young learners in writing tasks.

WriteReader allows children to create personalized English-language books.

Grammar Learning:

Grammaropolis explains grammar rules through animated videos and interactive games.

English Grammar in Use App provides interactive practice exercises.

Communication Skills Development:

ChatGPT supports dialogues, situational tasks, and role-play scenarios.

Virtual Speech offers speaking practice activities across various contexts.

These structured approaches and AI integrations ensure inclusive, effective language education, particularly addressing the unique learning profiles of SEN hyperactive learners.

Post-intervention focus group discussion took place after all the strategies had been approved, at the end of academic year. It included, in addition to the research group and school administrators, parents or caregivers of the targeted group of learners. Videoclips from successful lessons and extracurricular activities, including English theater performances and School Fashion Shows were demonstrated and analyzed along with the problematic situations that occurred in the process and afterwards. Classroom logs that had been kept by the teachers included descriptions of lesson disruption cases were summarized into diagrams that were demonstrated and discussed at this concluding event. All in all, 30 lessons were included into this analysis, 15 from each school: 5 lessons preceding the first focus group discussion, 5 lessons during implementation of the project and five lessons after all designed strategies had been applied to the teaching process.

4 Discussion

Open communication with families through maintaining regular, collaborative communication with parents or caregivers helped to tailor educational strategies for both classroom and home usage and celebrate successes.

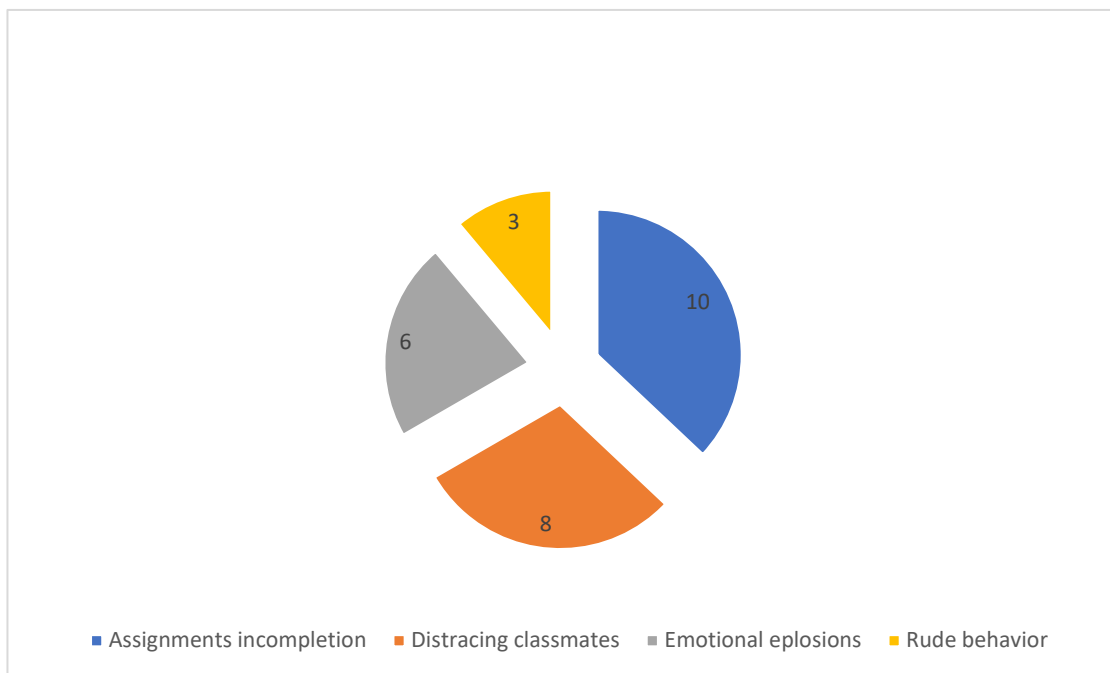


Diagram 1. – Cases of desruptive behavior before the strategies' implementation

Classroom logs analysis was carried out for 10 lessons (five in each school) before the strategies’ implementation, 10 lessons in the process, immediately following the Mid-intervention focus group discussion, and 10 lessons after all the strategies had been approbated, at the end of academic year. Results achieved testified to the visible improvement of social skills and classroom behaviors of hyperactive learners, which can be seen from the diagrams below:

As Diagram 1 above shows, all 10 lessons involved the cases of SEN students’ failing to complete their assignments, at 8 lessons out of 10 hyperactive learners distracted their classmates from the lesson, and there were 6 lessons with emotional explosions of the targeted group of students. In three lessons it even led to their rude behavior towards the peers or the teacher.

