

## IMPROVING THE METHODOLOGY FOR DEVELOPING EDUCATIONAL LEXICAL COMPETENCE IN PRE-SERVICE ENGLISH LANGUAGE TEACHERS

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### Abstract

This article examines the theoretical and practical aspects of improving the methodology for developing educational lexical competence in pre-service English language teachers. The structural components of lexical competence, the factors influencing its formation, and effective teaching methods based on modern methodological approaches are analyzed. The results indicate that systematic development of lexical competence is a key factor in enhancing the professional training of future English language teachers.

**Keywords:** lexical competence, communicative competence, methodology, English language teacher, professional training, contrastive approach, interactive methods.

### Introduction

In the context of globalization, the communicative approach has gained priority in foreign language education. In teaching English, not only grammatical knowledge but also a rich active vocabulary is essential. Lexical competence is an integral part of communicative competence and includes vocabulary knowledge, correct use of word combinations, understanding of collocations, and appropriate application of lexical units in communicative situations.

Pre-service English language teachers must possess a high level of lexical competence and master the methodology of developing it in learners. Therefore, improving the methodology for developing lexical competence in higher pedagogical institutions is a relevant scientific issue.

### Theoretical Foundations of Lexical Competence

The concept of lexical competence emerged within the framework of communicative competence and involves the correct semantic, morphological, and pragmatic use of language units.

Modern methodological studies identify the following components:

1. **Semantic component** – understanding word meaning and polysemy.
2. **Structural component** – knowledge of word formation and inflection.
3. **Pragmatic component** – appropriate use of words in communicative contexts.
4. **Strategic component** – ability to infer the meaning of unfamiliar words from context.

The Common European Framework of Reference for Languages (CEFR) also recognizes lexical knowledge and skills as an essential part of communicative competence.

### **Problem Analysis and Existing Methodological Approaches**

Practice shows that many students rely on traditional memorization techniques, which lead to passive vocabulary acquisition rather than active usage.

Modern methodology highlights the effectiveness of:

- the communicative approach;
- corpus-based teaching;
- the cognitive approach;
- the contrastive approach.

### **Ways to Improve the Methodology**

Improvement can be achieved through:

1. Implementation of an integrative approach;
2. Development of collocational competence;
3. Use of digital technologies;
4. Formation of metacognitive strategies;
5. Development of professionally oriented vocabulary.

### **Conclusion**

The study demonstrates that improving the methodology for developing lexical competence is crucial for enhancing the professional training quality of pre-service English language teachers. Lexical competence development should be organized systematically, interactively, and communicatively.

The application of modern pedagogical technologies, contrastive analysis, and metacognitive strategies strengthens lexical knowledge and enhances methodological expertise.

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