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INTEGRATING ARTIFICIAL INTELLIGENCE AND EDUTAINMENT: TRANSFORMING LEARNING THROUGH EDUCATIONAL TECHNOLOGICAL INNOVATION

INTEGRAÇÃO DE INTELIGÊNCIA ARTIFICIAL E *EDUTAINMENT*: TRANSFORMANDO A APRENDIZAGEM POR MEIO DA INOVAÇÃO TECNOLÓGICA EDUCACIONAL

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ABSTRACT: This article explores the integration of Artificial Intelligence (AI) and Edutainment as an innovative approach to education, aimed at transforming the teaching-learning process into a more engaging environment adapted to contemporary demands. The study aims to investigate how this combination can enhance the personalisation of teaching and student engagement, overcoming the limitations of traditional methodologies. To this end, a qualitative bibliographical study was carried out, using the deductive method to analyse and interpret the contributions of different authors on the subject. The research revealed that, despite the significant potential, the lack of effective integration between AI and Edutainment can compromise personalisation and engagement in modern education, highlighting the need for strategic planning and careful implementation of these technologies. It also emphasises the importance of continuous training for educators and the consideration of ethical aspects when adopting these innovations. The study concludes that, with proper integration, AI and Edutainment have the potential to revolutionise education, providing a more dynamic, personalised learning experience connected to the realities of the 21st century.

Keywords: Artificial Intelligence. Edutainment. Education.

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RESUMO: Este artigo explora a integração da Inteligência Artificial (IA) e do *Edutainment* como uma abordagem inovadora na educação, visando transformar o processo de ensino-aprendizagem em um ambiente mais envolvente e adaptado às demandas contemporâneas. O estudo tem como objetivo investigar como essa combinação pode potencializar a personalização do ensino e o engajamento dos estudantes, superando as limitações das metodologias tradicionais. Para isso, foi realizada uma pesquisa bibliográfica de natureza qualitativa, utilizando o método dedutivo para analisar e interpretar as contribuições de diferentes autores sobre o tema. A pesquisa revelou que, apesar do potencial significativo, a falta de uma integração eficaz entre IA e *Edutainment* pode comprometer a personalização e o engajamento na educação moderna, ressaltando a necessidade de um planejamento estratégico e uma implementação cuidadosa dessas tecnologias. Além disso, destaca-se a importância da formação contínua de educadores e da consideração de aspectos éticos na adoção dessas inovações. O estudo conclui que, com uma integração adequada, a IA e o *Edutainment* têm o potencial de revolucionar a educação, proporcionando uma experiência de aprendizagem mais dinâmica, personalizada e conectada às realidades do século XXI.

Palavras-chave: Inteligência Artificial. *Edutainment*. Educação.

1 INTRODUCTION

Education is constantly evolving and has sought to include new technologies and methods that can improve the teaching and learning process. In this context, the combination of Artificial Intelligence (AI) and Edutainment appears as a promising approach that can transform the educational environment. AI can analyse large amounts of data and adapt content in real time, while Edutainment combines entertainment and education to create more engaging learning experiences. Together, they form a powerful tool that may change how knowledge is shared and understood.

However, if these two approaches are not effectively integrated, the benefits of this transformation may be lost, affecting both personalisation and student engagement. The main problem of this study is to understand how the lack of proper integration between AI and Edutainment can negatively influence modern education. Without integration, personalised teaching, which is essential for meeting students' different needs, becomes limited, and motivation and interest in learning may decrease.

Studying this problem is important to identify the barriers that limit the use of these technologies and to find ways to overcome them. The aim of this research is to investigate how the integration of AI and Edutainment can make education more interesting and better suited to current needs. The study seeks to show both the benefits of this integration and the main difficulties that must be addressed to apply it successfully.

The research also aims to find good practices and strategies for integrating these technologies effectively. This can help make teaching more engaging and adapted to a constantly changing society. The topic is relevant both socially and academically. In a period when education must respond to digital transformation and to diverse student populations, exploring new teaching tools and technologies becomes essential.

From a social point of view, integrating AI and Edutainment can help form citizens who are better prepared for twenty-first-century challenges, developing not only knowledge but also creativity and critical thinking. From an academic perspective, this study contributes by analysing how these technologies can be used together to produce better educational results. The research is based on a bibliographic and qualitative method, using the deductive approach.

