

METHODOLOGY OF TEACHING THE SUBJECT OF TRADITIONAL  
INSTRUMENTS IN ENGLISH LANGUAGE LESSONS

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**Abstract:** This paper explores innovative and practical methodologies for teaching the topic of traditional musical instruments in English language classes. Rooted in the educational reforms initiated by Presidential Decree PQ-5117, the study emphasizes the importance of culturally integrated language instruction and highlights student-centered pedagogical strategies. The article examines effective classroom methods, digital platforms for communication, and the teacher's evolving role in facilitating communicative competence. It concludes with recommendations for future practice and research in English language teaching through cultural themes.

**Key words:** Traditional instruments, communicative competence, English language teaching, interactive methods, digital platforms, student engagement, cultural integration, modern pedagogy, Uzbekistan education reform.

### 1. Introduction

Language learning is most effective when it is contextual and connected to students' culture and experiences. Traditional musical instruments are a rich topic that allows learners to explore vocabulary, pronunciation, and cultural knowledge in one thematic unit. In Uzbekistan, education reforms have emphasized the importance of early foreign language learning, as guided by Presidential Decree PQ-5117. This document aims to enhance the quality of English teaching by promoting learner-centered, innovative, and culturally responsive pedagogy.

### 2. Theoretical Framework: Language and Culture Integration

Language and culture are inherently interconnected. Cultural topics such as traditional instruments make language learning more meaningful. According to the sociocultural theory proposed by Lev Vygotsky, learning occurs in social contexts, and culture plays a fundamental role in cognitive development. Teaching traditional instruments within English lessons encourages cultural pride, fosters international understanding, and supports vocabulary retention through real-life relevance.

### 3. Methodological Approaches to Teaching Traditional Instruments

#### 3.1 "Letter to a Friend" Method





## Opening

- ✓ Hi Mary / Hello Mary / Hey Mary
- ✓ It's been ages since we last spoke.
- ✓ How are you?
- ✓ How's life treating you?
- ✓ How's life?
- ✓ How are things?
- ✓ Any news?
- ✓ Anything strange?
- ✓ What are you up to these days?

## Expressing Thanks

- ✓ Thanks a million for...
- ✓ Thanks a lot for...
- ✓ Cheers for ...
- ✓ I really appreciate it.
- ✓ Thanks my friend.

## Giving news

- ✓ Guess what. I've...
- ✓ I've got some good news my friend.
- ✓ Great news Mary, I've...
- ✓ Unfortunately, I've got bad news
- ✓ I'm afraid I have some bad news ☹
- ✓ Bad news Mary ☹

## Refusing invitation

- ✓ Sorry, I'm busy
- ✓ I appreciate the invite, but I can't
- ✓ I don't think I can.
- ✓ I'm really sorry, but...
- ✓ Sorry, I'm afraid I don't...

## Responding to news

- ✓ I'm so happy for you
- ✓ That's fantastic news
- ✓ That's awful news my friend ☹
- ✓ Sorry to hear that
- ✓ I'm glad to hear that
- ✓ I'm thrilled for you
- ✓ What great news!
- ✓ Congratulations
- ✓ I was delighted to hear that.

## Making Suggest

- ✓ The best thing to do is...
- ✓ I'd suggest that you...
- ✓ I'd recommend that you...
- ✓ I think you should...
- ✓ You must do ...

## Offering advice

- ✓ If I were you, I'd...
- ✓ If I were in your shoes, I'd ...
- ✓ You should...
- ✓ I think you must...
- ✓ You simply have to ...
- ✓ Why don't you...?
- ✓ I'd suggest that you...

## Closing

- ✓ Well, that's all for now
- ✓ I'd better get back to work here
- ✓ I must go
- ✓ Looking forward to...
- ✓ Take care
- ✓ All the best
- ✓ All my love



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This method enhances vocabulary learning and promotes collaborative work. Students receive envelopes containing scrambled letters of traditional instrument names, categorized into percussion, string, and wind instruments. Working in groups, students rearrange letters to form correct words and then describe the instruments in short written texts. This method improves reading, writing, and communication skills, while also reinforcing group interaction.

### 3.2 "Pen on the Table" Strategy



This is an effective group discussion technique. Students write their answers to topic-related questions and place their pen on the table as a sign of completion. The paper is passed to another student for review or continuation. This method builds responsibility, enhances listening, and fosters peer support. In lessons on traditional instruments, this strategy can be used to match instrument names with their pictures, describe their origins, and compare them to international counterparts.

### 4. Digital Tools for Communication and Practice

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The integration of digital tools in English language instruction plays a crucial role in enhancing students' communicative competence and fostering global engagement. In today's interconnected world, language learning must go beyond textbook exercises and be immersed in real-world contexts. Digital platforms enable learners to interact with authentic language, build confidence, and experience intercultural communication firsthand.

Applications such as **HelloTalk**, **Tandem**, **Skype**, and similar language exchange platforms offer a wealth of opportunities for students to practice English in meaningful, interactive ways. These tools can be effectively utilized to reinforce lessons on cultural topics like traditional musical instruments, making the learning process more dynamic and relevant.

