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Professional readiness and structural foundations of teaching activity in modern higher education

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Abstract. The relevance of this study is due to the growing importance of understanding the structure, principles, and psychological foundations of pedagogical activity in modern education, where the effectiveness of the teaching process largely depends on the professional readiness, competence, and motivational orientation of the teacher. The purpose of the study was to analyse the theoretical foundations, structural components, and functional characteristics of pedagogical activity, and to determine the role of professional readiness and pedagogical abilities in ensuring the effectiveness of a teacher's professional performance. The study was based on a set of theoretical methods, including analysis, synthesis, comparison, systematisation, and generalisation of scientific literature in the fields of pedagogy, psychology, and professional education. The study investigated the essence of pedagogical activity as a complex, multifunctional system that integrated teaching, educational, organisational, communicative, projective, and gnostic components of the teacher's professional work. It was established that pedagogical activity was determined by a system of motives, goals, actions, and results that guided the teacher's professional behaviour and influenced the development of the learner's personality. The analysis revealed the structural and functional characteristics of pedagogical actions, and the role of motivation, goal-setting, planning, and diagnostic activities in organising the educational process and achieving effective pedagogical outcomes. The study also generalised the main components of professional readiness of teachers, including psychological, theoretical, practical, motivational, and psychophysiological readiness, and outlined the importance of pedagogical abilities, professional orientation, and continuous professional development in the formation of pedagogical mastery. The practical significance of the study was in the possibility of applying its results in the professional training and professional development of teachers in higher education institutions, and in improving the organisation and management of pedagogical activity in educational practice

Keywords: teacher competence; motivation; goal-setting; pedagogical abilities; instructional planning; professional development

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Introduction

The rapid transformation of modern education, the expansion of digital technologies, and the growing demands for the quality of higher education have significantly increased the importance of pedagogical activity and the professional readiness of teachers. In contemporary educational systems, the effectiveness of the teaching and learning process depends not only on the level of subject knowledge of educators but also on their professional competence, pedagogical abilities, motivational orientation, and capacity for continuous professional development. Therefore, the examination of the structural foundations of pedagogical activity and the components of professional readiness became an important direction of modern pedagogical research. Pedagogical activity is considered a complex and multifaceted phenomenon that integrates educational, developmental, communicative, and managerial functions. The effectiveness of this activity is determined by a combination of professional knowledge, skills, abilities, and personal qualities of the teacher. In this regard, understanding the structure and mechanisms of pedagogical activity is essential for improving teacher training and ensuring the quality of educational outcomes in higher education institutions.

The issues of professional competence and the development of teachers' pedagogical skills have attracted considerable attention from both international and Ukrainian researchers. The issues of developing pedagogical mastery and professional readiness of teachers have gained particular relevance in the works of Ukrainian and international authors. In particular, G. Bondar & V. Pavliuk (2024) stated that the professional competence of university lecturers includes not only mastery of subject knowledge but also the ability to organise effective pedagogical interaction, apply modern teaching methods, and respond flexibly to the challenges of the educational environment. The authors highlight the importance of integrating pedagogical, methodological, and communicative competencies in the professional development of educators. The impact of pedagogical training and continuous professional development on teachers' effectiveness was investigated by S. Fernandes *et al*. (2023). Their study demonstrates that systematic pedagogical training contributes to improving teaching practices, strengthening reflective skills, and enhancing teachers' ability to design and manage the educational process. According to the researchers, professional development programmes play a crucial role in increasing the quality of higher education teaching. A number of studies also address the formation of professional competence and the development of innovative teaching approaches in higher education. For example, H. Kuznetsova *et al*. (2024) analysed the role of innovative technologies in the professional activities of university teachers. The authors conclude that the integration of digital tools and modern pedagogical technologies significantly enhances the effectiveness of teaching and supports the development of students' cognitive activity.

The professional development of teachers and the formation of their competencies are closely connected with the processes of lifelong learning and continuous improvement. H. Qamariah & M. Hercz (2025) noted that professional development programmes for university teachers contribute to improving pedagogical competence, strengthening instructional design skills, and developing strategies for effective interaction with students. Their study demonstrates that continuous professional learning is a key factor in maintaining the quality and sustainability of higher education systems. Ukrainian authors also make a substantial contribution to research on pedagogical activity and teacher professionalism. V. Mykolaiko (2023) examined teaching practice as an essential component of the professional training of future educators. The author notes that practical teaching experience enables future teachers to integrate theoretical knowledge with real pedagogical situations, develop professional skills, and acquire the competencies

necessary for effective educational work. The issue of developing professional and communicative competence in higher education was explored by S. Prosianyk (2025), who stressed the importance of communication skills in modern educational environments, particularly under conditions of distance and blended learning. The author argues that communicative competence allows teachers to maintain productive interaction with students, organise collaborative learning, and create a positive psychological climate in the classroom. Another important aspect of pedagogical activity concerns the formation of professional competence and pedagogical conditions that ensure effective teacher training. M. Grynova *et al*. (2024) proposed a model for developing self-regulatory competence among future foreign language teachers. Their paper highlights the importance of pedagogical conditions that support students' independence, reflection, and ability to regulate their own learning processes.

Despite the considerable number of scientific studies devoted to teacher competence and professional development, the issue of analysing the structural foundations of pedagogical activity and the role of professional readiness in ensuring effective teaching remains relevant. Many studies focus primarily on individual aspects of teacher competence, such as digital literacy, communication skills, or methodological training. However, there is still a need for a comprehensive analysis of pedagogical activity as an integrated system that includes motivational, structural, functional, and psychological components. Therefore, the present study aimed to analyse the theoretical foundations and structural characteristics of pedagogical activity, in addition to determining the role of professional readiness and pedagogical abilities in ensuring the effectiveness of a teacher's professional performance in modern higher education.

