

ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ТА СУЧАСНІ ПІДХОДИ В ОСВІТІ Й ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ФАХІВЦІВ

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ORGANISATION OF PEDAGOGICAL ACTIVITY IN THE CONTEXT OF CONTEMPORARY EDUCATIONAL TRANSFORMATIONS: SCIENTIFIC APPROACHES, PROFESSIONAL MASTERY, AND CHALLENGES OF SELF-ORGANISATION

У статті розкрито проблему організації педагогічної діяльності в умовах сучасних освітніх трансформацій. Обґрунтовано, що педагогічна діяльність не може розглядатися лише як сукупність дій, спрямованих на передавання знань, організацію навчання, виховання й розвитку здобувачів освіти. У сучасному освітньому просторі вона набуває складнішого змісту, оскільки поєднує проектування освітнього процесу, добір педагогічного інструментарію, організацію взаємодії, оцінювання результатів, рефлексію та коригування професійних дій педагога.

Увагу зосереджено на структурно-компонентному розумінні педагогічної діяльності, що охоплює цільовий, змістовий, операційно-інструментальний, оцінно-результативний і рефлексивний компоненти. Показано, що ці компоненти перебувають у взаємозв'язку й забезпечують цілісність педагогічної діяльності як відкритої, динамічної та науково організованої системи. Особливого значення надано педагогічному інструментарію, який у сучасних умовах охоплює не лише методи, форми й засоби навчання, а й цифрові ресурси, комунікативні прийоми, діагностичні та аналітичні інструменти.

Запропоновано розглядати організацію педагогічної діяльності у двох взаємопов'язаних вимірах. Перший вимір пов'язаний із науково обґрунтованим проектуванням і реалізацією освітнього процесу, другий, із професійною самоорганізацією педагога, його здатністю управляти часом, інформаційними потоками, емоційним напруженням, цифровим середовищем і власними професійними ресурсами. Доведено, що за таких умов професійна майстерність педагога виявляється не лише в методичній вправності, а й у здатності до саморегуляції, рефлексії, гнучкого реагування на змінні умови та збереження професійної працездатності.



Окреслено сильні й слабкі сторони, можливості та загрози організації педагогічної діяльності в умовах освітніх трансформацій. Серед перспективних напрямів її оновлення виокремлено педагогічний дизайн, фасилітацію навчання, тьюторський супровід, рефлексивну практику, навчання з використанням цифрових технологій і професійне самоуправління педагога. Наголошено, що подальший розвиток педагогічної діяльності має ґрунтуватися не на механічному розширенні переліку цифрових засобів, а на цілісному поєднанні науково обґрунтованого проектування освітнього процесу, професійної майстерності та самоорганізації праці педагога.

***Ключові слова:** педагогічна діяльність, організація педагогічної діяльності, професійна майстерність педагога, професійна самоорганізація, освітні трансформації, педагогічний дизайн, рефлексивна практика, цифрові технології, стрес-менеджмент, тайм-менеджмент*

Problem statement. The current stage of educational development is characterised by intensive transformations that are changing the content, structure and conditions of pedagogical activity. The digitalisation of the educational process, the spread of blended and distance learning, the strengthening of inclusive practices, the need to overcome educational losses, the growth of information load, the instability of the social environment, and rising requirements for the quality of education have brought to the fore the need to reconsider the organisation of pedagogical activity as a complex, multilevel and scientifically grounded system.

In its traditional understanding, the organisation of pedagogical activity was mainly associated with planning the educational process, selecting content, methods, forms and means of teaching, ensuring pedagogical interaction and assessing results. However, contemporary conditions significantly broaden this understanding. Pedagogical activity is increasingly acquiring a design-oriented, analytical, communicative, facilitative, reflective, and managerial character. The teacher not only organises learning, but also moderates educational interaction, supports individual educational trajectories, works with diverse educational needs, uses digital technologies, responds to crisis situations, and ensures a psychologically safe educational environment.

Under such circumstances, the scientific understanding of the organisation of pedagogical activity becomes especially significant, not only as the ordering of the educational process, but also as the organisation of the teacher's own work. This concerns the teacher's ability to plan their own professional activity rationally, manage time, information flows, emotional tension and digital resources, maintain professional capacity for work, and engage in continuous reflection on the results of their activity. Therefore, the problem of self-organisation, time management, stress management, digital hygiene, and professional self-development becomes an integral part of the consideration of contemporary pedagogical activity.