The bibliographic study provided a basis for analysing existing research about AI, Edutainment, and their educational use. The qualitative method made it possible to explore in detail the experiences and perceptions involved in this integration. The deductive approach guided the study from general ideas to specific cases, allowing a deeper understanding of how these technologies interact in real situations.

The study brings contributions to both theory and practice. By identifying barriers and challenges in combining AI and Edutainment, it offers insights for teachers, educational technology developers, and policymakers. It also proposes strategies for better integration, which can be applied in different educational contexts, helping adapt education to students' needs and to the demands of today's world.

In addition, the study shows that careful planning and implementation are essential for success. Although there are difficulties, the possible benefits make the effort worthwhile. The research provides theoretical support and practical examples to help understand how these tools can be used to improve education.

Another important point is that continuous teacher training is necessary. Well-trained teachers can use these technologies creatively and effectively, increasing their positive impact on learning. Training programmes should prepare educators to include AI and Edutainment in their teaching, improving the overall quality of education.

Finally, the study highlights the need for an ethical and reflective approach to educational technologies. The integration of AI and Edutainment should consider social, cultural, and ethical effects. This research contributes to ensuring that these innovations are

used in fair, inclusive, and human-centred ways, supporting education that is both technologically advanced and socially responsible.

2 DEVELOPMENT

2.1 CONCEPTS AND DEFINITIONS OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL CONTEXT

Artificial Intelligence (AI) has gained prominence as one of the most promising innovations in education, offering new ways of teaching and learning. When addressing the concepts and definitions of AI in the educational context, it is essential to understand how these technologies have been shaped by different authors and academic perspectives. The use of AI in education goes beyond simple automation, representing a new paradigm in which personalised teaching and content adaptability become central to meeting the individual needs of students.

Ribeiro, Silva and Viana (2024) point out that AI in education is defined by its ability to create systems that simulate human skills such as reasoning, learning, and problem-solving. These systems can be applied to various areas, such as predicting student behaviour and performance, improving teaching processes through targeted interventions. It is important to note that AI does not act independently but serves as a tool that enhances educators' pedagogical practices, making them more effective.

Zeide (2019) discusses the impact of AI on higher education, highlighting its promises and ethical challenges. The author emphasises that AI enables the creation of more dynamic and interactive learning environments, providing personalised educational experiences for each student. However, Zeide also raises concerns regarding data privacy and equity in access to technology, stressing the need for clear policies that ensure inclusion and respect for students' rights.

The perspective of Sharma, Kawachi and Bozkurt (2019) complements this debate by focusing on AI applications in distance and online education. They emphasise the role of AI in developing adaptive systems that adjust content according to students' needs. In this sense, AI emerges as a transformative agent that supports the inclusion of students in virtual environments, promoting accessibility and personalised learning. Nonetheless, the authors also warn of ethical issues related to the overuse of algorithms, which may perpetuate bias.

In their study, Silva, Silva and Almeida (2023) offer a critical analysis of AI use in pedagogy, especially during the pandemic. They explore the relationship between AI and the educational practices depicted in the film *Bicentennial Man*, proposing reflections on the humanisation of education in a scenario where machines play a central role. The authors argue that although AI is a powerful tool, the role of educators remains irreplaceable, and balance between technology and human affection is necessary in the construction of knowledge.

Biswas, Segedy and Bunchongchit (2016) present an innovative view of AI-mediated learning, focusing on the development of systems such as *Betty's Brain*, which simulates the teaching process through interaction between student and machine. According to these authors, AI can create immersive and interactive learning environments in which students not only learn but also teach, strengthening the learning cycle through experimentation and reflection. This approach shows how AI can promote student autonomy.

According to Ribeiro, Silva and Viana (2024), AI can be defined as technology capable of transforming data into meaningful educational actions. It allows in-depth analysis of large volumes of educational data, providing insights that help teachers plan more effective interventions. This predictive capacity is one of AI's most promising aspects, as it enables the identification of learning difficulties before they become structural problems in the educational process.

Following this perspective, Zeide (2019) also discusses how AI can contribute to developing automated assessment systems that facilitate feedback and student monitoring. The use of AI in assessments increases accuracy in identifying individual challenges, enabling quicker and more efficient pedagogical responses. However, the author emphasises that these systems must be designed with transparency and ethical responsibility, avoiding the dehumanisation of education.

