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**LEVEL-BASED PERSONALIZED LANGUAGE TRAINING TECHNOLOGY
FOR INTERNATIONAL RELATIONS STUDENTS**

Specialty: 5.8.7 Methodology and technology of professional education

Abstract of the dissertation for the degree of Candidate of Pedagogical Sciences

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Relevance of the research

The modern development of society and the transformation of the educational paradigm bring to the forefront the need to fully account for the individuality of the learner. Russian higher education is naturally transitioning from unified educational models towards creating conditions for self-realization. This strategic course is enshrined in the Federal Law "On Education in the Russian Federation" and in the National Project "Youth and Children".

The relevance of personalization is reinforced by the demands of the modern labor market. Research records a significant gap between the competencies demanded by employers and students' learning priorities. A dynamic professional environment requires graduates not only specialized knowledge but also the ability for continuous self-education, critical thinking, and effective intercultural communication. According to the "Atlas of New Professions," multilingualism and multiculturalism will become the most important competencies of the future professional. Under these conditions, the personalization of language education serves as a tool for training a competitive specialist.

The implementation of this approach is complicated by the objective conditions of mass higher education. Existing practices, such as the formal creation of individual educational routes, often only increase the bureaucratic burden without addressing the issue of deep personalization of the educational process. Consequently, there is a need for models and algorithms of personalization that would be reproducible and realistic for implementation in mass university practice.

Key concepts. The following hierarchy of basic concepts is used in this study:

Technology of level-based personalization: a system of design and procedural steps (algorithm) that ensures personalized learning.

Level-based model of personalization: the theoretical framework of the technology of level-based personalization, describing the structure of the system, levels of personalization, and the mechanism of student transition between levels.

Theoretical and methodological concept of personalized learning: the philosophical and pedagogical foundation that justifies the choice of approaches and didactic principles.

Development of the problem

A significant body of experience on various aspects of the problem of personalization in education has been accumulated in Russian and foreign scientific and pedagogical literature.

The philosophical and general theoretical foundations of personalization were laid in the works of F. Schleiermacher, who developed the hermeneutic principle of the uniqueness of individual experience, as well as representatives of existentialism K. Jaspers and J.-P. Sartre, whose ideas about man as a "project" and responsibility for one's own formation created a metaphysical justification for conscious educational choice. In psychology, the concept of "persona" (C. Jung) and the theory of self-actualization (A. Maslow), and in sociology, the analysis of individualization as a response to the challenges of modernity and globalization (A. Giddens, Z. Bauman, U. Beck) laid the foundation for understanding personalization as a socio-pedagogical phenomenon.

In Russian pedagogy, the evolution of approaches to accounting for individuality has gone through several stages: from adaptive individualization of learning (L.S. Vygotsky, B.G. Ananyev) through personality-oriented learning (I.S. Yakimanskaya, V.V. Serikov, I.A. Zimnyaya) to the modern synthesis of ideas of tutoring, digital technologies, and synergetics. A significant contribution to the understanding of personalization as a systemic phenomenon was made by E.F. Zeer and O.V. Krezhevskikh, who proposed a structural-functional model of personalized education for future teachers based on the principles of non-linearity and transdisciplinarity.

The study analyzes modern Russian and foreign models and practices of personalized learning. The comparative analysis revealed their instrumental advantages but also systemic limitations: fragmentation, a primary focus on the school context, technological determinism, static personalization, or, conversely, high labor intensity that hinders scaling to other areas of training.

The analysis of scientific works allowed identifying a number of contradictions that determined the main direction of this research:

- between the objective socio-pedagogical need for personalized language education and the insufficient development of a holistic, theoretically grounded, and technologically supported didactic system adapted to the specifics of language education and the realities of mass higher education;
- between the presence of an interdisciplinary foundation and an arsenal of practical methods in the field of language education and the absence of a holistic model based on a system of didactic principles;
- between the declared importance of personalization and the absence of a practical algorithm for designing personalized language courses implementable in the conditions of mass higher education.

The identified contradictions made it possible to formulate the **research problem**, which lies in the need to develop and scientifically substantiate a technology of level-based personalization of language education that ensures the progressive development of student subjectivity and the formation of their professional and communicative competencies.

The need to solve this problem determined the **research topic**: «Level-based personalized language training technology for international relations students.»

The aim of the research is the theoretical substantiation, technological development, and approbation of the technology of level-based personalization of teaching a foreign (English) language to students of the «International Relations» field of study in higher education.

The object of the research is the teaching of a foreign (English) language to students of the «International Relations» field of study in higher education.

The subject of the research is the process of organizing personalized teaching of a foreign language to university students based on the technology of level-based personalization.