At the same time, in scholarly discourse, the organisation of pedagogical activity is often considered fragmentarily: the didactic foundations of the educational process, digital technologies, professional mastery, professional burnout, time management or teachers' stress resilience are analysed separately. However, a holistic vision of this problem remains insufficiently articulated, the one in which the organisation of pedagogical activity appears as the unity of scientifically grounded design of the educational process, the teacher's professional mastery and their capacity for self-organisation under conditions of constant educational change.

Thus, the relevance of the problem under consideration is determined by the need for a theoretical understanding of the organisation of pedagogical activity in the context of contemporary educational transformations, the identification of scientific approaches to its interpretation, the clarification of the role of teachers' professional mastery and the substantiation of self-organisation as an important factor in the effectiveness and sustainability of pedagogical work.

Analysis of latest research and publications. The problem of pedagogical activity is one of the fundamental issues in pedagogical science, as it is directly related to understanding the essence of the teaching profession, the teacher's functions, the role in the educational process and ways of interacting with learners. In scholarly works, pedagogical activity is considered as a complex socio-pedagogical phenomenon that has changed in accordance with the development of society, educational systems, and philosophical and psychological views of the human being, learning, education, and development.

Leading educators of different historical periods paid attention primarily to the organisational, educational and developmental potential of pedagogical activity. In the works of J. A. Comenius, it was understood in the context of ordering learning, nature conformity and the class-lesson organisation of the educational process. J. H. Pestalozzi emphasised the humanistic orientation of pedagogical work, its connection with the development of the child's natural powers, moral education, and practical preparation for life [Коваленко, 2006]. K. Ushynskiy highlighted the scientific basis of pedagogical activity, the importance of the teacher's personality, professional training, and knowledge of the child's psychological characteristics [Зязюн, 2008b]. In the works of A. Makarenko, pedagogical activity was viewed through the prism of organising the collective, discipline, responsibility, and purposeful educational influence, whereas V. Sukhomlynskyi revealed its humanistic, personality-oriented and value-semantic character [Сухомлинська & Дічек, 2005].

Thus, in the classical pedagogical heritage, pedagogical activity was predominantly understood as the organisation of learning, education, personal development, and pedagogical interaction. Within this approach, the teacher appears as a bearer of knowledge, organiser of learning, mentor and authority, while the learner was for a long time considered mainly as an object of pedagogical influence.

The further development of pedagogical thought led to increased attention to the learner's personality, individual abilities, needs, motives, interests, and capacity for self-development. In the works of representatives of humanistic, personality-oriented and psychologically oriented pedagogy, including O. Dubaseniuk [Дубасенюк, Семенюк, & Антонова, 2003], I. Ziaziun [Зязюн, 2008], Z. Kurliand [Курлянд & Осипова, 2019], O. Vyshnevskiy [Вишневецький, 2008], N. Volkova [Волкова, 2001], N. Yaksa [Якса, 2007] and others, pedagogical activity is interpreted not merely as the transmission of ready-made knowledge, but as the purposeful creation of conditions for personal development, the disclosure of creative potential, the formation of a subject position, and the capacity for self-education and self-realisation.

A separate area of scholarly research is represented by works in which pedagogical activity is analysed from the standpoint of activity-based, communicative, and subject-subject approaches. In these studies, in particular by N. Huzii [Гузій, 2015], O. Davydova [Давидова, n. d.], O. Ogiienko [2016], T. Kravchyna [Кравчина, 2022], N. Oliinuk and N. Trachuk [Олійник & Трачук, 2008], K. Pochka, Yu. Krasyl'nyk, H. Korchova, and M. Rudenko [Почка, Красильник, Корчова, & Руденко, 2025], Yu. Zavalevskiy [Завалевський, 2014] and others, the emphasis shifts from one-sided pedagogical influence to interaction, cooperation, dialogue, and co-creation between the teacher and the learner. In this context, the teacher appears not only as a transmitter of knowledge, but as an organiser of educational interaction, a facilitator, consultant, moderator and mentor capable of supporting the activity, independence and responsibility of participants in the educational process.

In contemporary scholarly studies, pedagogical activity is increasingly viewed as an open, dynamic and multicomponent system that functions under conditions of educational digitalisation, information saturation, social instability, inclusive changes, educational losses, and rising requirements for the quality of education. Researchers such as V. Kovalchuk [Ковальчук, 2023], L. Petrenko, O. Kucheriavyi and O. Lavrinenko [Петренко, Кучерявий, & Лавріненко, 2024], Z. Riabova and H. Yelnykova [Рябова & Ёльнікова, 2020], and O. Storonska [Сторонська, 2023] draw attention to the changing professional functions of the teacher, the need to master digital technologies, the ability to design a flexible educational environment, organise blended and distance learning, support individual educational trajectories, and ensure psychologically safe pedagogical interaction.

