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Hojiyeva Maftuna Ulug‘bekovna
Independent Researcher (PhD candidate),
A. Avloniy National Institute of Pedagogical Mastery
Email: hojiyevamaftuna011@gmail.com

PERSONALIZED LEARNING IN ENGLISH LANGUAGE TEACHING: THEORY, IMPLEMENTATION, AND CHALLENGES

ANNOTATION

Personalized learning is a learner-centered approach that adapts learning goals, pathways, pacing, and support to individual needs while sustaining rigorous expectations. This article focuses on how English language teaching can become more responsive, equitable, and outcomes-oriented in the context of educational modernization and human-capital development. Using a narrative literature review and conceptual synthesis, the paper explains how personalized learning emerged from learner-centered traditions and how it is theoretically grounded in Dewey’s experiential pragmatism, Vygotsky’s sociocultural theory and zone of proximal development, and Rogers’ humanistic person-centered education. The synthesis proposes a practical framework for classroom implementation that integrates diagnostic profiling, differentiated tasks, mastery-based progression, formative feedback cycles, and reflective portfolios. In addition, the paper highlights common pedagogical problems: teachers’ role transition toward facilitation, classroom management of multiple learning routes, alignment with assessment systems, equity and access gaps, workload pressures, and responsible use of learner data. The discussion offers design principles to mitigate these barriers through routines, rubrics, collaborative planning, and gradual scaling. The article concludes that personalized learning is most effective when treated as a coherent pedagogy rather than a technology add-on, supported by sustained professional learning and context-sensitive evaluation.

https://wordlyknowledge.uz/index.php/gpble
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Keywords: personalized learning; learner agency; English language teaching; mastery-based learning; differentiated instruction; formative assessment; learner autonomy.

ANNOTATSIYA

Shaxsga yo‘naltirilgan ta’lim o‘quvchining ehtiyojlari, qiziqishlari, tayyorgarligi va o‘rganish sur’atini inobatga olgan holda ta’lim maqsadi, yo‘li hamda qo‘llab-quvvatlash vositalarini moslashtiradigan o‘quvchi markazli yondashuvdir. Ushbu maqolada ingliz tili ta’limini yanada moslashuvchan, adolatli va natijaga yo‘naltirilgan qilish masalasi yoritilib, ta’limni modernizatsiya qilish hamda inson kapitalini rivojlantirish yo‘nalishlari bilan uyg‘un holda izohlanadi. Maqola narrativ adabiyotlar sharhi va konseptual tahlil asosida shaxsga yo‘naltirilgan ta’limning tarixiy rivojlanishini hamda uning nazariy poydevorini J. Dyui (tajriba va muloqot), L. Vigotskiy (sotsiokultural nazariya va yaqin rivojlanish zonasi), K. Rojers (insonparvar, shaxsga yo‘naltirilgan pedagogika) qarashlari orqali asoslaydi. Sintez natijalariga ko‘ra, amaliy joriy etish uchun diagnostik baholash, farqlangan topshiriqlar, o‘zlashtirishga asoslangan bosqichma-bosqich rivojlanish, jarayon davomida baholash, doimiy qayta aloqa va portfel-refleksiya kabi elementlarni birlashtirgan ishchi model taklif etiladi. Shuningdek, joriy etishda uchraydigan pedagogik muammolar (o‘qituvchi rolining o‘zgarishi, ko‘p yo‘nalishli darsni boshqarish, baholash bilan moslashuv, teng imkoniyat masalalari, yuklama, ma’lumotlardan mas’uliyatli foydalanish) tahlil qilinadi va ularni kamaytirish bo‘yicha tamoyillar keltiriladi.

Kalit so‘zlar: shaxsga yo‘naltirilgan ta’lim; o‘quvchi faolligi; ingliz tili ta’limi; o‘zlashtirishga asoslangan ta’lim; farqlangan o‘qitish; jarayon davomida baholash; o‘quvchi avtonomiyasi.

АННОТАЦИЯ

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Персонализированное обучение — это ученико-центрированный подход, который адаптирует цели, траекторию, темп и поддержку к индивидуальным потребностям при сохранении высоких требований. В статье рассматривается, как преподавание английского языка может стать более гибким, справедливым и ориентированным на результаты в контексте модернизации образования и развития человеческого капитала. На основе нарративного обзора литературы и концептуального синтеза показано историческое развитие персонализированного обучения и его теоретические основания в идеях Дж. Дьюи (обучение через опыт и взаимодействие), Л. Выготского (социокультурная теория и зона ближайшего развития) и К. Роджерса (гуманистическая личностно-ориентированная педагогика). Результаты представлены в виде практической рамки внедрения: диагностика потребностей, дифференцированные задания, продвижение на основе освоения, циклы формативной обратной связи и портфолио-рефлексия. Обобщены типичные проблемы: смена роли учителя в сторону фасилитации, управление несколькими траекториями, согласование с оцениванием, риски неравного доступа, нагрузка и этическое использование данных. В заключении подчеркивается, что персонализация эффективна как целостная педагогика и требует устойчивого повышения квалификации и контекстной оценки.

Ключевые слова: персонализированное обучение; агентность учащихся; преподавание английского языка; обучение на основе мастерства; дифференциация; формативное оценивание; автономия учащихся.