### Key Benefits and Applications:

- **Real-time Communication Practice:** Students engage in live text or voice chats with native or fluent English speakers. They can discuss various topics, including national music traditions, traditional instruments, and the role of music in culture, allowing them to apply vocabulary and sentence structures in authentic settings.
- **Cultural Exchange Projects:** Learners can share photos or videos of traditional Uzbek instruments (e.g., *dutar*, *rubab*, *doira*) with their international peers and receive insights about foreign instruments in return. This fosters intercultural awareness, tolerance, and global citizenship, aligning with modern educational goals.





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- **Interactive Assignments:** Teachers may assign students to create a short video presentation about a traditional instrument, describing its structure, origin, and usage in English. The video can then be uploaded and discussed with international language partners or classmates in virtual discussions.

- **Confidence Building:** Through regular use of communication apps, students overcome shyness and develop the fluency and spontaneity required for real-world conversation. They learn to formulate questions, respond appropriately, and adapt to various accents and speech patterns.

- **Digital Literacy:** While improving their English skills, students also develop essential 21st-century competencies such as responsible online communication, cross-platform navigation, and awareness of digital safety and etiquette.

### Practical Classroom Ideas:

- **"Virtual Interview" Task:** Students are paired with peers from other countries to conduct short interviews about each other's musical traditions using apps like Tandem or Zoom.

- **"Cultural Comparison" Blog:** Learners create a collaborative blog post comparing traditional musical instruments of Uzbekistan and a foreign country, using vocabulary and structures learned in class.

- **"Online Quiz Challenge":** Students develop quizzes about traditional instruments and share them with foreign partners, encouraging interactive learning and peer assessment.

By utilizing these digital platforms, the learning process becomes immersive and student-centered. Language acquisition is no longer limited to passive reception but is transformed into an active, engaging, and socially connected experience.

In conclusion, incorporating digital tools not only strengthens language skills but also cultivates cultural curiosity, learner autonomy, and global competence. Such integration is essential in preparing students to become confident English communicators and globally aware individuals in the 21st century.

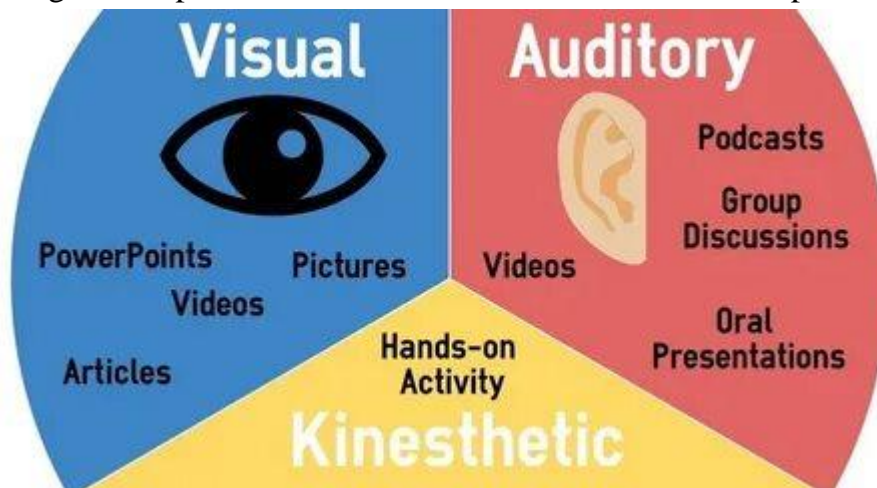


### 5. Visual and kinesthetic learning Integration



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Different learning styles require different teaching tools. For visual and kinesthetic learners, activities such as matching games, labeling diagrams, or crafting paper models of instruments are effective. Teachers can use flashcards, PowerPoint presentations, or even short video clips demonstrating traditional instruments. These resources support multisensory learning and help students better retain new terms and concepts.



## 6. Assessment Strategies

Formative and summative assessments should be aligned with the lesson objectives. Teachers can use oral presentations, vocabulary quizzes, reflective writing, and peer-assessment techniques. For example, students can present a traditional instrument in English, describing its type, material, and use in cultural events. Teachers should evaluate pronunciation, vocabulary usage, fluency, and the ability to communicate ideas clearly.

## 7. The Role of the Teacher

The teacher is no longer just a knowledge provider but a facilitator of learning experiences. In culturally focused lessons, the teacher guides discussion, encourages student input, and ensures inclusive participation. Teachers must be flexible, creative, and skilled in both technology and content delivery. Continuous professional development is essential to stay updated on best practices in language teaching.

## Conclusion

Teaching traditional instruments in English lessons provides a bridge between language acquisition and cultural appreciation. By using interactive, student-centered methods and incorporating digital communication, teachers can create a dynamic classroom where students learn English through meaningful engagement. This approach aligns with Uzbekistan's educational goals and equips learners with both language skills and cultural identity, preparing them for success in a globalized world.

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