Materials and Methods

The study was of a theoretical and analytical nature and was based on a systematic, comparative and content analysis of modern scientific sources devoted to the structure of pedagogical activity and the professional readiness of a teacher. The study was based on a theoretical analysis of scientific literature devoted to the examination of pedagogical activity, professional readiness of teachers, and the formation of professional competence in higher education. The materials for the study consisted of contemporary publications in the fields of pedagogy, educational psychology, and professional education. Specifically, the study analysed publications by L. Darling-Hammond *et al*. (2017) on the theoretical foundations of pedagogical activity and the monograph by J. Hattie (2023) on the formation of teachers' professional readiness. Special attention was paid to publications by both international and Ukrainian authors who investigated the problems of teacher professionalism and pedagogical competence. In particular, the study examined the conceptual approaches of L. Darling-Hammond *et al*. (2025) regarding design principles for teacher preparation and the findings of J. Hattie (2023) on the factors influencing instructional effectiveness. Among Ukrainian authors, the study considered publications by O.Yu. Vysotsky (2018) on the philosophy of modern vocational education and N. Melnyk *et al*. (2025).

The methodological basis of the study was formed by general scientific and theoretical research methods that allow for a comprehensive analysis of pedagogical activity as a complex professional phenomenon. The use of these methods ensured the systematic review of the structural and functional characteristics of teaching activity, along with the identification of key components of teachers' professional readiness. The method of analysis was applied to examine scientific sources addressing the essence, structure, and characteristics of pedagogical activity, in addition to the theoretical foundations of teacher professionalism. This method allowed identifying the main approaches to understanding pedagogical activity and professional readiness in contemporary pedagogical science.

The method of synthesis was used to integrate the results of various scientific studies into a coherent conceptual framework. Through synthesis, the key elements of pedagogical activity, including its motivational, structural, and functional components, were generalised and presented as an interconnected system. The comparative method allowed for the comparison of different theoretical perspectives regarding the structure of pedagogical activity, the role of pedagogical abilities, and the components of professional readiness. The method of systematisation was used to organise and classify scientific knowledge about pedagogical activity, including the structural and functional components of teaching, types of pedagogical actions, and levels of professional mastery of teachers. Systematisation also contributed to identifying the relationships between motivation, goal-setting, planning, communication, and diagnostic activities within the overall structure of pedagogical work. In addition, the method of generalisation enabled the formulation of theoretical conclusions regarding the role of professional readiness and pedagogical abilities in ensuring effective pedagogical activity.

The methodological approach of the study was based on the principles of systemic, competency-based, and personality-oriented approaches in education. The systemic approach allowed pedagogical activity to be considered as an integrated system consisting of interrelated structural and functional elements. The competency-based approach enabled the analysis of professional readiness as a combination of knowledge, skills, abilities, and personal qualities necessary for successful teaching. The personality-oriented approach underscored the importance of the teacher's individual characteristics, professional orientation, and motivational sphere in the process of pedagogical activity. Thus, the applied methodological framework ensured a comprehensive analysis of pedagogical activity and allowed for identifying the main structural components, psychological mechanisms, and professional characteristics that determine the effectiveness of teaching activity in higher education.

The study was based on a qualitative theoretical design aimed at studying the structural foundations of pedagogical activity and the components of teachers' professional readiness in higher education. The study relies on a comprehensive review and conceptual analysis of contemporary scientific literature in the fields of pedagogy, psychology, and professional education. The design of this work includes several consecutive stages. At the first stage, relevant scientific sources published mainly in the last five years were selected and analysed to identify key theoretical approaches to pedagogical activity and teacher professionalism. At the second stage, the structural and functional components of pedagogical activity were examined, including motivational, organisational, communicative, and cognitive aspects of teachers' professional work. At the final stage, the obtained results were systematised and generalised to determine the main factors that influence the effectiveness of pedagogical activity and the formation of professional readiness of teachers in higher education institutions.

The theoretical framework of the study was based on contemporary pedagogical and psychological concepts that interpret pedagogical activity as a complex professional system combining motivational, cognitive, organisational, and communicative components. Within this framework, pedagogical activity is considered a purposeful process aimed at organising the learning environment and promoting the intellectual and personal development of students. The study also relied on the competency-based and systemic approaches to teacher professionalism, according to which the effectiveness of pedagogical activity depends on the integration of professional knowledge, pedagogical skills, personal qualities, and motivational orientation of the teacher. In addition, the study was grounded in theories of professional readiness and pedagogical competence, which stress the importance of continuous

professional development, reflective practice, and the formation of pedagogical abilities in ensuring effective teaching activity in higher education.

Results and Discussion

A person is born as a biological being, but their social essence is formed in the process of activity. It is active interaction with the environment that contributes to the formation of personality: the more intense a person's activity, the higher their level of development, and the variety of activities broadens their worldview, increases their competence and level of education. In various types of activity, individuals assimilate the social experience accumulated by previous generations and, at the same time, improve it. The concept of activity is widely used in many scientific fields, including philosophy, pedagogy, psychology, economics, and physiology. I. Moiseienko & N. Minenko (2025) consider activity as an active form of human interaction with the environment, in which a person acts as a subject who consciously influences objects of reality to satisfy their own needs. According to the researcher, such activity can manifest itself both in internal mental processes and in external practical actions that have a conscious purpose and social significance.

Professional activity involves specialisation in a particular field of work. It is associated with a deep mastery of theoretical knowledge within a specific profession and the practical assimilation of professional experience accumulated by previous generations of specialists. The teaching profession occupies a special place among various types of professional activities, since its essence lies in purposefully influencing the formation and development of another person's personality. G. Bondar & V. Pavliuk (2024) emphasise that teaching is a unique art of organising and managing the process of personality formation using the means and content of a particular speciality. In addition, N. Hrytsai & O. Popeplnytska (2024) define pedagogical activity as a process that encompasses both teaching and education and involves the purposeful influence of a teacher on a student or pupil. According to the authors, such influence is directed at the intellectual, personal, and practical development of learners while simultaneously promoting the professional self-development and self-improvement of the teacher. From a systemic scientific perspective, V. Mykolaiko (2023) considers pedagogical activity as a complex structure that integrates the interaction of people, ideas, teaching methods, and educational tools. It is precisely this interaction that ensures the effective implementation of the pedagogical process and facilitates the achievement of planned educational outcomes.