Of considerable interest are also works in which pedagogical activity is associated with issues of professional mastery, pedagogical culture, reflective practice, and the scientific organisation of the teacher's work (Ye. Chernyshova and colleagues [Чернишова, 2015], O. Lavrentieva [Лаврентьева, 2023], L. Ostapenko and N. Narozhna [Остапенко & Нарожна, 2023], F. A. Tashpulatov and M. B. Toshboyeva [2021]). In this aspect, issues of professional self-organisation, time management, stress management, digital hygiene, management of information flows, prevention of professional burnout, and maintenance of professional capacity for work become increasingly relevant. This approach makes it possible to view pedagogical

activity not only as the organisation of the educational process, but also as complex professional work that requires rational planning, self-regulation, reflection, and the preservation of the teacher's personal resources.

Some contemporary studies focus on the latest orientations in the organisation of pedagogical activity: J. Sweller [2021] examines instructional design as the basis for scientifically grounded learning design; R. Deakin Crick et al. [2007] associate the effectiveness of the educational process with the formation of learner-centred classroom cultures; C. Johnston [2017] emphasises the significance of reflective practice for the teacher's professional self-improvement; P. Dubey and K. K. Sahu [2021] analyse technology-enhanced learning in the context of learners' acceptance of digital technologies and their satisfaction with learning. Overall, these works indicate a shift in research attention towards design, reflection, digital support, and the personality-oriented nature of pedagogical activity.

Thus, the analysis of scholarly sources demonstrates the gradual evolution of the understanding of pedagogical activity: from its interpretation as the transmission of knowledge and social experience to its consideration as personality-oriented, subject-subject, technologically mediated and reflectively organised professional activity. At the same time, contemporary studies still do not provide a sufficiently holistic representation of the organisation of pedagogical activity as the unity of scientifically grounded design of the educational process, the teacher's professional mastery and their capacity for self-organisation in the context of educational transformations. This determines the need for further theoretical consideration of the problem under study.

Formulation of the research aim. *The aim of the article* is to theoretically substantiate the organisation of pedagogical activity in the context of contemporary educational transformations as a holistic process that combines scientifically balanced design of the educational process, the development of the teacher's professional mastery, and their capacity for professional self-organisation.

Research methods. To achieve the aim of the article, a set of theoretical research methods was used. In particular, the analysis of scholarly and regulatory sources was applied to clarify the essence of pedagogical activity and its organisation in the contemporary educational context; synthesis and generalisation made it possible to systematise scientific approaches to understanding pedagogical activity as a holistic professional system; structural-component analysis was used to identify the goal-oriented, content-related, operational-instrumental, assessment-resultative, and reflective components of pedagogical activity. SWOT analysis was also used to determine the strengths and weaknesses, opportunities and threats of organising pedagogical activity in the context of contemporary educational transformations. The method of theoretical modelling was applied to substantiate a two-dimensional vision of the organisation of pedagogical activity as the unity of educational process design and the teacher's professional self-organisation.

Presentation of the main research material. In contemporary scholarly and regulatory discourse, pedagogical activity is considered not only as the transmission of knowledge, but also as a complex form of intellectual, creative and socially significant professional work. In the Law of Ukraine "On Education", pedagogical activity is defined as "intellectual and creative activity of a pedagogical or academic staff member, or a self-employed person in formal and/or non-formal education, aimed at teaching, upbringing and personal development, as well as the development of general cultural, civic and / or professional competences" [Верховна Рада України, 2017]. This definition is important for understanding the contemporary nature of pedagogical work, as it combines several semantic emphases: intellectuality, creativity, professional orientation, connection with formal and non-formal education, and an orientation towards personal development.

At the same time, the regulatory definition outlines only the general framework of pedagogical activity. Its scholarly understanding requires broader analysis, since pedagogical activity encompasses not only teaching, education and development, but also the organisation of the conditions under which these processes become possible, manageable and effective. Therefore, *pedagogical activity* should be considered as a holistic system of the teacher's professional actions aimed at designing, organising, implementing, assessing, and correcting the educational process [Волкова, 2001; Якса, 2007].

