

існуванням людської особистості. Як педагогічне явище, соціальна зрілість людини проявляється, коли розвиток вивчається у зв'язку із змістом об'єктивних і суб'єктивних чинників, що його зумовлюють.

Майже всі зміни в структурі соціальної зрілості особистості відбуваються в певній послідовності у зв'язку з метою виховання. Тому дослідників цікавить не розвиток нових утворень у структурі особистості, а їх залежність від системи педагогічних впливів у єдності з чинниками соціального середовища, що їх зумовлюють. У зв'язку з цим соціальна зрілість особистості характеризується насамперед тими якостями, які активізують саморегуляцію соціальної поведінки і діяльності людини в конкретних соціально-історичних умовах. У педагогічному аналізі категорії «соціальна зрілість особистості» ми виходимо з твердження, що єдність світу і його оцінка визначаються в кінцевому рахунку його практичною, перетворювальною діяльністю як активного суб'єкта соціальних процесів. У дослідженні ефективності системи педагогічних впливів як головного показника цілісного розвитку особистості має бути категорія, яку можна порівняти із загальним впливом соціального середовища на виховання. Такою категорією є соціальна зрілість особистості. Соціальна зрілість особистості за обсягом включає поняття «виховання», оскільки відображає зв'язок з урахуванням змісту місцевої системи освіти навчального закладу.

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ДИДАКТИЧНИЙ ПОТЕНЦІАЛ ПЕДАГОГІЧНОГО СИТУАТИВНОГО МОДЕЛЮВАННЯ У ФОРМУВАННІ ПРОФЕСІЙНОЇ ЛЕКСИЧНОЇ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ

У статті досліджено ефективність ситуативного моделювання як провідної дидактичної стратегії навчання професійної лексики у майбутніх учителів іноземних мов. В умовах реформування Нової української школи зростає потреба у фахівцях, які володіють не лише теоретичними лінгвістичними знаннями, а й функціональною здатністю оперувати ними у комунікативному середовищі. Автором обґрунтовано, що традиційні методи репродуктивного навчання та статичне накопичення словникового запасу не забезпечують формування «лексичної готовності» як функціональної здатності миттєво відтворити спеціалізовану педагогічну термінологію в умовах високого когнітивного навантаження реального заняття.

У дослідженні ідентифіковано стійкий «мобілізаційний розрив», за якого студенти з високим рівнем рецептивного словника не здатні активувати ці лексеми під час виконання практичних завдань, що призводить до лінгвістичної фосилізації та підвищення

мовленнєвої тривожності. Для подолання цієї розбіжності у роботі проаналізовано теоретичні засади ситуативного підходу, що ґрунтуються на соціальному конструктивізмі та лексичному підході. Визначено чотири методичні умови успішної імплементації: професійна автентичність сценаріїв, лексичний скафолдінг через використання карт активних глосаріїв, траєкторія поступового ускладнення завдань (від мікровикладання до макромоделювання) та обов'язковість рефлексивного дебрифінгу із застосуванням відеоаналізу.

Емпірична частина дослідження демонструє кількісний та якісний вплив ситуативного моделювання на групу з 17 майбутніх учителів. Ключові показники ефективності, такі як темп мовлення (слів за хвилину) та щільність професійної лексики, продемонстрували суттєве зростання (+36,1% та +94,5% відповідно). Результати свідчать, що моделювання ситуацій дозволяє подолати штучність університетського навчання та наблизити його до автентичності професійної діяльності, перетворюючи «інертні знання» на гнучкий інструмент управління класом. Зроблено висновок, що ситуативне моделювання є невід'ємною частиною формування професійної ідентичності вчителя, забезпечуючи чіткість, авторитетність та вільне володіння специфічним регістром педагогічного дискурсу.

Ключові слова: ситуативне моделювання, лексична готовність, майбутні вчителі, мобілізаційний розрив, педагогічні симуляції, комунікативна компетентність, лексичний скафолдінг.