The formation of professional pedagogical activity is historically linked to the social division of labour and the need to transfer knowledge and experience across generations. Its importance for societal development is significant, as education forms the foundation of all spheres of human activity. Pedagogical work is a complex type of professional activity that requires deep knowledge of pedagogy, psychology, and human physiology, and the ability to understand the individual and organise an effective educational process. In this regard, O. Semenog (2025) considers pedagogical activity as an integrated system with its own motives, goals, principles, and structured tasks, implemented through appropriate methods, forms, and teaching tools. The scientific organisation of pedagogical activity is based on general and specific principles that regulate teaching actions and ensure effective educational outcomes. The foundation of pedagogical activity, as with any professional activity, consists of labour actions-individual operations and actions through which a teacher solves specific professional tasks and achieves set goals. O. Cherepiekhina (2023) states that these actions represent the basic structural elements of professional pedagogical work, as they allow teachers to implement educational objectives and organise the learning process effectively. Each labour action can be divided into three main components: physiological, mechanical, and psychological.

The physiological basis of an action is associated with the functioning of the corresponding neural structures in the cerebral cortex, which provide the perception of feedback arising during any motor act. In the process of activity, a person analyses the received sensorimotor information, evaluates it, and uses it to adjust subsequent actions. The mechanical aspect of a labour action is determined by parameters such as the trajectory of a hand or other body part in space, the speed of performing the action (i.e., the distance covered per unit of time), and the frequency of repeating similar movement cycles. When considering actions as the basis of any activity, it is useful to distinguish between oriented and planned actions, i.e., those performed according to a specific plan. However, not all human actions are subject to prior conscious planning. Therefore, there is also a group of immediate, unplanned actions, which are determined by objective conditions of activity, are automated, simple, and performed based on life experience without special deliberation, or are excessively complex and exceed human capabilities. All the mentioned types of actions are realised in some form in a teacher's activity. S. Fernandes *et al*. (2023), reviewing the structure of action, its psychological characteristics, and the patterns of its functioning, identify two main characteristics of actions: functional and structural. The functional characteristic reflects the role of a specific action within the overall system of activity. Its structure includes three main components: orientational, executive, and control-corrective. The structural characteristic involves classifying actions according to features such as the form of execution, level of generalisation, completeness, and degree of mastery. The generalisation of an action indicates the ability to interpret it through concepts and categories of a particular field of knowledge. The level of preparation, the age characteristics of learners, and the professional experience of teachers may differently affect the ways of solving pedagogical tasks.

The completeness of an action is determined by the presence of all necessary operations ensuring its quality, while mastery implies ease and confidence in performance. Rationality is reflected in achieving the intended result, and awareness promotes self-analysis and focus on the content of the activity. The form of an action indicates the level of psychophysiological involvement and may be material, perceptual, verbal, or mental. As noted by H. Qamariah & M. Hercz (2026), particular attention in pedagogical activity is given to mental actions, as they influence the choice of learning approaches and enhance teachers' professional skills. Their formation is based on internalisation – the transformation of external actions into internal cognitive processes. The development of mental actions occurs through a sequence of interconnected stages, as described by D.H. Schunk (2020). It begins with the formation of motivation, where learners develop a positive attitude towards learning and professional growth. This is followed by the establishment of an orientational basis, involving the planning and structuring of learning activities. At the material stage, learners interact with objects or their representations, such as models or digital tools. The verbal stage focuses on explaining and reflecting on actions through speech. Subsequently, actions become internalised and are carried out mentally, corresponding to inner speech. The final stage involves the consolidation of mental actions and the development of self-regulation mechanisms. Within pedagogical activity, several types of actions can be distinguished, including educational-methodical, educational, socio-pedagogical, research-related, and logical operations, which together ensure the effective performance of a teacher's professional duties, as noted by D.H. Schunk (2020).

Important components of any activity are motives and goals, which determine its direction. E. Ballová Mikušková *et al*. (2025) define a motive as a material or ideal object that encourages a person to act and determines the direction of their activity. During the formation process, a

motive passes through several stages: the emergence of the impulse, awareness of it, and acceptance by the individual as an internal stimulus for activity. Accordingly, the motive of professional activity can be defined as the internal drive of a person to perform professional tasks. Motives formed on the basis of the need for a specific type of work drive a person to define concrete goals of activity, without which achieving effective results is impossible. A. Durdas *et al.* (2025) distinguish between short-term and long-term motivation in professional activity. According to the authors, when activity is driven only by immediate tasks and has minimal connection with broader professional prospects, it can be described as short-term motivation. In contrast, when the goal involves long-term outcomes and a strategic orientation towards future professional development, such motivation is considered long-term. Psychology also distinguishes between achievement motivation and failure-avoidance motivation. The former has a positive character and is based on the desire to achieve a desired result. The latter is associated with the wish to avoid mistakes, criticism, or punishment, often accompanied by heightened anxiety and insecurity. In such cases, the individual focuses more on avoiding negative consequences than on achieving success.

Intrinsic and extrinsic motivation are key constructs in explaining human behaviour, as outlined by R.M. Ryan & E.L. Deci (2020). Intrinsic motivation involves engaging in an activity for its own sake, when the process itself is meaningful and satisfying. In contrast, extrinsic motivation refers to performing activities to achieve outcomes unrelated to the task content, and it may be driven by either positive (e.g., rewards, recognition) or negative factors (e.g., avoidance of punishment). The effectiveness of professional activity is largely determined by internal drivers and individual needs, which shape engagement and performance, as emphasised by R.M. Ryan & E.L. Deci (2020). For a teacher, important internal motivating factors include the pursuit of respect, independence, self-realisation, worldview convictions, ideals, professional interests, social roles, and societal recognition. M.M. Echtenbruck *et al.* (2025) present that the content of pedagogical activity itself also plays a significant role in motivating teachers. In this context, value orientations not only perform a regulatory function but also serve as a crucial element of professional motivation.

The set of motives that determines a person's behaviour and activity forms the motivational sphere of the individual. It constitutes a core of the personality and is also the most individual and protected part of the person's inner world. It is the motivational sphere that contributes to professional stability and determines the direction of activity. Within the structure of professional activity motivation, factors that determine satisfaction or dissatisfaction with work can be distinguished. One important motive is the desire for creative self-realisation, which allows a person to fully unlock the potential of the chosen profession. The motivational structure of a teacher's activity is also associated with the so-called need for dominance. H. Talafian *et al.* (2025) note that this need manifests in the desire to influence the social environment, guide the behaviour of others, organise their activities, and coordinate collective work. Teachers may achieve this through persuasion, advice, argumentation, or the exercise of authority. In pedagogical practice, such tendencies are expressed in managing the educational process, organising interactions with students, and making administrative decisions.