INTRODUCTION

Personalized learning is increasingly used to describe approaches that make instruction responsive to learner diversity while maintaining clear learning outcomes. In English language teaching, learner groups often differ widely in proficiency, exposure to English, learning pace, and motivation. For this reason,

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uniform instruction can widen gaps, reduce engagement, and limit opportunities for meaningful communication. Contemporary schooling is also shaped by competency-oriented curricula, the spread of digital learning environments, and growing expectations for learner agency and lifelong learning. These conditions help explain why personalized learning is gaining momentum. The aim of this article is to clarify the conceptual and historical development of personalized learning, present its theoretical foundations in Dewey, Vygotsky, and Rogers, propose implementable methods for English language teaching, and analyze pedagogical challenges that often arise during implementation. [1,5,6]

METHODS

The study follows a narrative literature review and conceptual synthesis design. Foundational theoretical works that inform learner-centered and person-centered education were reviewed to define the conceptual boundaries of personalized learning. Applied research and high-quality syntheses on personalized learning, learning analytics, digital transformation, formative assessment, and differentiated instruction were examined to identify implementable practices and recurring barriers. The analysis prioritized peer-reviewed reviews, major research reports, and reputable institutional publications. A thematic coding procedure was used to organize the literature into four domains: (1) historical and conceptual evolution, (2) theoretical foundations, (3) implementation methods for English language teaching, and (4) pedagogical challenges and mitigation strategies. The resulting framework and table represent a synthesis of converging ideas rather than a single program model. [1–15]

RESULTS

Three main results emerged from the synthesis. First, personalized learning is best understood as a coherent pedagogical approach rather than a technology product. Historically, personalization has appeared under labels such as individualized instruction and learner-centered education, while contemporary

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Qabul qilingan sana: 07.12.2025
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models attempt to combine learner agency with measurable outcomes and systematic feedback [7,6]. Second, the theoretical foundations of personalized learning can be expressed as a complementary triad: experiential inquiry and interaction (Dewey), scaffolded development through social mediation (Vygotsky), and person-centered relationships that support autonomy and motivation (Rogers) [12–15]. Third, implementation in English language teaching can be operationalized through integrated routines that link diagnostic evidence, differentiated tasks, mastery-based progression, and formative feedback cycles [2,9–11].

Table 1 presents a practical implementation framework linking theoretical foundations to classroom methods and typical risks.

Theoretical foundation	Design principle	ELT methods	Typical challenges
Dewey: experience and interaction [12,13]	Authentic inquiry; voice and choice	Project-based tasks; communicative scenarios; choice boards	Choice without standards; weak task design
Vygotsky: ZPD and scaffolding [14]	Targeted support; flexible grouping	Station rotation; mini-lessons; structured peer mediation	Managing multiple pathways; uneven peer support
Rogers: person-centered learning [15]	Psychological safety; autonomy; reflection	Learning contracts; conferencing; reflection journals	Time demands; inconsistent mentoring
Mastery learning & feedback [10,11]	Progression by evidence; revision cycles	Speaking/writing rubrics; formative checks; portfolio revision	Assessment misalignment; workload; fairness risks
Digital ecosystems & analytics [1,5]	Timely data; adaptive supports	Blended/flipped models with teacher coaching	Access gaps; privacy/ethics; overreliance on software [4]

Table 1. Linking theory, design principles, ELT methods, and implementation challenges

https://wordlyknowledge.uz/index.php/gpble
Qabul qilingan sana: 07.12.2025
Nashr etilgan sana: 30.01.2026

DISCUSSION AND CONCLUSION

The findings indicate that quality implementation depends on coherence among outcomes, tasks, assessment, and support structures. From a Deweyan lens, personalization should preserve meaningful communication and authentic inquiry. From a Vygotskian perspective, personalization requires scaffolding within learners' zones of proximal development; flexible grouping and teacher conferencing are therefore central. From a Rogers-inspired perspective, learner agency grows in psychologically safe classrooms where feedback is respectful and goal-setting is shared. [12–15]

The literature consistently reports several pedagogical challenges: teachers often experience difficulty shifting from controlling instruction to facilitating multiple learning routes; classroom management becomes more complex; and assessment systems may reward narrow outcomes that undermine communicative tasks. Equity challenges arise when personalization depends on unequal access to devices, connectivity, or tutoring support. Recent reviews emphasize that learning analytics and artificial intelligence can strengthen personalization but introduce risks related to privacy, transparency, algorithmic bias, and over-automation of instruction. [4,5]

A practical way to reduce risk is gradual scaling. Teachers can begin with one personalized cycle per week: a short diagnostic check, two differentiated pathways, a small-group mini-lesson, and a feedback-and-revision routine using a shared rubric. As routines stabilize, station rotation, flipped input, learning contracts, and portfolios can be added. To reduce workload, schools should develop shared task banks and rubrics, schedule collaborative planning time, and implement peer feedback protocols. Evaluation should combine performance evidence (speaking and writing tasks), growth indicators, and learner feedback to ensure personalization supports both achievement and agency. [2,7,9–11]

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In conclusion, personalized learning is most productive when treated as a coherent pedagogy grounded in learner-centered theory and supported by professional learning systems. For English language teaching, personalization can strengthen learner autonomy and communicative competence if teachers design authentic tasks, scaffold within developmental zones, and maintain fair, transparent assessment with continuous feedback. Sustainable implementation requires attention to equity, workload, and ethical use of data-driven tools. [1–5,10–15]

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