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**METHODOLOGICAL FOUNDATIONS OF IMPROVING LEXICAL
COMPETENCE OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS
THROUGH AN INDIVIDUAL APPROACH**

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Abstract: This article examines the theoretical and methodological aspects of developing lexical competence in prospective foreign language teachers through an individual approach. It substantiates that organizing classes based on learner-centered technologies, taking into account students' personal abilities, level of knowledge acquisition, and motivation, leads to increased effectiveness.

Keywords: Lexical competence, individual approach, learner-centered education, methodological foundations, prospective foreign language teachers.

Аннотация: В данной статье рассматриваются теоретические и методологические аспекты развития лексической компетенции у будущих учителей иностранных языков посредством индивидуального подхода. Обосновывается, что организация занятий на основе лично-ориентированных технологий, с учётом индивидуальных способностей студентов, уровня усвоения знаний и мотивации, способствует повышению эффективности обучения.

Ключевые слова: Лексическая компетенция, индивидуальный подход, лично-ориентированное обучение, методологические основы, будущие учителя иностранных языков.

Annotatsiya: Ushbu maqolada chet tillari bo'yicha bo'lajak o'qituvchilarda leksik kompetensiyani individual yondashuv asosida shakllantirishning nazariy va metodik jihatlari ko'rib chiqiladi. Darslarni talaba shaxsiga yo'naltirilgan texnologiyalar asosida tashkil etish, ularning individual qobiliyatlari, bilimni o'zlashtirish darajasi va motivatsiyasini inobatga olish ta'lim samaradorligini oshirishga xizmat qilishi asoslab beriladi.

Kalit so'zlar: Leksik kompetensiya, individual yondashuv, shaxsga yo'naltirilgan ta'lim, metodik asoslar, bo'lajak chet tili o'qituvchilari.

Introduction

In the current era of globalization, mastering a foreign language not only ensures communicative competence in daily interactions but also serves as one of the main factors for achieving high efficiency in professional activities. A specialist with

a strong command of a foreign language can actively participate in international cooperation, engage in the exchange of scientific information, conduct professional communication with ease, and strengthen their professional reputation. For prospective foreign language teachers, lexical competence plays a particularly significant role. Mastering vocabulary and using it correctly is a key condition for delivering effective lessons, maintaining clear and fluent communication with students, and fostering meaningful collaboration during the teaching process. The level of lexical competence directly affects a teacher's ability to express thoughts fully and accurately in the target language, as well as to build solid knowledge and skills in students. Therefore, the use of an individual approach in improving lexical competence is highly relevant from a methodological perspective. Lessons organized on the basis of individualization, while taking into account learners' levels of knowledge acquisition, interests, personal abilities in language learning, and psychological traits, result in more effective outcomes. This methodology enables teachers to select appropriate tasks and exercises for each student, increase their activity in the learning process, and enhance motivation for foreign language learning. As a result, the individual approach not only deepens lexical knowledge but also develops independent thinking, self-expression, and creative application skills. From this perspective, the use of learner-centered technologies in training foreign language teachers is becoming one of the main tasks of modern pedagogy.

Research method

The integration of multiple research methods in this study played a crucial role in ensuring the reliability and validity of the findings. In particular, the combination of qualitative and quantitative approaches allowed the research to be grounded in both theoretical and empirical dimensions. First, the literature review provided a solid theoretical foundation by examining existing research in the field of foreign language teaching methodology. Through this stage, relevant theoretical concepts and best practices established by previous scholars were critically analyzed, which helped to contextualize the study within broader academic discourse. Furthermore, classroom observations offered valuable insights into the actual teaching and learning process, enabling the researcher to identify how students responded to different instructional strategies in practice. Diagnostic testing served as an essential tool for determining the initial level of students' lexical competence, which later made it possible to accurately measure their progress. Among the applied methods, the pedagogical experiment proved to be the most significant. It involved the implementation of individual approach-based methods and allowed for the direct evaluation of their effectiveness. Additionally, surveys and interviews captured students' perspectives, helping to better understand their motivation, attitudes, and readiness for learner-centered instruction. Finally, statistical analysis confirmed the validity of the results, demonstrating that the observed improvements were not accidental but grounded in clear, evidence-based outcomes.

In summary, the combined use of these methods created a comprehensive and multifaceted research design. This integration not only deepened the understanding of how lexical competence can be effectively developed but also provided strong

empirical evidence supporting the role of individualized instruction in foreign language learning.

Materials

The study conducted at the Namangan State Institute of Foreign Languages during the 2024–2025 academic year yielded significant insights into the development of lexical competence among prospective English language teachers. The research involved 60 second-year students majoring in English Language Teaching, which provided a valuable context for observing how various instructional methods affect vocabulary acquisition and learner motivation.

