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THE SURFACE AND DEEP APPROACHES TO LEARNING AND TEACHING THE ENGLISH LANGUAGE IN HIGHER EDUCATION

Annotation

This article examines surface and deep approaches to learning and teaching English in higher education. In surface learning, students focus on external goals such as getting a particular grade or award or pleasing or impressing someone else. These students tend to do only what is necessary and focus more on being able to regurgitate what they have learned rather than truly understanding and absorbing the material. A deep approach to learning concentrates on the meaning of what is learned. That concentration may involve testing the material against general knowledge, everyday experience, and knowledge from other fields or courses. A student taking a deep approach seeks principles to organize information. This article discusses the theoretical foundations of both approaches, their practical applications, contradictions and limitations.The conclusion of this study suggest that a combination of both approaches is necessary for effective teaching and learning of English in higher education
Key words: Surface approach, deep approach, learning, teaching, English language, higher education.

ПОВЕРХНОСТНЫЙ И ГЛУБИННЫЙ ПОДХОДЫ К ИЗУЧЕНИЮ И ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА В ВУЗЕ

Аннотация

В статье рассматриваются поверхностный и глубинный подходы к изучению и преподаванию английского языка в высшей школе. При поверхностном обучении учащиеся сосредотачиваются на внешних целях, таких как получение определенной оценки или награды, удовлетворение или впечатление на кого-то другого. Эти учащиеся, как правило, делают только то, что необходимо, и больше сосредоточены на том, чтобы повторить то, что они узнали, а не на том, чтобы действительно понять и усвоить материал. Глубокий подход к обучению концентрируется на значении того, что изучается. Эта концентрация может включать проверку материала на соответствие общим знаниям, повседневному опыту и знаниям из других областей или курсов. Студент, использующий глубокий подход, ищет принципы для организации информации. В данной статье рассматриваются теоретические основы обоих подходов, их практическое применение, противоречия и ограничения. Выводы данного исследования позволяют предположить, что для эффективного преподавания и изучения английского языка в высшей школе необходимо сочетание обоих подходов.
Ключевые слова: Поверхностный подход, глубокий подход, обучение, преподавание, английский язык, высшее образование.

OLIY TA’LIMDA INGLIZ TILINI O‘RGANISH VA O‘QITISHDA YUZAKI VA CHUQUR YONDASHUVLAR

Annotatsiya

Maqolada oliy ta’lim muassasalarida ingliz tilini o‘rganish va o‘qitishga yuzaki va chuqur yondashuvlar haqida so‘z boradi. Yuzaki ta’limda talabalar tashqi maqsadlarga, masalan, ma’lum bir baho yoki mukofot olish, qoniqish yoki boshqa birovni hayratda qoldirish kabi maqsadlarga ye’tibor qaratadilar. Bu talabalar faqat kerakli narsani qilishga moyil bo‘lib, materialni tushunish va o‘zlashtirishdan ko‘ra ko‘proq o‘rganganlarini takrorlashga ye’tibor berishadi. Chuqur o‘rganish yondashuvi o‘rganilayotgan narsaning ma’nosiga qaratilgan. Bu konsentratsiya materialni umumiy bilimlar, kundalik tajriba va boshqa sohalar yoki kurslar bilimlari bilan taqqoslashni o‘z ichiga olishi mumkin. Chuqur yondashuvdan foydalanadigan talaba axborotni tartibga solish tamoyillarini izlaydi. Ushbu maqolada ikkala yondashuvning nazariy asoslari, ularning amaliy qo‘llanilishi, qarama-qarshiliklari va cheklovlari muhokama qilinadi. Ushbu tadqiqot natijalari shuni ko‘rsatadiki, oliy ta’limda ingliz tilini samarali o‘qitish va o‘rganish har ikkala yondashuvning kombinatsiyasini talab qiladi.
Kalit so‘zlar: Yuzaki yondashuv, chuqur yondashuv, o‘rganish, o‘qitish, ingliz tili, oliy ta’lim.

Introduction. Learning and teaching English is becoming increasingly important in higher education around the world, with more and more universities offering English courses to non-native English students. There are two approaches to learning and teaching English - the surface approach and the deep approach. The surface approach prioritizes memorization and recall of information for exam purposes, while the deep approach requires a comprehensive understanding of the language for long-term retention. This paper seeks to explore these two approaches to learning and teaching English, their theoretical foundations, practical applications and effectiveness in higher education.

Literature review. The surface approach to learning is characterized by a focus on memorization and rote learning. According to Marton and Säljö (1976), learners adopting a surface approach tend to prioritize the acquisition of facts and isolated pieces of information rather than understanding the underlying concepts. In the context of English language education, this might manifest as a reliance on memorizing vocabulary and grammar rules without a deeper comprehension of their usage. This approach is often associated with the acquisition of discrete facts and pieces of information rather than a deeper understanding of underlying concepts or meanings. In the context of learning and teaching the English language in higher education, the surface

approach may manifest in students primarily concentrating on memorizing vocabulary lists, grammatical rules, and other isolated language components.