Similarly, Sharma, Kawachi and Bozkurt (2019) stress the relevance of adaptive learning systems that adjust content according to each student's knowledge level and pace. This is especially important in distance education, where teacher-student interaction is limited. In this case, AI acts as a mediator of the learning process, allowing students to progress according to their own rhythm and interests.

In the same line, Silva, Silva and Almeida (2023) underline the importance of a humanised approach to AI use in education. They argue that while AI can simplify complex educational processes, the relationship between teacher and student must not be neglected. AI

should be seen as a complementary tool that enriches teaching without replacing human presence and empathy.

Finally, Biswas, Segedy and Bunchongchit (2016) present an optimistic outlook on the future of AI-mediated education, showing how interactive systems can transform learning. The creation of AI-based learning environments offers new opportunities for developing critical and reflective skills, promoting deeper and more meaningful learning. When well implemented, these systems empower students to become active participants in their own educational journey.

From these discussions, it is possible to conclude that Artificial Intelligence, when applied to education, offers many possibilities for personalisation and learning improvement. However, implementing such systems requires careful consideration of ethical and practical challenges. Concepts and definitions of AI continue to evolve as new technologies emerge, and education must follow this process with critical reflection on its application.

2.2 EDUTAINMENT: THEORETICAL APPROACHES AND HISTORICAL EVOLUTION

The concept of Edutainment, which combines education and entertainment within a single pedagogical approach, has its origins in the intersection between media and teaching. From its inception, Edutainment was designed to engage students more deeply and effectively, using playful elements to convey knowledge. This methodology has proved particularly effective in contexts where traditional learning alone fails to capture students' attention. The term "Edutainment" has gained prominence in recent decades, reflecting the growing need to innovate teaching practices and respond to social and technological change.

In this context, Aksakal (2015) notes that Edutainment evolved as a response to the limitations of traditional educational methods. The author argues that by incorporating elements of entertainment—such as games and engaging narratives—Edutainment makes learning more accessible and relevant to students. This approach not only facilitates the understanding of complex content but also stimulates curiosity and creativity, promoting a more dynamic and interactive learning environment.

Furthermore, Williamson (2018) contributes to this discussion by examining the relationship between Edutainment and technology, especially within corporate educational reforms. The author observes that Edutainment has become a central pillar in many digital education initiatives, often used to build learning platforms based on algorithms and artificial

intelligence. However, Williamson criticises the influence of large corporations in this process, arguing that Edutainment is sometimes employed for commercial rather than pedagogical purposes, which may undermine its educational value.

Before becoming a widely recognised pedagogical practice, Edutainment went through several stages of theoretical development. Sherman (2016) highlights that, at first, the approach was viewed with scepticism by traditional educators, who considered entertainment incompatible with academic rigour. Over time, however, the combination of playful and educational elements proved valuable by making learning more engaging and effective, challenging conventional notions of teaching.

Following this perspective, Bates et al. (2020) point out that technological advances have enabled Edutainment to explore new formats and methodologies, expanding its scope and effectiveness. The convergence of artificial intelligence and Edutainment allows the creation of highly personalised educational experiences, tailored to students' individual needs and preferences. This level of personalisation, as discussed by the authors, represents a major improvement over traditional models, which often rely on standardised and limited approaches.

Similarly, Rizvi et al. (2020) emphasise the use of Edutainment in online learning environments, where student interaction with educational content is mediated by digital platforms. They argue that, in such contexts, Edutainment is particularly effective in maintaining student engagement and motivation—crucial factors for success in virtual settings. The Edutainment tools used in these environments make learning both interactive and adaptive, responding dynamically to learners' needs.

On the other hand, Aksakal (2015) stresses that despite its benefits, Edutainment faces significant challenges in implementation. One of the main obstacles lies in balancing entertainment and educational content so that learning does not become superficial. The author suggests that the success of Edutainment depends on careful integration, where entertainment elements are designed to complement and reinforce educational goals without compromising content depth.