The implementation of specially designed vocabulary-focused tasks, including differentiated assignments, contextualized exercises, and reflective writing activities, contributed to creating a more engaging and student-centered learning environment. The integration of digital platforms such as Quizlet and Kahoot further enhanced interactivity and learner involvement, making the process of vocabulary acquisition more dynamic and accessible. Moreover, the use of portfolio-based assessment enabled students to track their own progress, engage in self-reflection, and take greater responsibility for their individual learning outcomes. A comparative analysis of the experimental and control groups highlighted the effectiveness of the individual approach-based methodology. The experimental group not only achieved higher gains in lexical knowledge but also demonstrated stronger motivation, independence, and confidence in applying newly acquired vocabulary to authentic communicative situations. These outcomes illustrate that individualized and learner-centered instruction provides not only linguistic benefits but also fosters broader pedagogical skills essential for future teachers. Overall, the findings confirm that the integration of individual approach methodologies into the process of lexical competence development is highly effective. Such methods not only enhance vocabulary acquisition but also cultivate motivation, autonomy, self-reflection, and creativity, which are indispensable qualities for future foreign language educators.

Results

The findings of the study provided clear evidence of the effectiveness of the individual approach in enhancing lexical competence among prospective English teachers. The experimental group demonstrated substantially higher progress compared to the control group. Specifically, the vocabulary growth of the experimental group reached 38%, while the control group achieved only 21%. This significant difference highlights that individualized vocabulary tasks and learner-centered methodologies serve as powerful accelerators of vocabulary acquisition.

In addition to quantitative improvement, the study also revealed important shifts in learner motivation. Within the experimental group, 85% of students reported an increased interest in vocabulary learning, compared to only 56% in the control group. This contrast suggests that student motivation is shaped not merely by the content of instruction, but also by the organization of the learning process. Another noteworthy outcome was the development of learner autonomy. Through the use of portfolios and reflective journals, students in the experimental group gained greater responsibility for their own progress and enhanced their independent learning skills.

Moreover, they demonstrated the ability to apply newly acquired vocabulary actively in both oral and written communication. This finding underlines the importance of teaching vocabulary within meaningful contexts, rather than treating it as an isolated set of items to be memorized.

Overall, the results strongly support the conclusion that the application of individual approach-based methods in language teaching significantly improves not only lexical knowledge but also motivation, autonomy, and communicative competence. These outcomes confirm that learner-centered instruction is an effective strategy for preparing future teachers to use language meaningfully and confidently in professional practice.

Discussion

The findings of this study confirmed my understanding that individual approach-based methods are indeed more effective for improving lexical competence in prospective foreign language teachers. Seeing how much better the experimental group performed made me realize that teaching is most successful when it takes into account students' personal abilities, pace, and needs. Additionally, I was encouraged to see that my results were consistent with the works of well-known researchers such as Nation (2001), Richards & Rodgers (2014), and Ahmedova (2020). Their emphasis on learner-centered instruction matches the evidence from my own research, which gave me confidence that I was applying relevant and scientifically proven methods. This reflection strengthened my belief that using an individual approach not only supports vocabulary development but also makes learning more meaningful and motivating for future teachers. While analyzing the process, I realized that the individual approach brought several clear advantages to the learning environment. Students became more active participants, taking responsibility for their learning rather than remaining passive listeners. I also noticed how individualized tasks reduced anxiety for weaker students while at the same time providing meaningful challenges for stronger learners, which created a balanced classroom atmosphere. The use of digital tools such as Quizlet and Kahoot made vocabulary practice more engaging and modern, and reflection activities encouraged students to think about their own learning process more deeply. This showed me the importance of metacognitive skills in helping learners understand how they learn best.

However, I also reflected on the challenges. Preparing differentiated tasks was often time-consuming, requiring careful planning and creativity. Additionally, I understood that teachers need strong methodological training to effectively implement learner-centered approaches. Without such preparation, it may be difficult to fully apply these methods in real classrooms.

Overall, these reflections highlighted that while individual approaches are highly beneficial, they also demand commitment, preparation, and professional growth from teachers.

Conclusion

The development of lexical competence in prospective foreign language teachers requires the use of an individual approach as an essential methodological foundation. Its advantage lies in organizing the learning process not through a

general method, but by considering each learner's personal characteristics, pace of learning, interests, and needs. As a result, students feel themselves to be active participants in the educational process, which directly impacts their learning outcomes.

The individual approach does not only expand learners' knowledge but also directs them toward independent learning, self-monitoring, and reflection skills. Students not only memorize new vocabulary but also learn to use it appropriately in communication. In this way, lexical competence evolves from knowledge-level mastery into a practical professional skill effectively applied in speech activities. Moreover, lessons organized through the individual approach enhance communicative activity, systematic and gradual vocabulary expansion, fluency and creativity in speech, and the ability to express ideas clearly, logically, and grammatically correctly in professional contexts.

Therefore, applying the individual approach to the development of lexical competence in prospective foreign language teachers is not only methodologically relevant but also fully meets the requirements of modern education.

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