By engaging in teaching activities, a teacher performs managerial functions, including organising, regulating, and coordinating the educational process. Professional activity involves the development of motivation related to influence and responsibility, progressing from dependence on external approval to autonomy, self-assertion, and a focus on fulfilling professional duties. In pedagogical practice, motives are realised through goals that determine the direction, methods, and outcomes of activity. Goals serve as a central element of professional action, guiding

both decision-making and the overall organisation of the educational process, as discussed by E.A. Locke & G.P. Latham (2019). Functionally, goals can vary: they may be active or passive, creative or reproductive, organising or disorganising. The effectiveness of pedagogical activity largely depends on the teacher's ability to independently formulate goals, rather than solely relying on those defined by normative documents or administration.

Scientific literature identifies several key functions of the goal system in pedagogical activity. The orientational function defines the overall direction and hierarchy of goals, while the structuring function enables the prediction of outcomes and stages of achievement. The formative and design functions shape the internal organisation of activity and support action planning. The meaning-making function clarifies the significance of both the activity and its results, whereas the system-forming function views pedagogy as an integrated whole. In addition, the mobilising and stimulating functions activate internal resources and psychological mechanisms, the harmonising function ensures coordination among components, and the humanistic (moral) function aligns goals with the needs and potential of both teachers and learners, as discussed by Y. Kozlovskiy *et al.* (2022). Goals are organised hierarchically in a "goal tree", linking strategic and specific objectives to achieve effective results. Internal goals are realised through tasks within the activity, while external goals orient it towards broader social or professional outcomes. Goal-setting unfolds in stages: goal formation and acceptance (goal-project), implementation and adjustment (goal-process), and evaluation of results (goal-outcome). This hierarchy can be represented as: goal → task → question, where a task specifies the practical actions needed to achieve a goal, as outlined by Y. Kozlovskiy *et al.* (2022).

In pedagogical activity, goal formation may be formal, dogmatic, or creative and is essential for the scientific organisation of teaching. It is based on the interaction of three components: teacher, means, and learners. Effective implementation requires alignment between teacher and student goals, integration of teaching, upbringing, and development, and a focus on heuristic goals that foster creativity and intellectual engagement. Thus, goal-setting enables the planning and forecasting of pedagogical activity, determines prospective directions for its development, and supports a comprehensive approach to the use of scientific and practical achievements. It also stimulates creative activity in both teachers and students. Importantly, every goal implies a result (product of activity), which may be immediate or delayed and does not always fully correspond to the initial goal, requiring further pedagogical refinement, as noted by I. Lynova & O. Bulvinska (2020). In solving pedagogical tasks, a teacher's activity produces psychological, functional, and incidental results. Psychological outcomes are reflected in students' motivation, competencies, and social development, while functional results relate to the use of methods and the organisation of learning activities, as noted by L. Darling-Hammond *et al.* (2017). Levels of professional mastery range from reproductive and adaptive to modelling and creative, reflecting an increasing ability to design effective learning processes and foster students' development, as argued by J. Hattie (2023). Professionalism is defined by the teacher's capacity to apply effective methods and ensure meaningful learning outcomes.

The development of professional mastery is a continuous process, progressing from adaptation to innovation and research, and requiring ongoing self-improvement and creative engagement. Professional orientation, as a system of stable motives, determines the direction of a teacher's activity and their commitment to professional growth, as highlighted by I. Sabatovska & S. Bobokalo (2019). In a narrow sense, pedagogical orientation is a professionally significant quality that occupies a central place in the teacher's personality structure and determines the individual characteristics of their professional activity. In a broader sense, it is an integrated characteristic

of pedagogical work, expressed through a system of emotional-value relations and a hierarchy of leading motives that drive self-realisation and professional interaction, as noted by T.V. Larina (2024). Within its structure, pedagogical orientation includes a positive attitude towards the profession, sustained interest, a desire for professional growth, and the internal acceptance of pedagogical goals and tasks, as noted by L. Darling-Hammond *et al.* (2025). Its hierarchical components involve orientation towards the learner (supporting individuality and development), towards oneself (self-improvement and professional realisation), and towards the content of the profession (interest in subject matter), as highlighted by J. Hattie (2023).

Professional orientation is a dynamic and multifaceted system shaped by various factors. Its development progresses from initial awareness of pedagogical abilities to purposeful professional self-development and the formation of an individual teaching style. It is grounded in a system of motives, interests, and professional ideals, evolving from general interest to a clearly defined commitment and readiness for teaching activity. The development of professional orientation proceeds through several stages: the emergence of interest in the profession, the formation of stable motivation for pedagogical activity, the development of professionally significant qualities, and, ultimately, the formation of an internal need for teaching activity, as noted by I. Lynova & O. Bulvinska (2020). A teacher with a well-developed professional orientation demonstrates a stable positive attitude towards the profession, strong motivation, and traits such as responsibility, initiative, and independence. They possess the necessary competencies and experience positive psychological states during teaching. Overall, the level of professional orientation directly influences the effectiveness of pedagogical activity, as argued by R.M. Ryan & E.L. Deci (2020).

In the scientific literature, the functional and psychological productivity of pedagogical activity are distinguished. Functional productivity relates to the creation of an effective system of didactic methods and techniques, the development of communicative skills, and other professional competencies. Psychological productivity, in contrast, is manifested in changes in the student's personality, and in the teacher's capacity for reflective-perceptive analysis, which involves awareness of their own psychological traits, evaluation of their mental state, and deep understanding of the student's personality (Norman *et al.*, 2025). The structure of professional pedagogical activity can be viewed as comprising two interrelated levels of functioning – social and psychophysiological. A teacher's professional activity is multifaceted and is realised in various directions, including educational-methodical, educational-upbringing, socio-pedagogical, and scientific-pedagogical activities. Scholars, in particular D.T. Maricato & J.F. Aquino (2024), commonly differentiate structural and functional components of pedagogical activity. Structural components include the subject of pedagogical influence, i.e., the teacher; the object of pedagogical interaction, i.e., the learner; the subject of their joint activity; the learning goals; and the means that ensure the achievement of these goals. Functional components encompass constructive, organisational, communicative, projective, and gnostic activities.