Based on the problem, aim, object, and subject, the **research hypothesis** is formulated: the implementation of personalized foreign language education based on the

developed technology of level-based personalization, which includes a four-level model and a corresponding technological algorithm, will contribute to:

- improving students' academic performance by reducing the proportion of underachievers and increasing the proportion of students achieving high grades;
- developing students' learning autonomy;
- forming professional and communicative competencies, manifested in students' ability to solve professional tasks of varying degrees of complexity in a foreign language;
- a high level of subjective satisfaction among participants in the educational process, due to the relevance of the content and forms of learning to the individual professional interests of students.

To achieve the research aim, the following **tasks** were formulated:

1. Identify and theoretically substantiate a system of didactic principles of personalized language education and the corresponding methodological toolkit.
2. Develop and theoretically substantiate a level-based model of language education personalization that integrates systemic, synergetic, and contextual approaches.
3. Design a technological algorithm for implementing personalized language education that ensures the progressive movement of students through the levels of personalization.
4. Create a system of criteria and assessment tools for personalized language education.
5. Conduct experimental approbation of the developed model of personalized language education and the technological algorithm for its implementation, evaluate their effectiveness based on the developed system of criteria, and implement the research results into the educational process of the university.

The theoretical and methodological foundation of the research comprises:

- *the systemic approach*, which allowed viewing personalized learning as a holistic structure whose elements are in stable interconnections and subordinated to a common goal — the development of student subjectivity and the formation of
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- their professional competencies (theories of systems by A.N. Averyanov, V.G. Afanasyev, V.P. Bespalko, G.N. Serikov, N.F. Talyzina, etc.);
- *the synergetic approach*, which allowed revealing the mechanisms of personalized learning functioning through the consideration of education as a complex self-organizing system (works of I.R. Prigogine, I. Stengers, L.F. Chernogor, as well as modern researchers in the field of pedagogical synergetics — N.F. Dobrynina, I.N. Petrovykh, S.L. Novolodskaya);
 - *the contextual approach* by A.A. Verbitsky, which determined the substantive logic of personalization: how educational activity gradually transforms into professional activity;
 - *the personality-oriented and subject-activity approaches*, revealing the mechanisms of student subjectivity formation (N.A. Alekseev, E.V. Bondarevskaya, I.S. Yakimanskaya, V.V. Serikov, I.A. Zimnyaya, A.N. Leontiev, S.L. Rubinshtein);
 - *the theory of pedagogical systems and pedagogical design*, used to develop a technological algorithm for implementing personalized learning (V.P. Bespalko, V.A. Slastenin, E.S. Zair-Bek, V.V. Kraevsky);
 - *the theory of teaching foreign languages*, including modern approaches to teaching language for professional purposes, including Content and Language Integrated Learning (CLIL), communicative and competency-based approaches (G.I. Bogin, E.I. Passov, N.D. Galskova, D. Coyle, D. Marsh, V.V. Petrusinsky).

Stages of the research

The experimental work was conducted in four stages.

Ascertaining stage (September 2025) — conducting input diagnostics of language proficiency (CEFR), a professional-target survey, and a reflexive questionnaire to determine the profile of students' learning autonomy.

Formative stage (October — December 2025) — implementation of the developed level-based model of personalized learning and the technological algorithm in the educational process of the experimental group.

Control stage (December 2025 — January 2026) — conducting final assessment in the experimental group, repeated surveys to identify the dynamics of autonomy and professional interests, collection of archival data on academic performance of control groups, analysis of qualitative materials.

Analytical stage (January — February 2026) — systematization and interpretation of the obtained data, statistical processing of results, formulation of conclusions on the effectiveness of the developed model, identification of limitations and development prospects, preparation of recommendations for implementing the research results into the educational process.

Scientific novelty of the research results:

- A technology of level-based personalization of language education has been developed, the theoretical framework of which is a level-based model of language education personalization integrating systemic, synergetic, and contextual approaches.
- A hierarchical system of didactic principles of personalized language education has been proposed, which has no analogues in existing research.
- A technological algorithm for implementing personalized language education has been constructed, representing a reproducible sequence of pedagogical operations.
- A three-component system of criteria and assessment tools for personalized language education has been created, performing diagnostic, formative, and final-regulatory functions.

The results of the conducted research are of both theoretical and methodological and practical nature.

The theoretical significance of the research lies in its scientific contribution to the development of the theory and methodology of professional and linguistic education. The results expand and deepen the understanding of personalization in higher education due to:

- theoretical substantiation and structuring of the level-based approach to personalization as applied to language education;

- integration of the provisions of synergetics, systemic and contextual approaches into the methodology of teaching foreign languages, which allows considering the educational process as a complex self-organizing system and designing it taking into account the properties of such systems;
- development and systematization of didactic principles of personalized language education;
- concretization of the concepts of «language para-environment» and «profile of learner autonomy» in the context of personalization.