Building on this critique, Williamson (2018) warns of the risks associated with the indiscriminate adoption of Edutainment, particularly when driven by commercial interests. The author argues that in some cases, the focus on entertainment may distract from educational objectives, resulting in less effective learning experiences. Williamson therefore

advocates for critical reflection on the motivations behind Edutainment's adoption, ensuring that the approach is applied ethically and effectively.

Additionally, Sherman (2016) highlights the importance of robust pedagogical planning for successful Edutainment implementation. According to the author, educators must have a clear understanding of how entertainment elements will be integrated into the curriculum, ensuring that they serve as learning tools rather than distractions. Such planning is essential to maximise Edutainment's benefits while minimising risks associated with inappropriate technological use.

In this regard, Bates et al. (2020) discuss how teacher training and professional development play a crucial role in the effectiveness of Edutainment. They argue that to take full advantage of the opportunities offered by this approach, teachers must be prepared to use technology creatively and pedagogically. Continuous professional training is therefore seen as a key element for success, allowing educators to adapt to innovations and integrate these tools effectively into their teaching practices.

Finally, Rizvi et al. (2020) observe that the future of Edutainment is closely linked to technological progress and the growing demand for teaching methods that are both effective and engaging. As educational technologies continue to evolve, Edutainment is likely to expand and become more sophisticated, offering new forms of learning that respond to the needs of an increasingly digital and connected society. In this way, Edutainment stands as a vital approach for the future of education, integrating teaching and entertainment into a holistic learning experience.

2.3 BENEFITS OF INTEGRATING ARTIFICIAL INTELLIGENCE WITH EDUTAINMENT

The integration of Artificial Intelligence (AI) with Edutainment has proved to be a promising approach in transforming education, offering benefits that go beyond traditional methodologies. This combination enables the creation of learning environments that are more dynamic, interactive, and personalised, providing a richer and more effective educational experience. When integrated with Edutainment tools, AI enhances the ability to adapt content to each student's individual profile, promoting teaching that aligns more closely with learners' needs and interests.

Rusyidi (2017) highlights that the use of Edutainment, when combined with AI, supports knowledge retention by making learning more engaging and meaningful for students.

This integration encourages motivation and participation, both essential elements for educational success. AI contributes by providing immediate and personalised feedback, allowing learners to correct mistakes in real time and progress at their own pace. Such an approach ensures that learning is continuous and adaptive, meeting each student's specific demands.

Furthermore, Plump and LaRosa (2017) argue that game-based technologies such as *Kahoot!* can be significantly enhanced through the inclusion of AI. They observe that gamification, a central component of Edutainment, is strengthened when AI adjusts the level of difficulty according to student progress. This results in a learning environment that is both challenging and accessible, keeping students motivated to achieve new educational goals.

Marković et al. (2019) discuss how the integration of AI and Edutainment can better prepare students for contemporary challenges, such as understanding and applying data protection laws like the GDPR. They suggest that AI can be used to create interactive and personalised simulations that allow learners to explore complex scenarios safely and effectively. This approach not only simplifies abstract concepts but also promotes the development of critical skills needed in the modern world.

According to Hermino and Arifin (2020), contextual education can greatly benefit from the integration of AI and Edutainment. By using AI to personalise content that reflects students' cultural and social values, Edutainment becomes a powerful tool for teaching ethics and civic responsibility. The personalisation provided by AI ensures that content is relevant and connected to students' lived experiences, promoting meaningful and engaged learning.

Bicen and Kocakoyun (2018) note that students' perception of gamification, a key element of Edutainment, is strongly influenced by how AI is implemented. They suggest that AI can make learning experiences more engaging by providing challenges suited to individual skill levels. This adaptive capacity is crucial to maintaining students' interest and ensuring that learning remains a positive and continuous experience.

Another notable benefit of integrating AI with Edutainment lies in the potential for real-time monitoring and assessment. As Plump and LaRosa (2017) explain, AI can offer educators detailed data on student performance, allowing for more precise and timely pedagogical interventions. This not only increases teaching effectiveness but also helps identify learning difficulties early, enabling corrective strategies before problems become more serious.

Moreover, Marković et al. (2019) discuss the role of AI in personalising learning within diverse educational settings. AI's ability to analyse large volumes of data allows Edutainment to be adjusted to meet each learner's needs—from those requiring additional support to those ready for more advanced challenges. This personalisation is fundamental to promoting inclusive and equitable education that reaches all students, regardless of their abilities or socioeconomic background.