Constructive activity of the teacher, as described by O. Semenog (2025), is associated with planning and structuring the learning process and is realised through several key functions. The presentational function ensures clear and accessible delivery of educational material; the stimulative function activates students' cognitive engagement through questions and discussions; the corrective function involves clarifying and adjusting students' responses in line with scientific knowledge; and the diagnostic function provides feedback on students' level of understanding. Within constructive activity, the teacher models the structure of a lesson, taking into account curriculum requirements, teaching materials, visual aids, and time constraints. In a broader sense, this activity reflects general principles of

organising the learning process regardless of specific educational contexts.

Organisational activity, according to I. Valantinaite & V. Navickiene (2024), focuses on managing both the presentation of learning material and students' engagement with it, and regulating the teacher's own professional behaviour. Its core functions include internal communication within the student group, external communication between groups, and vertical communication with institutional administration. These functions are closely interconnected with communicative activity.

Communicative activity ensures the establishment of effective pedagogical relationships among teachers, students, parents, and colleagues, contributing to a positive psychological climate and improving the overall effectiveness of the educational process.

Projective activity involves anticipating the outcomes of pedagogical tasks and planning the educational process over longer periods (e.g., a course). It is inherently future-oriented and relies on planning, forecasting, and programming. Planning, as a component of projective activity, is regarded by O. Semenog (2025) and I. Valantinaite & V. Navickiene (2024) as a key form of intellectual work aimed at defining goals, methods, and means of teaching. It helps manage uncertainty and organise pedagogical actions effectively, ranging from situational decision-making to the comprehensive design of the entire educational process.

In pedagogical practice, several types of planning are distinguished: thematic, network, and goal-oriented planning (Grynova *et al.*, 2024). Thematic planning involves dividing a general topic into relatively independent content units and defining their structure, content, and implementation forms. When planning an individual lesson, the teacher determines which cognitive and educational goals should be achieved, selects appropriate teaching methods and forms, establishes intra- and interdisciplinary connections, defines a system for repetition, reinforcement, control, and assessment, and identifies the technical teaching aids to be used. In a thematic plan, answers to these questions are presented concisely. Network planning is based on key concepts such as work, event, and pathway, where "work" refers to any activity requiring time and effort for the preparation or delivery of a lesson. Goal-oriented planning involves forming a hierarchical system of objectives, the implementation of which ensures the achievement of the planned results.

Planning is the process of creating a plan of activity, defined as a pre-determined sequence of actions or a conceptual design that serves as the basis for implementing specific activity. In practice, it may take the form of a scheme, project, model, or programme. A teacher's plan represents a specific algorithm for achieving the set goal, including a system of interrelated tasks, methods, and means of their implementation, while also considering external conditions, professional capabilities, and alternative action strategies. Planning structures the content of activity, serves as a form of organisation, and performs managerial functions in group and collective work, while also promoting the teacher's self-regulation. There is a reciprocal relationship between the plan and the content of activity: content determines the form of the plan, and the plan influences the organisation of content.

As L. Darling-Hammond *et al.* (2025) note, planning plays a crucial role in a teacher's activity, ensuring effective management of the educational process, enhancing the effectiveness of pedagogical work, fostering collaboration, and stimulating creative activity.

Gnostic activity aims to determine the goals and potential directions of pedagogical activity based on the analysis of characteristics, properties, and states of pedagogical systems, and the results of their functioning. It involves analysing pedagogical situations, formulating tasks, acquiring the knowledge necessary for their effective resolution, and evaluating outcomes. In a pedagogical context, gnostics is understood as the process of acquiring knowledge about humans

to transmit accumulated civilisational experience while further developing and enriching it. In the educational process, gnostic activity is realised through analysis, research, and diagnostics of the holistic pedagogical process and the activity of its subjects – the teacher and students – using a system of indicators and criteria to assess effectiveness and predict development.

Gnostic activity is aimed at analysing the sufficiency of scientific knowledge for designing the pedagogical process, determining learning content, selecting effective forms and methods, and identifying problem areas in pedagogical practice. It also includes the exploration of properties, states, and results of the pedagogical system functioning based on defined criteria. During gnostic activity, the teacher analyses their own professional practice and personal qualities, forecasts stages of professional development, generalises experience for implementing innovations, and interprets diagnostic results to design developmental learning programmes. Additionally, it involves forecasting the learner's personal development, studying individual characteristics, and determining optimal conditions for self-realisation in the educational process. Gnostic activity implements the key goal of pedagogy – the development of the learner's personality – and includes two interrelated components: diagnostics and forecasting. Diagnostics provides the necessary information about the current state of the pedagogical system, while forecasting enables probabilistic modelling of its future development based on this data. As O. Tovkanets *et al*. (2024) note, gnostic activity has a clear structure that includes goals, means, processes, and outcomes, and is supported by scientific-methodological and organisational components that ensure effective analysis and continuous professional development of the teacher.

Informational support is implemented according to the formula "practice – theory – practice" and involves developing the educator's ability to effectively search for information and form an information need as a key characteristic of gnostic activity. Normative-legal support is determined by pedagogical ethics and regulatory indicators that characterise the properties, states, and results of pedagogical systems. Documentation support includes student and group development programmes, diagnostic methodologies, prospective development concepts, and gnostic maps, and systematic analysis of lessons aimed at both identifying individual student progress and assessing the overall effectiveness of the educational process. It also encompasses teacher professional profiles that reflect the dynamics of their development and support the generalisation of pedagogical experience.

The effectiveness of gnostic activity depends on the development of gnostic qualities, mastery of pedagogical information, and diagnostic methods. These qualities represent a set of individual psychological traits that enable teachers to understand students, select optimal teaching strategies, and reflect on their own professional activity for continuous improvement. Their development is closely related to anticipation – the ability to predict outcomes of pedagogical actions. The structural model of a teacher's gnostic qualities includes analytical, diagnostic, prognostic, organisational, and reflective skills. Among the key skills are the understanding of students' individual characteristics, design of diagnostic and individualised learning technologies, analysis of group dynamics, lesson planning based on diagnostic data, anticipation of learning difficulties, and selection of effective teaching methods. It also involves organising research activities, fostering students' cognitive interest, managing pedagogical interaction, and integrating professional experience into one's own teaching practice. As S. Gorbenko *et al*. (2023) argue, this set of gnostic qualities ensures effective management of the educational process and the holistic development of the student's personality.