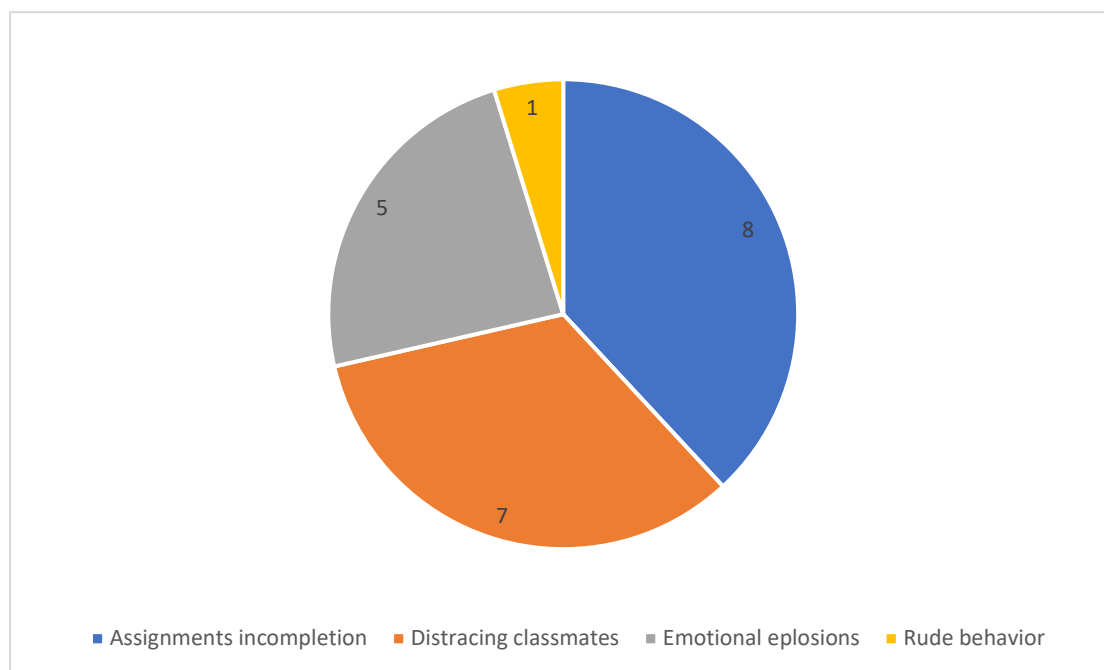


Diagram 2. – Cases of desruptive behavior during the strategies' implementation

As Diagram 2 above shows, in the process of the research the number of lessons that involved the cases of SEN students’ failing to complete their assignments reduced by 2, constituting 8 cases out of 10. At 7 lessons out of 10 hyperactive learners distracted their classmates from the lesson, and there were 5 lessons with emotional explosions of the targeted group of students. In one lesson it led to their rude behavior towards the peers or the teacher. The diagram shows positive dynamics in all the analyzed cases, even if not dramatic improvement.

As Diagram 3 above shows, after of the research the number of lessons that involved the cases of SEN students failing to complete their assignments reduced by 3, constituting 7 cases out of 10. This criterion showed the most stable improvement in the result of the strategies implementation. At 7 lessons out of 10 hyperactive learners distracted their classmates from the lesson, the same as in the process of the research. It can be accounted to the nature of their disorder – they keep distracting themselves as well as other students, even if the assignment they are doing is interesting to them. There were 3 lessons with emotional explosions of the targeted group of students, which shows the reduction of this criterion by 50% in comparison with the beginning of the research. In one lesson it led to their rude behavior towards the peers or the teacher – this criterion also showed considerable improvement in comparison with the first diagram. The diagram shows positive dynamics and some stability in improvement in all the analyzed cases, even if not dramatic advance.