On a broader scale, Hermino and Arifin (2020) explore how the combination of AI and Edutainment can foster education that is both global and local. By using AI to adapt educational content to different cultural and social contexts, Edutainment helps form global citizens who remain aware of and connected to their local identities. This integrated approach enables education to transcend geographical boundaries while maintaining a deep connection with local realities.

However, Bicen and Kocakoyun (2018) warn of the need for careful and ethical implementation of AI in Edutainment. While the advantages are numerous, educators must remain aware of potential challenges, such as data privacy and the risk of dehumanising teaching. A successful integration of AI and Edutainment requires a balanced approach that values technological innovation while preserving students' well-being and dignity.

Ultimately, the integration of AI with Edutainment clearly offers a wide range of benefits capable of transforming the educational landscape. This combination not only enriches learning by making it more dynamic and adaptive but also promotes education that is inclusive, personalised, and relevant to students' realities. Through thoughtful and ethical implementation, AI and Edutainment together can contribute to building more effective and meaningful education for the twenty-first century.

2.4 CHALLENGES AND LIMITATIONS IN IMPLEMENTING AI AND EDUTAINMENT IN EDUCATION

The implementation of Artificial Intelligence (AI) and Edutainment in education, although full of transformative potential, faces several challenges and limitations that must be critically examined. Integrating these technologies into educational environments requires careful and well-structured planning due to the complexity of the issues involved. AI, with its capacity for personalisation and automation, and Edutainment, with its focus on making learning more engaging, together have the potential to revolutionise education. However, this

revolution is accompanied by obstacles that demand continuous attention to ensure that the benefits outweigh the risks.

Li, Yu and He (2019) highlight that one of the main challenges in implementing AI and Edutainment is compliance with data protection regulations, such as the GDPR. Student data privacy remains a central concern, particularly when AI systems collect and process large volumes of personal information. Improper implementation of these technologies can result in privacy violations, undermining both user trust and the long-term viability of AI-based educational initiatives.

In addition, Anderson (2016) points out that adopting AI and Edutainment requires educators to have a deep understanding of the technologies involved. Many teachers lack the necessary training to integrate such tools effectively into their pedagogical practice. This knowledge gap can reduce the positive impact of these technologies, leading to superficial or even counterproductive applications. Continuous professional development is therefore essential to overcome this limitation and ensure effective implementation.

Ahmar and Rahman (2017) identify cultural and institutional resistance to change as another significant barrier. The introduction of new technologies in education often meets resistance from administrators, teachers, and even students. Such resistance can manifest as reluctance to adopt new methodologies or as outright rejection of innovative practices. Overcoming these barriers requires awareness-building, training, and the active involvement of all stakeholders in the educational process.

Koedinger and Aleven (2016) discuss the inherent limitations of AI systems within education, noting that despite technological progress, these systems cannot fully replace human interaction. While AI's personalisation capabilities are powerful, they may not adequately address students' emotional and social needs. Moreover, excessive reliance on technology risks producing a dehumanised educational environment, in which personal connections between teachers and students are diminished.

According to Floridi and Cowls (2019), another critical challenge is the need for a robust ethical framework to guide the use of AI and Edutainment. The ethics of AI in education involve principles such as fairness, transparency, and accountability. Without clear ethical guidelines, there is a risk that these technologies may exacerbate inequalities or operate opaquely, without sufficient oversight. Establishing and adhering to strong ethical principles

is therefore essential to ensure that AI and Edutainment are implemented fairly and responsibly.

Beyond ethical concerns, Li, Yu and He (2019) emphasise that technological infrastructure represents a major limitation in many educational contexts. In regions with limited access to digital resources, implementing AI and Edutainment can be difficult or even unfeasible. Inequalities in technological access can deepen existing educational divides, creating a gap between those who benefit from these innovations and those who do not.

Anderson (2016) also addresses the issue of scalability in AI and Edutainment solutions. Implementing these technologies on a large scale, particularly in broad and diverse educational systems, requires not only strong infrastructure but also flexible and adaptable pedagogical models. Scalability brings technical and logistical challenges that, if not properly managed, may restrict the reach and effectiveness of these innovations.