For effective gnostic activity, the system of pedagogical information – a meaningful representation of processes, states, and properties of pedagogical systems and their elements – is

essential. Several types of pedagogical information are distinguished: scientific-pedagogical information, which includes theories and concepts that form the basis for organising and managing educational systems; subject-object information, containing data about participants of the pedagogical process necessary for individualisation and differentiation; and educational-pedagogical information, which covers the content of disciplines, methods, technologies, and forms of instruction.

The accuracy and objectivity of information depend on the teacher's professional experience and the development of cognitive processes such as perception, memory, and thinking. The processing of pedagogical information involves several stages: collection (defining relevance and scope), processing (transforming data into meaningful forms), and interpretation (understanding and generating possible solutions). A teacher's information need is a psychological state arising from insufficient data for effective professional activity, which stimulates inquiry and enhances gnostic activity. Knowledge of pedagogical diagnostics enables the teacher to assess the properties and dynamics of the educational process, evaluate pedagogical interaction, and determine the learner's zone of proximal development through the use of diagnostic programmes. As N. Melnyk *et al.* (2025) note, effective use of pedagogical information and diagnostics significantly enhances the quality of decision-making and forecasting in educational practice.

Models for predicting pedagogical phenomena include several types. The linear model assumes uniform growth or decline in outcomes and is used for comparing past and current indicators. The exponential model describes processes with accelerated changes, such as student behaviour in crisis situations. The logistic model is characterised by initially slow, then rapid changes, followed by stabilisation, as observed in the development of a student group. The sinusoidal model reflects oscillations around an average level, showing rises and falls in activity effectiveness.

Verification is the process of establishing the truth of a conclusion based on diagnostic data through empirical testing. There are two types: direct verification, which involves the immediate testing of conclusions derived from observations, experiments, or statistical data, and indirect verification, carried out by establishing logical relationships between directly and indirectly verifiable statements. The verification algorithm involves several stages. First, diagnostic versions are selected and classified as more or less probable. Next, the diagnostic programme and applied methods are analysed for validity and effectiveness. Then, the results are refined, followed by theoretical testing through thought experiments or logical analysis. Finally, forecasting technology is implemented, transforming versions into time-delayed predictions. According to W. Zhang (2023), the application of diverse predictive models combined with structured verification procedures enhances the precision and credibility of pedagogical forecasting.

Pedagogical abilities are a key factor in successful teaching activity. In general, abilities are considered stable individual psychological properties that ensure effective performance in one or more types of activity. Several types of abilities are distinguished. General abilities manifest across different activity domains and develop through learning and work. Special abilities are formed in specific areas and determine professional mastery. Professional abilities are a set of stable individual-psychological qualities, influenced by upbringing, that define the effectiveness and improvement of professional activity. Giftedness manifests as the capacity to successfully perform multiple types of activity.

Pedagogical abilities belong to special abilities. They are part of organisational abilities and intellectual work abilities but can also exist independently. They represent a particular type of giftedness, since pedagogical activity encompasses a wide range of tasks and functions. Pedagogical talent is closely linked to the teacher's personality and character. Its main features

include multifaceted education and abilities, awareness and mastery of one's potential, and the integration of these abilities into character. Associated qualities important for effective teaching include organisation, diligence, curiosity, self-control, activity, perseverance, the ability to concentrate and efficiently distribute attention. Pedagogical tact is particularly significant, as it helps compensate for deficiencies in other abilities and is mainly formed through practical experience. Evaluation of a teacher's professional abilities requires a comprehensive approach. It includes analysing psychological characteristics of activity, comparing them with the mental structure of the individual, and considering compensatory capabilities. The complexity of pedagogical activity does not allow reducing a teacher's abilities to isolated traits.

The psychological basis of pedagogical abilities includes general conditions of ability, while for secondary and higher education teachers, the ability for scientific activity is important. Intellectual abilities are associated with thinking, analytical-synthetic activity, systematisation of complex connections, and the interrelation between the first and second signalling systems. According to E. Ballová Mikušková *et al.* (2025), these abilities include agility and speed in orienting to new information, critical thinking and analytical skills, verbal comprehension and vocabulary richness, problem-solving, anticipation and planning, memory, spatial thinking, and the ability to recognise similarities and differences between objects. These qualities constitute a teacher's intellectual giftedness and enable deep emotional engagement with learning material.

Intuition functions as an indirect cognitive process that complements logical, probabilistic, and dialectical thinking by accelerating decision-making without bypassing conscious analysis. Pedagogical abilities are categorised by their functional focus: didactic for material delivery, academic for scientific expertise, perceptual for psychological insight, and verbal for expressive communication. Furthermore, authoritative influence, pedagogical imagination, and attention distribution optimise the organisation of the educational process. The development of these attributes necessitates creative engagement, reflexive practice, and the systematic acquisition of specialised expertise. These abilities operate on two primary levels: the perceptual-reflective, characterised by sensitivity to the subjects and dynamics of teaching, and the projective, involving strategic action and outcome planning. As B. Knight (2025) notes, this higher level integrates communication and organisational skills with the rigorous analysis of professional outcomes through nurtured judgement. Collectively, these qualities form the basis of a teacher's intellectual giftedness, facilitating profound cognitive and emotional engagement with the educational material.

Projective-level abilities encompass gnostic, design, constructive, communicative, and organisational components, facilitating systemic sensitivity towards studying the educational object, designing the student's personality, and structuring instructional interactions. Complementary attributes include expressive abilities for the vivid articulation of ideas, major abilities characterised by pedagogical optimism, and authoritative abilities for the rapid establishment of professional credibility. Organisational abilities constitute the teacher's leadership functions, directed at mobilising student collectives through the application of practical intelligence, pedagogical tact, and self-control. Similarly, communicative abilities facilitate the formation of cohesive interpersonal relationships and collaborative synergy within the learning environment. Expressive and major abilities further enhance this rapport through the strategic use of figurative speech, non-verbal cues, and communicative cheerfulness to stimulate student engagement. The ultimate effectiveness of these pedagogical functions is contingent upon various factors, foremost of which is the professional readiness of the teacher. As noted by A. Muthanna *et al.* (2026), such readiness serves as a essential condition for the successful performance of all types of pedagogical activity,

integrating these diverse abilities into a coherent professional framework.

