FOREIGN EXPERIENCES IN DEVELOPING STUDENTS' LEXICAL COMPETENCE THROUGH LEARNER-CENTERED EDUCATION TECHNOLOGIES

Makhmudova Feruza Salimdjonovna
2nd-year PhD student, Namangan State Institute of Foreign Languages

Abstract: *This thesis analyzes foreign experiences in developing the lexical competence of pre-service foreign language teachers through learner-centered education technologies. Within the framework of the study, methodological approaches implemented in higher education systems of Europe and the United States are examined, and the importance of considering students' individual needs, learning motivation, and professional orientation in lexical competence development is substantiated. The analysis of foreign experiences demonstrates the effectiveness of learner-centered education technologies in developing lexical competence in an active, contextualized, and functional manner.*

Keywords: *lexical competence, learner-centered education, foreign experience, pre-service foreign language teachers, CEFR.*

Introduction

In modern foreign language education, lexical competence is considered an essential component that ensures both communicative and professional preparedness of learners and pre-service foreign language teachers. In the context of globalization, effective foreign language acquisition—particularly the ability to use lexical units accurately and appropriately in communicative situations—has become a pressing task for educational systems. Therefore, studying and analyzing advanced approaches

applied in foreign education systems to develop lexical competence is of significant academic and practical importance.

Main Part

Foreign educational experience shows that learner-centered education technologies are regarded as a leading methodological foundation for developing the lexical competence of pre-service foreign language teachers. In particular, in higher education institutions in France, the process of lexical competence development is organized through reflective learning, project-based instruction, and contextual lexical exercises. This approach contributes to increasing students' communicative activity. In Germany, a competence-based and task-oriented approach is predominant, where lexical units are acquired through professionally oriented problem-solving situations. In Finland, individualized learning trajectories and learner autonomy are recognized as key principles of learner-centered education. Meanwhile, in the United Kingdom and the United States, the widespread use of digital technologies, online platforms, and electronic resources plays an important role in developing lexical competence, fostering students' independent and reflective learning skills.

Conclusion

The analysis of foreign experiences indicates that learner-centered education technologies demonstrate high effectiveness in developing the lexical competence of pre-service foreign language teachers. These approaches make it possible to consider students' individual needs, motivation, and professional orientation, thereby facilitating the development of lexical competence at an active and functional level. Adapting foreign experiences to the national education system is of great importance in improving the quality of professional training of future foreign language teachers.

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