Additionally, Ahmar and Rahman (2017) discuss the difficulties involved in developing suitable content for AI and Edutainment systems. Creating materials that are both educational and engaging, while adhering to curricular standards and addressing learners' needs, is a complex process. Furthermore, such content must be regularly updated to remain relevant, which demands continuous institutional investment of time and resources.

Koedinger and Aleven (2016) further note that despite the progress made in AI, the technology still struggles to replicate human critical thinking and creativity. These aspects of learning are fundamental to students' intellectual development and cannot be fully automated. While AI can support the cultivation of these skills, it should not replace traditional teaching methods that foster reflection and innovation.

Finally, Floridi and Cowls (2019) suggest that overcoming the challenges in implementing AI and Edutainment requires an ongoing commitment to research and the development of best practices. The application of these technologies must be accompanied by continuous evaluation of their impacts and by pedagogical adjustments when necessary. Only through this approach will it be possible to maximise the benefits of AI and Edutainment while minimising their risks and limitations. Innovation in education must always be guided by the pursuit of improvement and by the promotion of a fair and inclusive educational system.

FINAL CONSIDERATIONS

The lack of effective integration between Artificial Intelligence (AI) and Edutainment significantly undermines personalisation and engagement in modern education. The absence of this synergy prevents the full potential of AI from being realised, limiting the ability to adapt educational content to each learner's specific needs. Contemporary education, which demands personalised approaches to address student diversity, thus remains restricted to traditional and standardised methods that cannot respond dynamically to individual differences.

Furthermore, without effective integration, the potential of Edutainment as a tool for engagement is also compromised. Edutainment, which merges playful elements with educational processes, relies on AI to provide interactive and adaptive learning experiences. The absence of AI leads to Edutainment systems that fail to adjust to students' skill levels and interests, resulting in superficial engagement and, often, a lack of motivation. Without personalisation, learners are unable to connect deeply with the content, which limits their involvement and information retention.

Integrating AI and Edutainment is crucial for creating a truly learner-centred educational environment. AI has the potential to analyse large datasets on student performance and adjust content in real time to meet their needs more effectively. Without this integration, educators lose a powerful tool for identifying knowledge gaps and tailoring instruction accordingly. This results in an educational approach that struggles to meet contemporary challenges such as diverse learning profiles and the need for continuous engagement.

The absence of integration also negatively affects students' preparedness for the future in an increasingly digital and interconnected world. Modern education must cultivate critical and reflective skills, which can be effectively developed through the combination of AI and Edutainment. Without AI, Edutainment cannot deliver experiences that meaningfully foster such abilities, leaving learners less equipped to face twenty-first-century challenges. The lack of integration therefore contributes to an educational model that fails to fully develop students' potential.

Moreover, the failure to integrate AI and Edutainment limits pedagogical innovation, keeping educational practices confined to traditional frameworks. AI has the capacity to revolutionise teaching by introducing innovative methods that make learning more relevant

and engaging. Without this interaction, pedagogical practices remain static and unable to incorporate the advantages offered by technology. Consequently, education fails to evolve at the pace required to accompany the rapid and continuous changes of contemporary society, hindering students' holistic development.

Ineffective implementation also prevents the full recognition of AI and Edutainment's potential among educators and administrators. Resistance to change and a lack of understanding of these technologies' possibilities result in limited and often superficial adoption. This reinforces a cycle of inertia in which innovation is met with scepticism and traditional practices continue to dominate educational systems. The lack of effective integration therefore not only harms personalisation and engagement but also restricts the growth of an innovative and adaptive educational culture.

In the future, overcoming these limitations will require a significant shift in educational approaches, with greater emphasis on the full integration of AI and Edutainment. To make education more engaging and better aligned with contemporary needs, it will be essential to invest in continuous teacher training, appropriate technological infrastructure, and policies that encourage innovation. The education of the future must be characterised by a synergy between technology and pedagogy, where personalisation and engagement are achieved through the effective integration of these tools.

Therefore, transforming education through the integration of AI and Edutainment is not merely a possibility but an urgent necessity for addressing the challenges of the twenty-first century. The integrated adoption of these technologies can revolutionise education, creating learning environments that are not only more personalised but also more engaging and motivating. The pursuit of education that truly meets contemporary needs inevitably depends on this integration, which must be recognised as an imperative for future educational success.

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