In this context, *pedagogical activity appears as a special type of social and professional activity* that ensures the transmission of cultural and social experience, the formation of value orientations, the development of the learner's personality and their preparation for active participation in social and professional life. Its content cannot be reduced to the transmission of educational information, since the teacher not only communicates knowledge, but also organises educational interaction, selects content, methods, forms and means of teaching, models pedagogical situations, supports motivation, analyses results, and ensures the further improvement of the educational process [Вишневецкий, 2008].

An important feature of pedagogical activity is its *multifunctionality*. Traditionally, it *encompasses teaching, educational, developmental, organisational, communicative, diagnostic, prognostic, research, socialising, and managerial functions*. However, in the context of contemporary educational transformations, these functions acquire new content. The teaching function is no longer limited to ensuring the acquisition of knowledge but involves the organisation of learners' active cognitive activity. The educational function is realised not only through specially organised educational activities, but also through the content of education, the style of pedagogical interaction, the culture of communication, and the value richness of the educational environment. The developmental function is associated with supporting independence, critical thinking, reflection, creativity, and the capacity for self-education [Давидова, n. d.].

The content of the teacher's organisational function is also changing significantly. In traditional pedagogical practice, it mainly concerned the ordering of classes, extracurricular work, learners' independent activity, and interaction with participants in the educational process. Today, the organisational function also includes designing blended and distance learning, managing digital resources, coordinating different formats of educational interaction, supporting individual educational trajectories, providing feedback, and creating conditions for learners' productive self-organisation [Почка, Красильник, Корцова, & Руденко, 2025].

Thus, the contemporary teacher increasingly acts not only as a bearer of knowledge, but also as an organiser of the educational environment, a moderator of interaction, a facilitator of learning, a consultant, a mentor, and a subject of their own professional self-organisation [Ковальчук, 2023]. This change in professional role requires a reconsideration of the very essence of pedagogical activity. It is no longer sufficient to describe it through a list of functions, since it is important to determine how these functions are integrated in real pedagogical practice and how they ensure the integrity of the educational process.

One of the defining characteristics of pedagogical activity is its *meta-activity nature*. Pedagogical work is aimed not only at the teacher's performance of their own professional actions, but also at the organisation, regulation and development of other people's activity. The teacher designs conditions under which the learner does not merely acquire educational material, but becomes involved in cognitive, communicative, practical, creative, and reflective activity. Therefore, the organisation of pedagogical activity involves not the mechanical ordering of separate actions, but the creation of a coherent logic of the educational process [Зязюн, 2008].

The *dynamic nature* of pedagogical activity is no less important. Its content and modes of implementation change depending on social conditions, educational policy, learners' needs, the development of science, digital technologies, and the nature of professional training [Олійник & Трачук, 2021]. Pedagogical activity cannot be fully standardised or algorithmised, since each pedagogical situation has a specific context, participants, contradictions, and expected results. This determines the need for the teacher's professional flexibility, their ability to select appropriate methods, change interaction strategies, and make pedagogically grounded decisions [Остапенко & Нарожна, 2023].

The *interactivity* of pedagogical activity is manifested in the fact that its result depends not only on the teacher's actions, but also on the activity of learners, the nature of communication, and the level of trust, cooperation and responsibility of the participants in the educational process. In this understanding, pedagogical activity is not a one-sided influence. It appears as subject-subject interaction, within which the teacher and the learner participate in the joint creation of meanings, experience and modes of action [Курлянд & Осипова, 2019].

The *personal conditioning* of pedagogical activity requires particular attention. Unlike many other types of professional work, in pedagogical activity the teacher's personality is not

an external factor, but a direct component of professional influence. Professional mastery, pedagogical culture, emotional resilience, value orientations, communication style, and the capacity for reflection and self-regulation determine not only the quality of teaching, but also the nature of the educational environment. It follows from this that the organisation of pedagogical activity should encompass not only the selection of teaching methods and means, but also the organisation of the teacher's own work.

It is in this aspect that pedagogical activity becomes particularly relevant in the context of contemporary educational transformations. The growth of information load, the need to work in a digital environment, the combination of face-to-face, distance and blended learning formats, the need for psycho-emotional support for learners, the overcoming of educational losses, and work under conditions of instability impose new requirements on the teacher's professional self-organisation. This concerns the ability to plan one's own activity, manage time, regulate emotional tension, select digital tools, maintain capacity for work, and carry out reflective analysis of one's own practice [Рябова & Ельникова, 2020].