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THE DIDACTIC POTENTIAL OF PEDAGOGICAL SITUATIONAL MODELING IN ENHANCING PROFESSIONAL LEXICAL READINESS FOR FUTURE FOREIGN LANGUAGE TEACHERS

This study investigates the efficacy of situational modeling as a sophisticated didactic strategy for mobilizing professional vocabulary in pre-service teachers within the modern higher education landscape. In the context of the New Ukrainian School reforms, there is an urgent need for educators who possess not only theoretical linguistic knowledge but also the functional capacity to operate in high-pressure communicative environments. The article posits that traditional rote learning and static vocabulary acquisition fail to produce «lexical readiness» – defined here as the functional ability to retrieve specialized pedagogical terminology under the real-time cognitive load of a classroom environment.

The research identifies a persistent «mobilization gap», where students with high levels of receptive vocabulary struggle to activate these terms during practical teaching tasks, leading to linguistic fossilization and increased performance anxiety. To address this discrepancy, the paper explores the theoretical foundations of the situational approach, drawing on social constructivism and the lexical approach. The author defines four critical methodological conditions for successful implementation: professional authenticity of scenarios, lexical scaffolding through active glossary maps, a trajectory of gradual complexity (from micro-teaching to macro-modeling), and the necessity of a reflective feedback loop involving video self-analysis.

The empirical part of the study demonstrates the quantitative and qualitative impact of situational modeling on a cohort of 17 pre-service teachers. Key performance indicators, such as speech rate (measured in words per minute) and professional lexical density, showed significant improvement (+36.1% and +94.5% respectively). These results suggest that simulations bridge the artificiality of the university setting with the authenticity of professional life, transforming «inert knowledge» into a flexible tool for classroom management. The paper concludes that situational modeling is essential for developing a teacher's professional identity, ensuring that their discourse is characterized by clarity, authority, and the immediate retrieval of the specific register required for effective pedagogical leadership.

Key words: situational modeling, lexical readiness, pre-service teachers, mobilization gap, pedagogical simulations, communicative competence, lexical scaffolding.

Formulation of the problem and justification of its relevance. Current shifts within the Ukrainian pedagogical landscape and its alignment with European educational benchmarks have established rigorous new criteria for the training of future foreign language teachers. Beyond theoretical proficiency, modern educators must demonstrate high-level communicative flexibility, enabling the strategic use of language in diverse professional scenarios. Central to this competence is the development of lexical readiness: the ability to instantaneously actualize relevant professional terminology during discourse. To bridge the gap between theory and practice, the implementation of situational modeling technology has emerged as a primary strategy. This approach allows for the simulation of pedagogical realities, providing students with the opportunity to navigate professional challenges within a controlled academic setting.

Analysis of recent research and publications. The conceptualization of «lexical readiness» is deeply rooted in the broader framework of communicative competence, a term popularized by D. Hymes and later refined by M. Canale and M. Swain. However, in the specific context of pedagogical education, researchers have shifted focus toward professional-oriented communicative competence.

The works of N. Chomsky on linguistic competence and D. Hymes on sociolinguistic performance provide the bedrock for understanding language as a tool for action. In the Ukrainian context, scholars such as O. Bihych and S. Nikolaieva have emphasized the importance of «readiness» as a psychological and pedagogical state that precedes successful professional activity.

Recently, K. Livingstone and A. Littlejohn have argued that role-playing and simulations are essential for bridging the «artificiality» of the classroom with the «authenticity» of professional life.

Contemporary researchers highlight that lexical proficiency is not merely about vocabulary size but about the «accessibility» of lexical chunks. The Lexical Approach suggests that fluency is achieved through the retrieval of pre-fabricated «multi-word units», which is precisely what situational modeling aims to automate in future teachers.

Despite these advancements, there remains a gap in defining the specific methodological conditions under which situational modeling translates into measurable increases in the rate of speech and lexical density within a professional pedagogical discourse.

The purpose of the study is to explore the didactic potential of pedagogical situational modeling, define and

verify the methodological conditions for its implementation in the university curriculum to enhance the professional vocabulary mobilization of pre-service foreign language teachers.