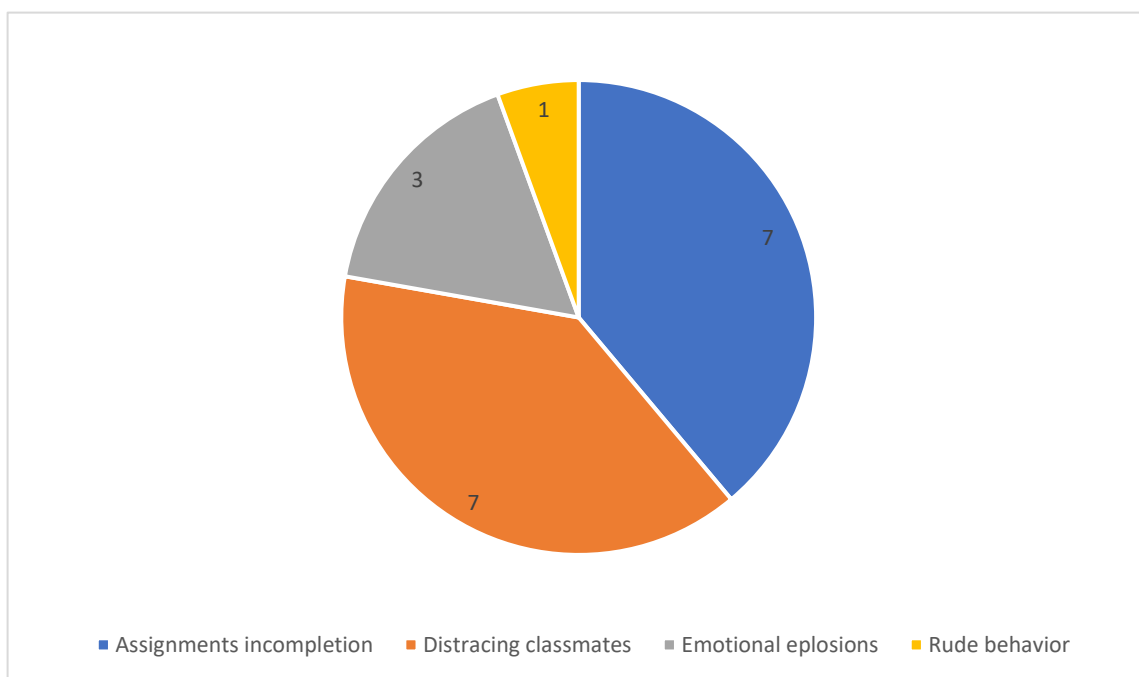


Diagram 3. – Cases of disruptive behavior after the strategies' implementation

Synthesis of key findings: bringing together evidence from literature and case examples to highlight the most effective strategies, we can see implications for inclusive practice: discussion how adopting these strategies benefits not only hyperactive students but the wider classroom community. However, it is necessary to point out limitations: we need to acknowledge the limitations of current research, including variability in identification of hypoactivity and potential bias in teacher perceptions. It gives us future directions, suggesting areas for further research, such as longitudinal studies on intervention effectiveness or the impact of teacher training programs

5 Conclusions

Summarizing the major points, it is necessary to reiterate the importance of recognizing and supporting hyperactive SENs learners, the value of proactive classroom strategies, and the need for ongoing research and professional development. We would like to introduce a call to action and

encourage educators, administrators, and policymakers to prioritize the inclusion of hyperactive students in planning, training, and resource allocation.

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КУДРИЦКАЯ, М.И., КОПЕЙКИНА, Л.Н., МИХАЛЬКОВА, Н.М., БУДИЛОВА, Е.М.

ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫН ОҚЫТУ - ДАРЫНДЫ БАЛАЛАРҒА АРНАЛҒАН МЕКТЕПТЕГІ ГИПЕРАКТИВТІ ОҚУШЫЛАРМЕН ЖҰМЫС ІСТЕУ СТРАТЕГИЯЛАРЫ

Бұл мақалада Ерекше Білім Беру Қажеттіліктері (SEN) анықталған және инклюзивті білім берудің өсіп келе жатқан маңыздылығы түсіндірілген. Гиперактивті оқушылардың жеткіліксіз танылған қажеттіліктеріне назар аудара отырып, SEN студенттері арасындағы әртүрлілік ерекше атап өтіледі. Мақалада айтылған мәселе тәрбиешілердің гиперактивті оқушыларды оқыту және

қолдау кезінде кездесетін жалпы қиындықтарын көрсетеді, өйткені олардың қажеттіліктері көбінесе ашық деструктивті мінез-құлықпен көлеңкеленеді. Мақалада ұсынылған зерттеудің мақсаты-мұғалімдерге гиперактивті оқушыларды қолдауға, олардың қатысуын, белсенділігін және оқу жетістіктерін арттыруға мүмкіндік беретін зерттеулерге негізделген стратегияларды синтездеу.