Thus, the organisation of pedagogical activity in contemporary conditions should be considered in *two interconnected dimensions* (see Fig. 1). The first dimension is related to the organisation of the educational process: goal-setting, selection of content, methods, forms and means of teaching, organisation of interaction, diagnosis and assessment of results. The second dimension concerns the scientific organisation of the teacher's work: their self-organisation, time management, stress management, digital hygiene, reflection, and professional self-development. It is the combination of these dimensions that makes it possible to consider pedagogical activity as a complex, scientifically grounded, and personally conditioned professional system that requires constant renewal in response to the challenges of contemporary education [Лаврентьева, 2023].



Fig. 1. Two-dimensional model of pedagogical activity organisation

In the scholarly understanding of pedagogical activity, it is important not only to define its essence, but also to reveal its internal structure. *Pedagogical activity functions as a holistic system in which each component has its own purpose, yet acquires real significance only in interconnection with others* [Якса, 2007; Tashpulatov & Toshboyeva, 2021]. This approach makes it possible to avoid a simplified understanding of pedagogical work as a set of separate actions and to consider it as a scientifically organised process of goal-setting, design, interaction, implementation, assessment, and correction.

The system-forming component of pedagogical activity is the goal, since it determines the orientation of the educational process, the selection of content, pedagogical tools, modes of interaction, and criteria for assessing results. In contemporary conditions, the goal of pedagogical activity cannot be limited to ensuring the acquisition of knowledge. It is connected with the development of the learner's personality, the formation of their capacity for self-learning, self-education, self-realisation, and responsible participation in social and professional life. Therefore, the goal of pedagogical activity has a multilevel character: at the social level, it reflects society's requirements for education; at the educational level, it is specified in the content, results, and ways of organising the educational process; at the individual level, it is directed towards unlocking the potential of a particular person [Чернишова, 2015].

The object of pedagogical activity also requires clarification from the standpoint of contemporary pedagogy. It cannot be regarded solely as the learner as a person at whom pedagogical influence is directed. The object is the educational process as a socially organised system of personal development, at the centre of which is the person who is learning. At the same time, the learner is not a passive object of influence, since they act as an active subject of their own cognitive, communicative, practical and reflective activity. Therefore, contemporary pedagogical activity involves a transition from the logic of influence to the logic of interaction, cooperation and support for the subjectivity of participants in the educational process [Завалевський, 2014; Ogienko, 2016].

The subject of pedagogical activity is the teacher, who carries out not only teaching or educational actions, but also organisational-design, communicative, reflective, diagnostic, and value-orientated activity. In the contemporary educational space, the teacher appears as a designer of the educational process, an organiser of pedagogical interaction, a facilitator of learning, a mentor, a consultant, a researcher of their own practice, and a subject of professional self-organisation. Their subjectivity is manifested in the ability to define goals, forecast results, select appropriate means of pedagogical influence, organise interaction, analyse their own actions, and bear professional responsibility for the quality of the educational process [Зязюн, 2008a].

The content of pedagogical activity encompasses not only the system of knowledge to be acquired, but also values, meanings, modes of activity, models of behaviour, experience of communication and independent thinking, which the learner gradually transforms into their own internal experience. In this aspect, the content of pedagogical activity has cognitive, value-orientated, activity-orientated and reflective dimensions. The cognitive dimension is associated with the acquisition of knowledge and modes of cognition; the value-orientated dimension is connected with the formation of attitudes, beliefs, and moral-cultural orientations; the activity-orientated dimension is associated with the acquisition of skills for applying knowledge in different situations; and the reflective dimension implies the ability to evaluate one's own experience, results, and modes of action [Гузій, 2015].

The tools of pedagogical activity require particular attention, since it is through them that the goal and content are practically implemented. It is advisable to consider pedagogical tools as a set of methods, technologies, forms of learning organisation, means, digital resources, communicative techniques, diagnostic and analytical instruments through which the teacher organises educational interaction and ensures the achievement of expected results. In this understanding, methods are not isolated from other components, but are part of a broader system of pedagogical decisions. They determine the modes of joint activity of the teacher and learners, whereas forms set the organisational format of this activity, means provide its material, informational and digital support, and technologies arrange the sequence of pedagogical actions in accordance with the defined goal [Сторонська, 2023].

