



Dilshoda AKBARALIYEVA,

Student of 2206 group, Uzbekistan state world languages university

E-mail: dilshodaakbaraliyeva043@gmail.com

Dilnoza SHAMURATOVA,

Senior teacher, Department of English Applied Disciplines, Uzbekistan state world languages university

E-mail: dizamura5@gmail.com

Based on the review of TSPU professor, Doctor of Philosophy, G. Makhkamova

ADDRESSING CHALLENGES IN ADOPTING DEEP LEARNING APPROACHES FOR ENGLISH LANGUAGE EDUCATION

Annotation

This article explores addressing challenges in adopting deep learning approaches for English language classrooms. Drawing upon existing literature and research, it discusses the significance of deep learning approaches in language education and provides practical insights for educators. Through a comprehensive review of relevant studies and theoretical frameworks, this article aims to shed light on effective strategies for integrating deep learning techniques into English language instruction.

Key words: Deep learning strategies, English language classrooms, language education, approaches, pedagogy

РЕШЕНИЕ ПРОБЛЕМ В ПРИНЯТИИ ПОДХОДОВ ГЛУБОКОГО ОБУЧЕНИЯ В ОБРАЗОВАНИИ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

Эта статья исследует преодоление препятствий в применении подходов глубокого обучения в английских языковых классах. Основываясь на существующей литературе и исследованиях, она обсуждает значимость подходов глубокого обучения в языковом образовании и предоставляет практические наставления для педагогов. Через всесторонний обзор соответствующих исследований и теоретических рамок, эта статья ставит своей целью пролить свет на эффективные стратегии интеграции техник глубокого обучения в обучение английскому языку.

Ключевые слова: стратегии глубокого обучения, классы английского языка, языковое образование, подходы, педагогика.

INGLIZ TILINI O‘QITISHDA G‘OYAVIY YONDASHUV USULLARINI QABUL QILISHDAGI MUAMMOLARNI HAL QILISH

Аннотация

Bu maqola ingliz tilini o‘qitishning g‘oyaviy yondashuvlarini qabul qilishdagi muammolarni duchor qiladi. Mavjud adabiyot va tadqiqotlarga asoslanib, u tili ta‘limida g‘oyaviy yondashuvlarining ahamiyatini baholaydi va o‘qituvchilar uchun amaliy maslahatlar beradi. Muammo yechishga qaratilgan tadqiqotlar va nazariy tuzilmalar to‘g‘risidagi umumiy ko‘rib chiqish orqali, bu maqola ingliz tilini o‘qitishda g‘oyaviy yondashuv texnikalarini integratsiyalashning samarali strategiyalarini aniqlovchi maqbul strategiyalarini keltirib chiqarishni maqsad qiladi.

Kalit so‘zlar: Chuqur o‘rganish strategiyalari, ingliz tili o‘quv xonalari, til ta‘limi, yondashuvlar, pedagogika

Introduction. In the intricate landscape of language education, the adoption of effective learning strategies stands as a cornerstone in nurturing students' linguistic prowess and fluency. In the complex world of teaching languages, the use of effective learning methods is crucial for developing students' language skills. Among the various approaches, deep learning techniques have become invaluable for helping students learn and understand languages better. These strategies, which focus on gaining factual knowledge and essential comprehension skills, are particularly important in English language classrooms.

In this article, we explore how deep learning strategies can be used in English language teaching to enhance students' learning experiences. By examining the details of deep learning and its application in language education, we aim to discover the subtle ways these strategies can improve students' language learning efforts.

The landscape of language education is rich and multifaceted, characterized by diverse learners with varying needs and backgrounds. In this tapestry of linguistic diversity, surface learning strategies offer a pathway to scaffold students' understanding of foundational language concepts and structures. By breaking down complex linguistic tasks into manageable components, educators can provide students with the scaffolding necessary to navigate the intricacies of language acquisition with confidence.

Through this exploration, we seek to not only elucidate the theoretical underpinnings of surface learning in language

education but also to provide practical insights and pedagogical approaches for its effective implementation. By examining the relevance and efficacy of deep learning strategies within English language classrooms, educators can glean valuable insights into how best to support their students' language learning journey.

As we navigate the terrain of deep learning in English language instruction, we invite educators to embark on this journey with us—a journey fueled by a shared commitment to enhancing language learning outcomes and empowering students to unlock the boundless possibilities that linguistic proficiency affords.

Literature review. The extensive and varied literature on deep learning strategies and methodologies in English language classrooms mirrors the broad spectrum of perspectives and methods in language education. Numerous studies have thoroughly examined the theoretical foundations and real-world applications of deep learning techniques, revealing their significance and effectiveness in promoting language acquisition and understanding.

Jackson (2017) emphasizes the pivotal role of surface learning approaches in laying the groundwork for language proficiency, particularly in the initial stages of language acquisition. Building upon this foundation, Kim (2019) explores the cognitive processes involved in surface learning and its implications for language instruction, drawing upon theories of cognitive psychology to elucidate the mechanisms through which

surface learning strategies facilitate comprehension and retention of linguistic content.

Theoretical frameworks such as Bloom's taxonomy and the cognitive load theory provide additional insights into the cognitive processes underlying surface learning and its relevance to language education (Dörnyei, 2005). By unpacking the cognitive demands of language tasks and providing explicit instruction on language rules and structures, educators can scaffold students' learning experiences and support the development of foundational language skills.

Practical strategies for implementing surface learning techniques in English language classrooms abound in the literature. Gay (2010) advocates for the incorporation of explicit instruction, vocabulary drills, and structured language practice activities to engage students in meaningful language learning experiences. Similarly, Bennett (2010) underscores the importance of providing ample opportunities for students to engage with language content in authentic contexts, thereby reinforcing their comprehension and retention of linguistic concepts.