The practical significance of the research is determined by the fact that the scientific provisions, developed models and tools have been implemented in educational practice and can be used to improve the effectiveness of language training in universities:

- the developed technology of level-based personalization provides teachers and methodologists with a toolkit for creating and updating educational programs, teaching materials, and elective courses;
- the system of didactic principles and methods, as well as effectiveness assessment criteria, can be directly used in the practice of teaching foreign languages in non-linguistic fields for lesson planning and conducting assessment;
- the tested teaching and learning materials «Beyond Borders: English for International Relations» can serve as a model for creating similar personalized educational materials on other topics and for other fields of study;
- the dissertation materials can be used in the system of advanced training for university teachers and included in the content of educational courses for master's students in pedagogical and philological fields;
- the results of the research have been implemented in the educational process of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation, as confirmed by relevant certificates, and demonstrate the possibility of scaling the proposed approach in other universities.

Provisions submitted for defense

1. The system of didactic principles of personalized language education. The system is revealed through a three-level hierarchy: target principles that set the vector of personalization; procedural principles that organize interaction in the educational environment; instrumental principles that ensure flexibility of implementation.
 2. The level-based model of language education personalization, which serves as the core of the developed technology of level-based personalization, representing four successive levels integrating systemic, synergetic, and contextual approaches. The integration of approaches allows the model to simultaneously perform design and procedural functions. Transitions between levels of personalization are interpreted as pedagogically organized bifurcation points that ensure a qualitative leap in subjectivity, and the formation of competencies at the transformative level acts as an emergent effect irreducible to the sum of knowledge, skills, and abilities.
 3. The technological algorithm for implementing personalized language education, representing an ordered sequence of pedagogical operations that ensure the progressive movement of the student through the levels of personalization. The algorithm is addressed to developers of educational programs and includes six interconnected stages. The application of the algorithm ensures the progressive development of students' language competencies — from basic knowledge to creative application of the language in professional contexts — through controlled movement through the levels of personalization.
 4. The three-component system of criteria and assessment tools for personalized language education, providing diagnosis of the initial level, recording of progress, and management of the student's transition between levels of personalization. The system performs three key functions: diagnostic, formative, and final-regulatory. The technological nature of the system is confirmed by its ability not only to ascertain the result but also to serve as a mechanism for managing the educational process, ensuring timely correction of trajectories and justified transition of students between levels of personalization.
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Reliability and validity of the research results are ensured by the choice of methodologically consistent theoretical and methodological approaches corresponding to the stated aim and objectives; the use of methods adequate to the research goals and objectives for data processing and interpretation of research results; the representativeness of the sample; the comparability of the experimental conditions in the control and experimental groups; approbation and implementation of the research results into the educational process, confirmed by certificates of implementation.

The author's personal contribution consists of developing the system of didactic principles of personalized language education; developing and theoretically substantiating the level-based model of language education personalization; constructing the algorithm for implementing personalized language education; creating the system of criteria and assessment tools; developing and testing the teaching and learning materials «Beyond Borders: English for International Relations»; organizing and conducting experimental work; processing and interpreting the obtained data; formulating conclusions and practical recommendations.

Approbation and implementation of the research results took place at all stages of the research. The materials of the research were reported and discussed at conferences: VI International Scientific and Practical Conference «The Magic of INNO: Prospects for the Development of Linguistics and Language Didactics in Modern Conditions» (Moscow, 2023); International Scientific and Practical Conference «Pedagogy of Modernity: Topical Issues of Psychological and Pedagogical Theory and Practice» (2024); All-Russian Scientific and Practical Conference «Personality in Management Systems» (Moscow, 2025); International Scientific and Practical Conference «Modern Educational Technologies. Search for Effective Forms and Methods of Teaching» (2025); VII International Scientific and Practical Conference «The Magic of INNO: Linguistics and Language Education in New Formats of Multilateral Cooperation» (Moscow, 2025).

The main results of the dissertation research have been published in 8 scientific works, of which 3 articles are in peer-reviewed scientific journals recommended by the

Higher Attestation Commission of the Ministry of Education and Science of Russia, as well as in other scientific publications and journals.

The results of the dissertation work have been implemented in the educational process of the Institute of Management of RANEPA in the discipline «Foreign Language (English, Professional)» for 3rd and 4th-year students of the bachelor's degree program 41.03.05 «International Relations.»

Structure of the dissertation

The dissertation consists of an introduction, two chapters, conclusions for each chapter, a conclusion, a list of 153 references. The total volume of the work is 217 pages and includes 20 tables, 8 figures, and 8 appendices.