In contemporary conditions, pedagogical tools are expanding significantly. Alongside traditional didactic materials, teaching aids, visual materials, exercises, conversations, discussions and practical tasks, digital technologies are becoming increasingly important (LMS, cloud services, interactive whiteboards, multimedia resources, online platforms, video conferencing tools, and AI assistants), as well as formative assessment tools, electronic portfolios, educational analytics, means of communication and tools for organising independent work. At the same time, the expansion of these tools does not automatically improve the quality of pedagogical activity.

Their effectiveness depends on methodological appropriateness, correspondence with the goal, content, age-related, and individual characteristics of learners, as well as on the teacher's professional mastery [Петренко, Кучерявий & Лавріненко, 2024].

The result of pedagogical activity also requires a broader interpretation. It cannot be measured only by the amount of acquired knowledge or by quantitative indicators of academic achievement. The result of pedagogical activity consists in changes in the cognitive, motivational, value-based, behavioural, communicative, and reflective spheres of the learner's personality. In the contemporary understanding, important indicators of effectiveness include not only the achievement of planned learning outcomes, but also the development of subjectivity, independence, the capacity for self-education, responsibility, critical thinking, cooperation, and readiness to act in changing conditions [Кравчина, 2022].

The integrity of pedagogical activity is ensured by the interconnections between its components. The goal determines the content and pedagogical tools; the content specifies the directions of interaction; the tools ensure the practical implementation of the pedagogical idea; and the result becomes the basis for analysis, reflection, and correction of further actions. At the same time, the subject and object of pedagogical activity are not in a static relationship, since in the contemporary educational process the teacher and the learner interact as active participants in joint activity.

Thus, the structure of pedagogical activity is not a mechanical set of separate elements. It constitutes an open, dynamic and self-organised system in which the goal, subjects, content, pedagogical tools, results, and reflective mechanisms are in constant interaction. This understanding makes it possible to consider the organisation of pedagogical activity not only as the ordering of the educational process, but also as scientifically grounded management of the conditions for personal development, professional interaction, and the teacher's own work [Волкова, 2001] (Fig. 2).

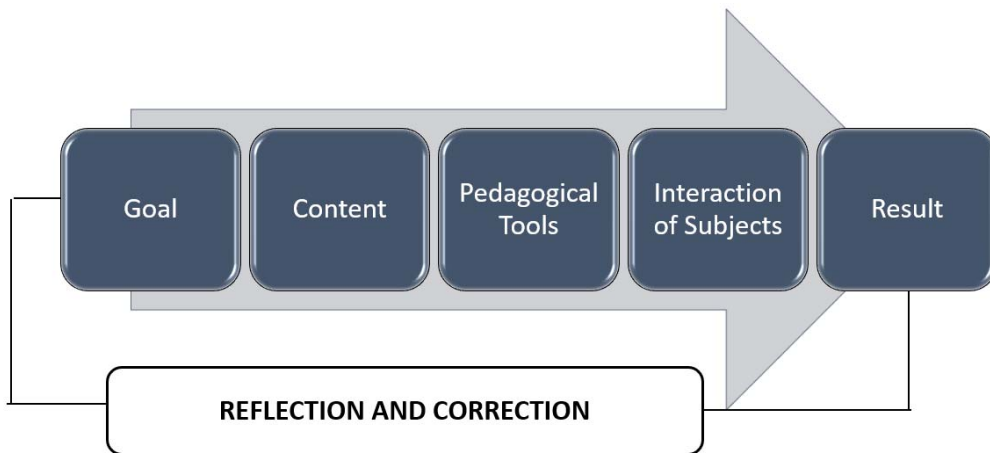


Fig. 2. Structure of pedagogical activity as an open dynamic system

Given the systemic nature of pedagogical activity, its structure should be presented as a set of interconnected components, each of which performs a specific function in the organisation of the educational process. Such an approach makes it possible not only to describe the separate elements of pedagogical activity, but also to reveal the logic of their interaction: from defining the goal to selecting content, pedagogical tools, assessing results, and reflectively improving the teacher's professional actions [Дубасенюк, Семенюк, & Антонова, 2003].

The *goal-oriented component* defines the goal, tasks and expected results of pedagogical activity. It performs a system-forming function, as it directs all other components and sets the logic for selecting content, methods, forms, means and assessment criteria. In contemporary conditions, this component is connected not only with the achievement of learning outcomes, but also with the development of the learner's personality, subjectivity, capacity for self-education, self-regulation, and responsible participation in educational interaction.