Readiness is a multidimensional construct interpreted as a developmental level of personality, a situational state, or a regulatory mechanism for professional activity. It functions as a synthesis of value orientations, stable psychological traits, and dynamic processes. In contemporary discourse, two primary paradigms define professional readiness: the psychological approach, which views it as a transient mental state facilitating trait formation, and the personality-structural approach, which defines it as a stable personality characteristic developed through activity. As a structured process, readiness possesses distinct regularities, criteria, and hierarchical levels of formation. The architecture of readiness integrates psychological, scientific-theoretical, and practical domains.

According to S. Gorbenko *et al.* (2023), this construct encompasses motivational, orientational, volitional, and evaluative components, supported by psychophysiological and physical prerequisites essential for professional mastery. Operationally, professional readiness manifests at functional and personal levels, reflecting both the immediate state of mobilisation and a stable internal attitude preceding performance. The psychological state of readiness comprises cognitive, emotional, motivational, and volitional components that enable task forecasting and resource mobilisation. The dynamic structure of readiness for creative pedagogy involves goal awareness, situational analysis, and the activation of prior experience. Within this holistic system, two subsystems are distinguished: long-term readiness, representing a stable system of professional qualities, and situational readiness, an active state triggered by specific external interactions. Key indicators of professional readiness include the depth of professional motivation, the command of specialised knowledge, a sense of responsibility for outcomes, and the stability of professional interests. Drawing upon decades of pedagogical research and empirical analysis, this study proposes a hierarchical classification of professional readiness levels, reflecting the developmental trajectory of a teacher's expertise.

The everyday level is characterised by a reliance on common sense and a narrow focus on subject matter. At this stage, the educator assumes that deep content knowledge alone guarantees success, attributing student failure primarily to a lack of individual effort. At the low professional level, the teacher manages isolated pedagogical phenomena but fails to perceive the systemic connections between them, resulting in actions based on fragmented observational data.

The situational level involves a more sophisticated understanding of pedagogical essence and an effort to identify underlying causes. However, theoretical generalisation remains weak, and strategic planning is often dismissed as a mere formality. The pre-modelling level is marked by a clear awareness of the interdependence of educational conditions. While the teacher actively seeks to forecast situations, productivity is often constrained by an incomplete understanding of the dynamics of collaborative engagement. Finally, the modelling level represents the highest level of professional maturity, where the teacher establishes complex causal relationships, uses creative methodologies, and ensures consistent quality through stable pedagogical interaction.

Professional readiness serves as both the primary objective and the ultimate outcome of professional training. It is realised through the sequential acquisition of theoretical frameworks, the accumulation of empirical experience in typical scenarios, and the cultivation of creative inquiry. The value-oriented component of this readiness establishes a foundation for professional ethics and a sustained commitment to self-actualisation. In summary, a teacher's readiness to implement a holistic pedagogical process integrates theoretical, practical, creative, and motivational-evaluative dimensions. As synthesised in the comprehensive research edited by A. Muthanna *et al.* (2026), professional readiness is a complex, person-centred phenomenon. This category reflects the educator's

capacity for prompt and accurate decision-making, the maintenance of effective interaction with students, and the confident command of diverse pedagogical strategies.

Thus, based on the analysis conducted in this study, the combination of criteria for teacher readiness to implement a holistic pedagogical process can be interpreted as theoretical readiness, practical readiness, experience in creative activity, and experience in motivational and value-oriented attitudes towards the teaching profession. In this study, professional readiness is defined as a complex phenomenon grounded in a personality-oriented approach to teacher preparation, reflecting the ability to make prompt and accurate decisions, demonstrate sustained professional interest, maintain effective interaction with students, and apply appropriate methods of pedagogical communication.

In defining professional readiness and suitability, it is important to note that readiness is a broader and more complex concept than pedagogical suitability. Professional activity can only be successfully performed if a person meets the requirements of the profession according to their individual characteristics, which defines professional suitability. In occupational psychology, the concept of a work position is used, understood as a limited area of professional activity, determined by division of labour, designed for creating something valuable for society, making the work position one form of professional existence. A person, including a teacher, must be aware of objectives to achieve effectiveness in any type of activity, which may be formulated as general requirements, regulations, socially fixed (objective) and inherent to the object (subjective), the subject of labour, i.e., a set of interconnected features, properties, processes identified by the individual and encountered in professional activity, the system of properties and relationships of objects, phenomena, and processes that a person must operate with mentally or practically, and the means of professional activity, enabling interaction with the subject in accordance with goals.

The structure of professional suitability encompasses a complex of interrelated components, including civic maturity, attitude towards work and the chosen profession, the system of interests and inclinations, and general capacity, which presupposes an appropriate level of physical and mental health. It also integrates general abilities grounded in activity and self-regulation, alongside specific professionally significant qualities, knowledge, skills, and accumulated experience that ensure the effective performance of professional functions, particularly in pedagogical practice. Given the distinction between absolute and relative suitability, the correspondence between an individual and a professional position is not static but can be achieved through several pathways: the selection of work aligned with personal characteristics, the purposeful development of professionally significant qualities, or the rational distribution of functions within collaborative activity, which in turn may lead to the emergence of differentiated forms within a single profession.

The qualitative and quantitative parameters of professional suitability are set out in the professional profile, which functions as a normative model and a projected outcome of the pedagogical process. As a systemic descriptive construct, it incorporates requirements for personal and professional-pedagogical qualities, psychological and pedagogical preparedness, methodological competence within a specific field, and the scope and content of specialised training. In this regard, as noted by A. Muthanna *et al*. (2026), the highest level of professional development presupposes the convergence of the individual's characteristics with the parameters of the professional profile.

Thus, professional suitability may be interpreted as the highest manifestation of professional competence, closely related to the structure of the professional profile. At this level, the distinction between suitability and readiness becomes largely analytical in nature: while suitability reflects the correspondence of psychophysical characteristics to the requirements of the profession, readiness foregrounds the

motivational, cognitive, and operational dimensions of professional activity. In their unity, these categories characterise a holistic state of personality that ensures effective and sustainable professional functioning.