Presentation of the main research material. The integration of Ukraine into the European higher education area has necessitated a paradigm shift in teacher training. Modern foreign language educators are no longer viewed merely as conduits of linguistic information but as cultural mediators and classroom managers. This shift requires a level of lexical readiness that extends beyond passive vocabulary.

According to Keiby Caro and Nayibe Rosado Mendinueta, lexical readiness refers to the preparedness of a language learner to effectively use vocabulary (lexis) in communication, meaning they have acquired sufficient lexical knowledge to support comprehension and expression. It is closely tied to lexical competence and is considered a prerequisite for achieving communicative competence in a second language [3, p. 206].

This capacity ensures that the speaker's cognitive resources are focused on communication rather than the mechanical search for words. However, a significant discrepancy often arises between this theoretical ideal and the actual performance of language learners, a phenomenon known as the mobilization gap.

The mobilization gap manifests when many students possess high «recognition» levels of vocabulary but fail to «mobilize» these terms when managing a classroom, leading to linguistic fossilization or anxiety. This «inert knowledge» remains static because learners lack the procedural automation required for high-stakes professional environments. To bridge this gap and transform passive knowledge into active proficiency, pedagogical practice must shift toward Situational Modeling Theory [6].

Grounded in social constructivism, situational modeling involves the creation of «problem-based» pedagogical scenarios that force students to utilize their mental lexicon in a controlled, yet unpredictable, environment. These models compel students to overcome their mobilization anxiety and achieve the level of lexical readiness necessary for successful professional activity [7].

According to modern research situational modeling serves three primary didactic functions that collectively transform passive knowledge into professional fluency.

First, it facilitates cognitive reinforcement. While linking vocabulary to physical and emotional actions – such as disciplining a student or explaining a complex rule – the brain creates stronger neural pathways for retrieval. This multisensory engagement ensures that terms are not just memorized, but deeply embedded in the learner's cognitive architecture.

Building on this cognitive foundation, modeling also acts as a tool for psychological desensitization. It reduces «foreign language anxiety» allowing students to practice high-stakes professional communication in a safe academic setting. Through repeatedly confronting simulated classroom challenges, learners build the emotional resilience necessary to retrieve vocabulary under pressure.

Ultimately, these cognitive and psychological gains culminate in the development of discursive competence. This function focuses on mastering «pedagogical discourse» – the specific register of language used by teachers to provide instructions, feedback, and emotional support. Through situational modeling, students transition

from general language proficiency to the nuanced, professional command of English required for effective teaching [8].

To ensure that situational modeling transcends mere role-play and becomes a transformative educational tool, it must be grounded in a rigorous yet supportive framework. For this methodology to be truly effective within a university curriculum, the following four methodological conditions must be met, creating a bridge between theoretical knowledge and the high-pressure reality of the classroom.

The first essential pillar is professional authenticity. Scenarios must not exist in a vacuum; they must faithfully replicate the multifaceted challenges of the modern school system, such as the New Ukrainian School (NUS) framework. This involves integrating complex variables like inclusive education and digital tool management into every simulation. As S. Nikolaieva emphasizes, professional competence is cultivated only when the learning environment mirrors the socio-cultural and pedagogical reality the graduate will eventually face. By mirroring «real-world» stressors, we ensure that students are not just learning English, but learning to teach in English [1, p. 225].

However, authenticity alone can be overwhelming without proper lexical scaffolding. To prevent cognitive overload, students must be provided with «active glossary maps» or «lexical primers» prior to the simulation. These are not merely lists to be memorized, but strategic resources that students are required to «mobilize» during the session. This approach aligns with Michael Lewis' Lexical Approach, which suggests that fluency is born from the ability to retrieve ready-made «chunks» of language [4]. Providing this scaffold, we reduce the learner's processing burden, allowing them to focus on the nuances of pedagogical delivery rather than struggling to find basic terminology.