The *content component* encompasses a system of knowledge, skills, values, meanings, norms, modes of activity, and experience that form the basis of pedagogical interaction. It reflects the cultural and educational orientations of society, the requirements of educational standards, the logic of a particular field of knowledge and the needs of the learner's personal development. At the same time, the content of pedagogical activity is not static: it changes under the influence of scientific, social, digital, and professional transformations.

The *operational-instrumental component* ensures the practical implementation of pedagogical goals and content. It includes methods, techniques, forms of organising learning and education, pedagogical technologies, teaching means, digital resources, communicative techniques, diagnostic and analytical instruments. This component translates the pedagogical idea into the teacher's specific professional actions and the joint activity of participants in the educational process. Its effectiveness depends not on the number of means used, but on their methodological appropriateness, coherence with the goal and content, and correspondence with real educational needs.

The *assessment-resultative component* characterises the degree to which the set goals have been achieved and the quality of changes occurring in the knowledge, activity-orientated, motivational, value-based, communicative and reflective spheres of learners. It involves diagnosis, monitoring, analysis of results, provision of feedback, and correction of the educational process. In the contemporary understanding, this component is not reduced to control and grading, but performs analytical and regulatory functions.

The *reflective component* ensures the teacher's awareness of their own professional actions, analysis of their effectiveness, identification of difficulties, and determination of directions for further improvement. It is connected with professional mastery, the capacity for self-correction, self-organisation, pedagogical self-development, and making substantiated decisions in changing conditions. It is the reflective component that ensures the transition of pedagogical activity from the reproductive performance of professional actions to conscious, research-oriented and scientifically organised practice.

Thus, the component structure of pedagogical activity makes it possible to consider it as a holistic system in which the goal, content, pedagogical tools, results and reflection are in constant interconnection. In this understanding, the organisation of pedagogical activity appears not as a set of separate methodological actions, but as a scientifically grounded process of designing, implementing, assessing, and improving educational interaction. The interconnection of these components is presented in Fig. 3.



Fig. 3. Structural components of pedagogical activity

Accordingly, structural-component analysis of pedagogical activity makes it possible to reveal its internal structure and determine the logic of the interconnection between the goal, content, pedagogical tools, results, and reflection. At the same time, such analysis does not exhaust the full complexity of this phenomenon in the context of contemporary educational transformations. If, in traditional pedagogical theory, the organisation of pedagogical activity was mainly associated with the ordering of the educational process, today there is an increasingly evident need to view it also through the prism of the organisation of the teacher's own work. This is due to the fact that the effectiveness of the educational process depends not only on the scientifically grounded definition of the goal, the selection of content, methods, forms and means of teaching, but also on the teacher's ability to organise their own professional activity rationally, manage time, information flows, emotional tension, and the digital environment.

The above provides grounds for viewing pedagogical activity not only as a didactically or methodologically ordered process, but as a complex form of professional work that requires scientific organisation. The contemporary teacher works under conditions of constantly increasing professional demands: the need to ensure the quality of education, support learners' motivation, use digital technologies, respond to educational losses, take into account diverse educational needs, create a psychologically safe environment and, at the same time, maintain their own professional resilience. Under such circumstances, the teacher's professional mastery is manifested not only in methodological proficiency, but also in the capacity for self-organisation, self-regulation, and conscious management of their own activity [Лаврентьева, 2023].

In this regard, the contemporary understanding of the organisation of pedagogical activity needs to be supplemented by categories that were previously more often examined within the fields of management, work psychology or professional self-development. These include time management, stress management, digital hygiene, information selection, reflective practice, and professional self-support. Their inclusion in pedagogical analysis does not mean replacing pedagogical issues themselves with managerial terminology. On the contrary, it makes it possible to reveal more fully the real conditions of the teacher's work, in which the organisation of the educational process is inseparably connected with the organisation of one's own professional actions, resources and states.

Consequently, the teacher's professional mastery should be viewed not only as a set of knowledge, skills, pedagogical technique and experience, but as an integral capacity to organise the educational process and one's own professional work on scientific grounds. It includes the ability to design pedagogical situations, select appropriate tools, maintain productive communication, analyse results, flexibly change interaction strategies, and also preserve internal composure, emotional balance, and professional capacity for work. It is in this combination that the organisation of pedagogical activity acquires contemporary meaning: it appears as the unity of scientifically grounded design of the educational process, professional mastery, and self-organisation of the teacher's work [Ковальчук, 2023].