The results of the study confirm that pedagogical activity in modern higher education should be considered a complex and multidimensional system that integrates cognitive, motivational, communicative, and organisational components of the teacher's professional work. The analysis of scientific literature demonstrates that the effectiveness of teaching activity largely depends on the level of professional readiness of the teacher, which includes psychological, theoretical, practical, motivational, and psychophysiological components. These findings are consistent with contemporary studies showing that teacher professionalism is not limited to subject knowledge but also involves the ability to organise effective educational interaction, apply innovative teaching strategies, and continuously improve professional competencies. In particular, similar conclusions are presented by L. Darling-Hammond *et al*. (2025), who highlight the importance of integrated design principles in teacher preparation programmes aimed at developing a holistic professional competence, and J. Hattie (2023), who identifies teacher expertise, feedback, and instructional clarity as key determinants of learning effectiveness. Comparable ideas are reflected in Ukrainian research, where O.Yu. Vysotsky (2018) stresses the systemic nature of professional training and the integration of theoretical and practical components, while N. Melnyk *et al*. (2025) underline the importance of innovative leadership, collaboration, and adaptability in developing teachers' professional competence under challenging wartime conditions. The comparison of these studies with the present study confirms that professional readiness of teachers is a multifaceted construct that requires a balance between knowledge, skills, motivation, and the ability to operate effectively in dynamic educational environments.

The study also supports the idea that pedagogical activity is structured around a system of motives, goals, actions, and results that determine the teacher's professional behaviour. Motivation and goal-setting play a particularly important role in organising the educational process, as they determine the strategic direction of pedagogical work and influence the selection of teaching methods and forms of interaction with students. Another important result of the study concerns the role of pedagogical abilities and professional orientation in the formation of teaching mastery. The development of such abilities as communicative competence, pedagogical observation, empathy, creativity, and organisational skills significantly enhances the effectiveness of pedagogical activity and contributes to the formation of a productive educational environment. These findings correspond with contemporary approaches to teacher training that stress the importance of lifelong professional learning, reflective practice, and the integration of theoretical knowledge with practical teaching experience.

The study also highlights the necessity of a systemic approach to understanding pedagogical activity. While many modern studies focus on individual aspects of teacher competence, such as digital literacy or methodological skills, the present study gives particular attention to the importance of considering pedagogical activity as an integrated system that combines structural, functional, and psychological components. Such a comprehensive approach allows for a deeper understanding of the mechanisms that ensure effective teaching and supports the development of more effective models of teacher training and professional development in higher education. Overall, the results of the study confirm that professional readiness and pedagogical abilities are key factors in ensuring the effectiveness of pedagogical activity in modern higher education. The integration of motivational, cognitive, communicative, and organisational components within the structure of teaching activity creates the conditions necessary for successful educational

interaction and the development of students' intellectual and personal potential.

Conclusions

This study examined the theoretical and structural underpinnings of pedagogical activity in contemporary higher education, with particular emphasis on the role of professional readiness as a determining factor of effective teaching performance. The findings suggest that pedagogical activity should be interpreted as an integrative and multidimensional phenomenon that combines teaching, educational, organisational, communicative, projective, and diagnostic functions. These components operate in a dynamic interrelationship, ensuring the holistic nature of the educational process and enabling teachers to respond effectively to diverse instructional contexts.

The results of the analysis indicate that professional readiness is a key condition for high-quality pedagogical performance. It encompasses a combination of psychological stability, solid theoretical knowledge, practical teaching skills, sustained motivation, and psychophysiological capacity. Together, these elements form the foundation that allows teachers to plan, implement, and evaluate educational activities in a coherent and purposeful manner. The study also demonstrates that pedagogical effectiveness is closely linked to the teacher's ability to align instructional goals with learning outcomes while maintaining flexibility in applying appropriate methods and strategies.

Furthermore, the study highlights that pedagogical activity is regulated by an interconnected system of motives, objectives, and expected outcomes, which shapes decision-making in the educational process and influences students' cognitive and personal development. The formation of professional orientation and the commitment to continuous professional growth were identified as essential prerequisites for maintaining and enhancing teaching quality in higher education.

From a practical perspective, the findings may contribute to the improvement of teacher training programmes by highlighting the need for integrated approaches that develop not only subject knowledge but also communicative, organisational, and reflective competencies. The results can also inform institutional policies aimed at supporting continuous professional development and fostering innovative teaching practices. Future research may focus on empirical validation of the proposed structural components of pedagogical activity across different educational contexts, and on investigating the impact of digital technologies and innovative instructional models on the development of teacher professional readiness.

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Професійна готовність та структурні основи педагогічної діяльності у сучасній вищій освіті

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Анотація. Актуальність дослідження зумовлюється зростанням значущості розуміння структури, принципів і психологічних основ педагогічної діяльності в сучасній освіті, де ефективність освітнього процесу значною мірою залежить від професійної готовності, компетентності та мотиваційної спрямованості викладача. Метою дослідження був аналіз теоретичних засад, структурних компонентів і функціональних характеристик педагогічної діяльності, а також визначення ролі професійної готовності та педагогічних здібностей у забезпеченні ефективності професійної діяльності викладача. Дослідження ґрунтувалося на сукупності теоретичних методів, зокрема аналізу, синтезу, порівняння, систематизації та узагальнення наукової літератури з педагогіки, психології та професійної освіти. У роботі розкрито сутність педагогічної діяльності як складної багатофункціональної системи, що інтегрувала навчальний, виховний, організаційний, комунікативний, проєктувальний і гностичний компоненти професійної діяльності викладача. Встановлено, що педагогічна діяльність визначається системою мотивів, цілей, дій і результатів, які спрямовують професійну поведінку викладача та впливають на розвиток особистості здобувача освіти. Аналіз дозволив виявити структурні та функціональні характеристики педагогічних дій, а також роль мотивації, цілепокладання, планування й діагностичної діяльності в організації освітнього процесу та досягненні ефективних педагогічних результатів. У дослідженні також було узагальнено основні компоненти професійної готовності викладачів, зокрема психологічну, теоретичну, практичну, мотиваційну та психофізіологічну готовність; було підкреслено значення педагогічних здібностей, професійної спрямованості та безперервного професійного розвитку у формуванні педагогічної майстерності. Практичне значення дослідження полягає у можливості використання його результатів у професійній підготовці та підвищенні кваліфікації викладачів закладів вищої освіти, а також у вдосконаленні організації та управління педагогічною діяльністю в освітній практиці

Ключові слова: компетентність викладача; мотивація; цілепокладання; педагогічні здібності; навчальне планування; професійний розвиток