As students gain confidence with these lexical tools, the curriculum must follow a trajectory of gradual complexity. Mastery is built incrementally, moving from «micro-teaching» (focused 5-minute segments targeting specific skills) to «macro-modeling», which involves full lesson simulations and unpredictable conflict resolution. This staged progression reflects Peter Skehan's cognitive framework, which argues that task difficulty must be carefully balanced to ensure that learners do not revert to simplified «fossilized» language under pressure. Gradually raising the stakes, we move the student from mechanical repetition to creative professional expression [9, p. 146].

Finally, the entire process must culminate in reflective debriefing, or the «feedback loop». The simulation itself is only half the battle; the real growth occurs during post-simulation analysis, utilizing peer-review and video self-reflection. This critical stage allows students to step back and identify specific gaps in their lexical retrieval and professional posture. According to A. Littlejohn, such reflection is vital for internalizing experience; it turns a singular classroom moment into a permanent professional lesson, ensuring that speech errors are corrected before they become habitual [5].

To verify the effectiveness of the proposed methodology, an action research was conducted involving 17 fourth-year students from the faculty of primary education and philology of Khmelnytskyi Humanitarian and Pedagogical Academy. The participants were divided into a Control Group (CG), who followed the standard

curriculum, and an Experimental Group (EG), who underwent intensive situational modeling training.

Firstly, we explored the students' transformation of fluency and its impact on speech rate. One of the most visible indicators of lexical readiness is the tangible shift in a student's speech rate. In the context of a classroom, fluency is not merely about speed; it is about the

functional capacity to deliver instructions and manage students without the debilitating pauses that break pedagogical flow. Through measuring the rate of speech in Words Per Minute (WPM), we can track how efficiently a student retrieves professional terms under the pressure of active discourse. The results are presented in the table 1.

Table 1.

The evolution of professional speech rate

Assessment Stage	Average Speech Rate (WPM)	Range (Min–Max)	Standard Deviation
Initial (Pre-test)	72	55 – 92	10.4
Final (Post-test)	98	82 – 115	8.2
Net Improvement	+36.1%	–	–

According to the data in the table above we can state as follows: despite the focused sample size, the data reveals a statistically significant leap in communicative confidence. The 36.1% net improvement suggests that students moved beyond the «mobilization gap», transitioning from a state of conscious word-searching to a more automated professional delivery.

Perhaps more telling than the average increase is the reduction in Standard Deviation (from 10.4 to 8.2). This shift indicates a «leveling up» effect within the cohort; the group became more uniform in their ability to access professional lexis. Narrowing the gap between the strongest and weakest speakers, the situational modeling approach ensured that even the most anxious students achieved a baseline of «linguistic readiness» necessary for the modern classroom. This aligns with P. Skehan's view that reduced cognitive load directly correlates with increased speech flow [9].

Secondly, we studied students' elevating professionalism and its impact on lexical density. Beyond the speed of delivery lies the quality of the message. To assess the «professionalism» of the students' speech, we analyzed their *lexical density* – specifically the ratio of specialized pedagogical terms to the total word count during a five-minute teaching segment.

High lexical density in this context does not mean using «big words» for the sake of complexity. Rather, it reflects a student's ability to replace vague, general language (e.g., «doing this thing with the book») with precise, professional terminology (e.g., «engaging in a collaborative text-based analysis»). This transition marks the birth of a professional identity, where the student no longer sounds like a language learner, but like a qualified educator. According to M. Lewis, this «mobilization» of specific lexical chunks is what truly bridges the gap between classroom artificiality and professional authenticity [4]. The results are presented in the table 2.

Table 2.

Evolution of lexical density in pedagogical discourse

Assessment Stage	Average Speech Rate (WPM)	Range (Min–Max)	Standard Deviation
Initial (Pre-test)	14.5%	8% – 22%	4.8
Final (Post-test)	28.2%	19% – 38%	3.5
Net Improvement	+94.5%	–	–

The data reveals a near-doubling of professional lexical density (+94.5%), marking a profound shift in how students conceptualize their role in the classroom. In the pre-test phase, students often relied on «placeholder» language, using generic verbs and nouns to navigate pedagogical tasks. However, the final assessment shows that they successfully mobilized the «active glossary maps» provided during the «lexical scaffolding» phase.