Түйінді сөздер: Ерекше Білім Беру Қажеттіліктері, гиперактивті оқушылар, гиперактивті оқушыларды қолдау стратегиялары, дарынды оқушыларды оқыту, зейіннің шоғырлануы, оқуға ынталандыру.

КУДРИЦКАЯ, М.И., КОПЕЙКИНА, Л.Н., МИХАЛЬКОВА, Н.М., БУДИЛОВА, Е.М.

ОБУЧЕНИЕ СТАРШЕКЛАССНИКОВ – СТРАТЕГИИ РАБОТЫ С ГИПЕРАКТИВНЫМИ УЧАЩИМИСЯ В ШКОЛАХ ДЛЯ ОДАРЕННЫХ ДЕТЕЙ

В настоящей статье дается определение особых образовательных потребностей (SEN) и объясняется растущая важность инклюзивного образования. Подчеркивается разнообразие учащихся с особыми образовательными потребностями, при этом особое внимание уделяется недооцененным потребностям гиперактивных учащихся. Проблема, изложенная в статье, отражает общие проблемы, с которыми сталкиваются педагоги при обучении и поддержке гиперактивных учащихся, поскольку их потребности часто затмеваются откровенно деструктивным поведением. Цель исследования, представленного в статье, состоит в том, чтобы синтезировать основанные на научных исследованиях стратегии, которые позволят учителям поддерживать гиперактивных учащихся, повышая их вовлеченность и академическую успешность.

Ключевые слова: особые образовательные потребности, гиперактивные учащиеся, стратегии поддержки гиперактивных учащихся, обучение талантливых учащихся, концентрация внимания, мотивация к обучению.

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ВОЗМОЖНОСТИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ПРИ ИНДИВИДУАЛИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ВУЗА ПРИ КРЕДИТНОЙ СИСТЕМЕ ОБУЧЕНИЯ

Аннотация

В статье рассмотрены перспективы использования искусственного интеллекта (ИИ) в адаптивном обучении студентов в условиях кредитно-модульной системы, характерной для вузов Казахстана. Раскрыты понятие и особенности процесса индивидуализации учебной деятельности, показано влияние ИИ на персонализацию, мотивацию и успеваемость студентов, приведены статистические данные о применении ИИ в высшем образовании.

Ключевые слова: *искусственный интеллект, индивидуализация, учебная деятельность, кредитная система обучения, качество образования.*

1 Введение

Современное высшее образование переживает этап трансформации, связанный с глобальной цифровизацией и переходом от традиционных подходов к личностно-ориентированной модели обучения, в основе которой лежит принцип учета индивидуальных особенностей каждого обучающегося. Такой подход предполагает создание условий, при которых студент может самостоятельно формировать свою образовательную траекторию с учетом уровня подготовки, профессиональных интересов, темпа освоения материала и личных целей.

Кредитная система обучения, внедренная в вузах Казахстана в рамках Болонского процесса, предоставила студентам большую академическую свободу: возможность выбирать элективные дисциплины, гибко планировать учебный график и регулировать нагрузку. Однако практическая реализация индивидуализации в таких условиях сталкивается с рядом сложностей. Преподавателям и администрациям вузов необходимо обрабатывать большие объемы данных об успеваемости студентов, их активности, предпочтениях и результатах текущего контроля. Традиционные методы организации учебного процесса не позволяют в полной мере оперативно и эффективно учитывать все эти параметры.

В этом контексте искусственный интеллект (ИИ) становится ключевым инструментом для обеспечения индивидуализации учебной деятельности. ИИ-технологии позволяют автоматизировать сбор и анализ данных, выявлять образовательные дефициты, прогнозировать академические риски и формировать персонализированные учебные траектории. Кроме того, системы на основе ИИ обеспечивают возможность адаптивного контроля знаний, подбора

МАЗМҰНЫ

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