Moreover, research by Gudykunst (2005) highlights the significance of culturally responsive pedagogy in the implementation of surface learning strategies, emphasizing the importance of honoring students' diverse cultural backgrounds and linguistic experiences. By integrating culturally relevant content and incorporating students' cultural perspectives into language instruction, educators can create inclusive learning environments that resonate with learners' lived experiences and foster a sense of belonging.

Research methodology. This study employs a mixed-methods approach to investigate the implementation of surface learning strategies in English language classrooms. A systematic literature review was conducted to identify relevant studies and theoretical frameworks related to surface learning in language education. The search strategy involved keywords such as "surface learning strategies," "English language classrooms," "language education," and "implementation".

Selected literature was critically analyzed to identify key themes, theoretical perspectives, and empirical findings related to the implementation of surface learning strategies in English language instruction. Both qualitative and quantitative research articles, as well as theoretical frameworks and practical guidelines, were considered to provide a comprehensive understanding of effective pedagogical practices in this area.

Additionally, semi-structured interviews and focus group discussions with language educators were conducted to gather insights into their experiences and perspectives on implementing surface learning strategies in the classroom. Participants were selected through purposive sampling to ensure diversity in terms of teaching experience, educational backgrounds, and institutional contexts.

Data from both the literature review and qualitative interviews were analyzed thematically to identify recurring patterns, emerging themes, and practical recommendations for the implementation of surface learning strategies in English language classrooms. The integration of multiple data sources enhances the validity and reliability of findings, providing a holistic understanding of the research topic.

Discussion: The synthesis of literature and insights from qualitative interviews offers a rich understanding of the implementation of surface learning strategies in English language classrooms. Through a multifaceted lens, we explore the theoretical underpinnings, practical implications, and pedagogical considerations associated with integrating surface learning techniques into language instruction.

The discussion elucidates the multifaceted nature of surface learning strategies and their relevance to language education. Drawing upon theoretical frameworks such as cognitive psychology and sociocultural theory, we examine the cognitive processes involved in surface learning and its implications for language acquisition and comprehension. By unpacking the cognitive demands of language tasks and providing explicit instruction on language rules and structures, educators can

scaffold students' learning experiences and support the development of foundational language skills.

Practical insights gleaned from qualitative interviews highlight the diverse approaches and pedagogical strategies employed by language educators to implement deep learning techniques in the classroom. From explicit instruction and vocabulary drills to authentic language practice activities, educators employ a variety of methods to engage students in meaningful language learning experiences. Moreover, the importance of culturally responsive pedagogy in the implementation of surface learning strategies is underscored, emphasizing the need to honor students' diverse cultural backgrounds and linguistic experiences.

The conversation also explores the possible obstacles and constraints linked to incorporating deep learning strategies and methodologies in English language classrooms. Teachers need to manage the fine line between offering clear guidance and fostering student independence, making sure that deep learning tasks are structured in a way that caters to the diverse needs and skill levels of students. Furthermore, factors such as classroom dynamics, available resources, and institutional limitations could influence the practicality and success of deep learning approaches in various educational settings.

Results: The synthesis of literature and qualitative insights offers a comprehensive understanding of the implementation of surface learning strategies in English language classrooms. Key findings highlight the diverse array of pedagogical approaches employed by educators to integrate surface learning techniques into language instruction.

From the literature review, it is evident that surface learning strategies play a pivotal role in laying the groundwork for language proficiency, particularly in the initial stages of language acquisition. Theoretical frameworks such as cognitive psychology and sociocultural theory provide insights into the cognitive processes underlying surface learning and its implications for language education.

Qualitative interviews with language educators further enrich our understanding of the practical applications of surface learning strategies in the classroom. Educators employ a variety of pedagogical techniques, including explicit instruction, vocabulary drills, and authentic language practice activities, to engage students in meaningful language learning experiences. Additionally, the importance of culturally responsive pedagogy is emphasized, highlighting the need to honor students' diverse cultural backgrounds and linguistic experiences.

While the implementation of surface learning strategies offers promising opportunities for enhancing language instruction, challenges and limitations exist. Educators must navigate issues related to balancing explicit instruction with student autonomy, as well as considerations of classroom dynamics and resource constraints.

Conclusion. The exploration of deep learning strategies in English language classrooms illuminates their significance in fostering language acquisition and comprehension. Through a synthesis of theoretical insights, practical experiences, and pedagogical considerations, this study offers valuable insights into the implementation of surface learning techniques and their implications for language education.

Deep learning approaches and strategies serve as foundational building blocks for language proficiency, providing students with the necessary scaffolding to navigate the complexities of language acquisition. Theoretical frameworks such as cognitive psychology and sociocultural theory offer insights into the cognitive processes underlying surface learning and its relevance to language instruction.

Practical insights gleaned from qualitative interviews underscore the diverse array of pedagogical approaches employed by educators to integrate surface learning techniques into the classroom. From explicit instruction to culturally responsive pedagogy, educators employ a variety of methods to engage students in meaningful language learning experiences.

While the implementation of deep learning strategies holds promise for enhancing language instruction, challenges and limitations exist. Educators must navigate issues related to

balancing explicit instruction with student autonomy, as well as considerations of classroom dynamics and resource constraints.

In conclusion, the integration of deep learning strategies into English language classrooms offers valuable opportunities for supporting students' language learning journey. By drawing upon theoretical insights, practical experiences, and pedagogical

considerations, educators can create inclusive learning environments that foster linguistic proficiency and academic success. Through ongoing reflection, collaboration, and adaptation, educators can continue to refine their instructional practices and empower students to achieve their language learning goals.

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