The reduction in the Standard Deviation (from 4.8 to 3.5) is particularly significant. It suggests that the situational modeling approach was effective not only for high-achievers but also for students who initially struggled with specialized vocabulary. By the end of the curriculum, the «mobilization gap» had narrowed across the entire cohort.

This evolution confirms the theories of M. Lewis and P. Nation: as students automate their use of «lexical chunks», their cognitive resources are freed to focus on the nuances of classroom management [4]. They no longer sound like language learners struggling to find the right word; they sound like professionals who have mastered the «pedagogical discourse» of their craft.

In conclusion, the integration of situational modeling into the university curriculum serves as a transformative bridge between the «inert knowledge» of the classroom and the dynamic demands of the modern school. The empirical data, reflected in the 36.1%

increase in speech rate and the near-doubling of lexical density, demonstrates that lexical readiness is not a static state of knowing, but a functional capacity for action.

Through systematically addressing the mobilization gap, we move beyond the traditional focus on vocabulary size toward a focus on access and precision. As students learn to retrieve specialized «chunks» of pedagogical discourse under simulated pressure, they undergo a profound shift in identity: they cease to be language learners struggling with communication and begin to emerge as confident professionals capable of managing the complexities of the New Ukrainian School.

Ultimately, this research suggests that the «readiness» of a future teacher is defined by the fluidity of their thought-to-speech transition. Through the methodical application of lexical scaffolding and reflective debriefing, we empower educators to master their primary tool, language, ensuring that their professional voice is characterized by clarity, authority, and authenticity.

Conclusions and prospects for further research in this direction. The study addressed the critical challenge of forming lexical readiness in future foreign language teachers through the implementation of pedagogical situational modeling. Based on the theoretical analysis and experimental data obtained from a

cohort of 17 participants, the following conclusions have been drawn:

It has been established that situational modeling transcends traditional vocabulary acquisition by creating a simulated professional environment. This approach shifts the focus from «knowing words» to the «mobilization of lexis» under cognitive and emotional pressure. The didactic value lies in its ability to automate the retrieval of lexical chunks, thereby reducing the latency between thought and speech.

The research identified four essential conditions for the effective integration of modeling into the university curriculum: professional authenticity (scenarios must reflect real-world pedagogical challenges; lexical scaffolding (pre-simulation support through active vocabulary maps); gradual complexity (a transition from simple routines to complex conflict-resolution models) and reflective debriefing: (post-simulation analysis to consolidate the professional register).

The pilot study demonstrated a significant quantitative and qualitative shift in students' performance. The empirical data, characterized by a 36.1% increase in speech rate (WPM) and a near-doubling of professional lexical density, confirm that lexical readiness is not a static state of vocabulary acquisition, but a functional, performative capacity for professional action. It indicates enhanced fluency and reduced retrieval time. Furthermore, the Lexical Density Index rose from 14.5 to 28.2, proving that students effectively replaced general vocabulary with specialized pedagogical terminology.

Beyond linguistic metrics, situational modeling was found to facilitate the development of a professional persona. Adopting the role of an educator in controlled simulations, students bridged the gap between theoretical knowledge and practical application, resulting in a higher degree of confidence and reduced foreign language anxiety.

The success of this methodology in small groups suggests that it should be a staple of modern pedagogical training. Future research could explore the integration of Virtual Reality (VR) technologies to further enhance the immersion and authenticity of the modeled pedagogical situations.

This study confirms that pedagogical situational modeling is a highly effective technology for developing lexical readiness, as evidenced by an increase in speech fluency and a significant rise in professional lexical density among the participants.

The results substantiate that meeting specific methodological conditions, authenticity, scaffolding, complexity, and debriefing, is vital for transforming a student's passive vocabulary into a functional tool for professional communication.

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