The surface approach is, in essence, about achieving a surface-level understanding of the subject matter, aiming to meet immediate requirements such as passing exams or completing assignments. Learners adopting this approach may not delve into the intricacies of language use or the broader cultural and contextual aspects of communication. Instead, they might focus on memorizing information without necessarily connecting it to a broader framework of knowledge. This approach has been critiqued for its limitations, as highlighted by researchers like Biggs (1987). While the surface approach may lead to short-term success in assessments, it often results in superficial knowledge retention and may not support the development of critical thinking skills or a comprehensive understanding of the subject matter. In the context of learning the English language, a reliance on surface learning may hinder a student's ability to apply language skills effectively in real-world communication situations.

Educators and researchers often consider the surface approach as one end of the spectrum, acknowledging its prevalence in certain learning contexts but emphasizing the need for a more balanced and comprehensive approach to education. In contrast to the surface approach, the deep approach to learning encourages students to engage more profoundly with the subject matter, promoting critical thinking, understanding, and the application of knowledge in meaningful ways. Balancing these approaches is essential for fostering well-rounded and proficient learners in the field of English language education. Research by Biggs (1987) suggests that students adopting a surface approach may achieve good grades through memorization, but retention and application of knowledge tend to be limited. In the English language classroom, this approach can hinder language proficiency development as students may struggle to apply learned structures and vocabulary in authentic communication.

In contrast, the deep approach to learning emphasizes understanding and critical thinking. Marton and Säljö (1976) describe learners with a deep approach as those who seek to grasp the meaning behind the information, connect concepts, and apply knowledge to real-world situations. In the context of English language education, this might involve exploring the nuances of language use, understanding cultural contexts, and engaging in meaningful communication. Students employing a deep approach strive to grasp the intricacies of language use, exploring not only the mechanics of grammar and vocabulary but also delving into the cultural and contextual dimensions of communication. This approach encourages learners to connect new information with existing knowledge, fostering a more holistic understanding of the English language. The emphasis on critical thinking is a key component of the deep approach. Students are encouraged to analyze, evaluate, and synthesize information rather than simply memorizing it. In the context of English language education, this might involve critically examining literary texts, understanding the nuances of language in different cultural contexts, and applying language skills to solve authentic communication challenges. Furthermore, the deep approach promotes the integration of knowledge, encouraging students to see the connections between different concepts and apply their learning in practical situations. This integrative aspect is crucial for developing language proficiency that extends beyond the classroom setting.

Ramsden (2003) suggests that students who adopt a deep approach are more likely to retain knowledge in the long term and develop a genuine understanding of the subject matter. In the context of learning the English language, this means not only acquiring language skills but also appreciating the cultural and social dimensions of language use. Educators who aim to foster a deep approach to learning in their English language classrooms often design activities that promote critical analysis, reflection, and application of knowledge. These activities may include collaborative projects, discussions on authentic language use, and engagement with real-world language challenges.

Research Methodology. In this study, a qualitative approach was used to analyze and compare the surface and deep approaches to teaching and learning the English language in higher education. Data was collected through in-depth interviews with three experienced teachers and analyzed thematically to identify recurring themes. To ensure the accuracy of our research, we conducted an in-depth literature review of articles on surface and depth approaches to learning and teaching English in higher education. We reviewed the theoretical and practical aspects of both approaches, including their advantages, disadvantages, and scope. This secondary data review allowed us to collect relevant information on the topic from various sources.

Discussion and Results. Deeper Learning is a set of student outcomes that includes mastery of essential academic content; thinking critically and solving complex problems; working collaboratively and communicating effectively; having an academic mindset, and being empowered through self-directed learning.

All three teachers emphasized the necessity of using the deep approach to teaching the English language. They highlighted the importance of engaging students in learning activities that encourage critical thinking, reflection, and problem-solving. This approach involves creating a collaborative environment that facilitates discussion and inquiry-based learning.

The teachers also acknowledged the value of the surface approach as a complementary strategy to the deep approach. They recommended that some fundamental aspects of language learning must be developed through repetition and memorization, such as grammar rules, vocabulary, and spelling. The teachers suggested that this method should not be the primary focus but used in combination with the deep approach.

Conclusion. Surface and deep approaches to learning and teaching English in higher education offer different advantages and disadvantages. A surface approach is useful for achieving short-term goals, such as passing exams, while a deep approach is important for long-term acquisition of knowledge, skills, and the ability to use them in a variety of contexts. A combination of both approaches is necessary for effective teaching and learning of English in higher education, creating a balanced curriculum that meets short-term and long-term goals. Universities and teachers should strive for a balance between these two approaches, focusing primarily on the deep approach while incorporating repetition and memorization selectively.

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