The generalisation of the above provisions provides grounds for applying SWOT analysis to systematise the factors that determine the organisation of pedagogical activity in the context of contemporary educational transformations. In this study, SWOT analysis is used not as a self-sufficient managerial tool, but as a means of analytically organising the strengths, weaknesses, opportunities and threats associated with a two-dimensional understanding of pedagogical activity: on the one hand, as the organisation of the educational process and, on the other hand, as the scientifically organised work of the teacher.

Fig. 4 presents a SWOT analysis of pedagogical activity organisation in the context of contemporary educational transformations. It reflects the internal resources and problem areas of pedagogical activity, as well as the external opportunities and risks that influence its renewal.

Consequently, SWOT analysis makes it possible to specify the problem-oriented and prospective field of pedagogical activity organisation in contemporary conditions. It shows that its development is connected not only with the improvement of the educational process, but also with increased attention to the teacher's professional self-organisation, their ability to manage personal resources, maintain capacity for work and act effectively under conditions of constant change. In this context, particular significance is acquired by new approaches that combine the organisation of the educational process with the development of professional mastery and self-organisation of the teacher's work.

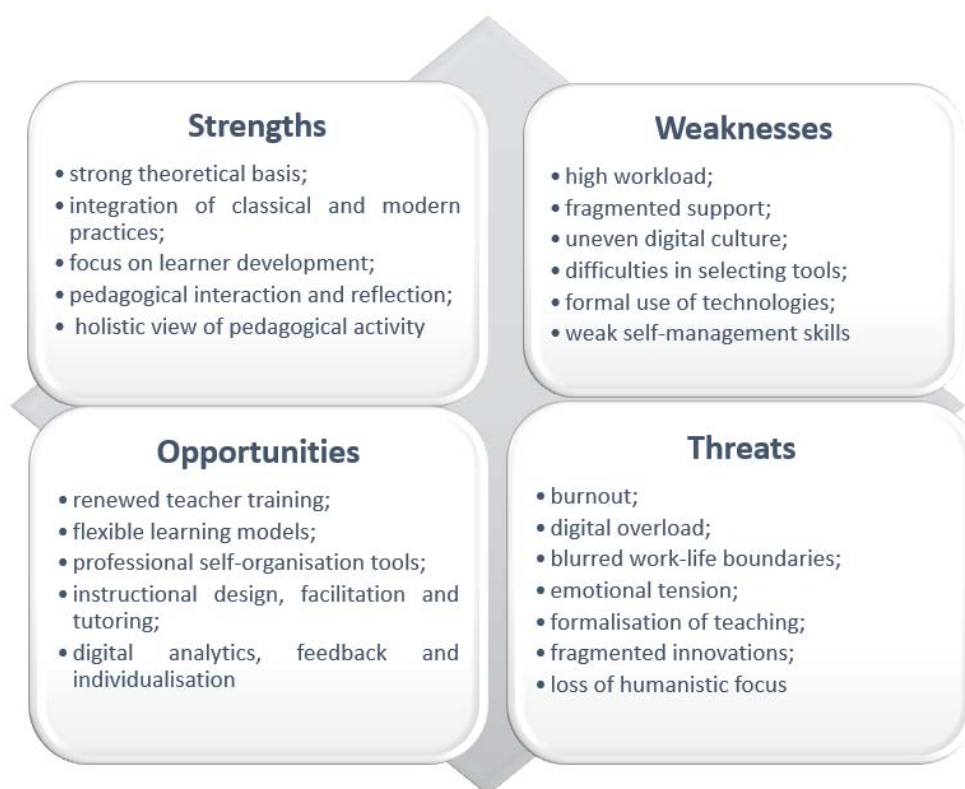


Fig. 4. SWOT analysis of pedagogical activity organisation in the context of contemporary educational transformations

One such direction is *pedagogical design* (instructional design), which involves the holistic design of the educational process with due regard for the goal, expected outcomes, content, methods, forms of interaction, teaching means, and assessment methods. Its significance lies in the fact that pedagogical activity is viewed not as a sequence of separate lessons, but as a well-thought-out system of educational decisions [Sweller, 2021]. Within this approach, particular importance is attached to the logic of structuring educational material, the alignment of tasks with expected outcomes, the selection of pedagogical tools, the organisation of feedback, and the correction of the educational process on the basis of the results obtained.

Another promising approach is connected with *supporting learners' activity and independence* (learner-centred facilitation, tutoring support). Its essence lies in shifting the emphasis from direct management of learning activity to the creation of conditions for conscious learning, independent inquiry, interaction, reflection, and responsibility for one's own educational progress [Deakin Crick, McCombs, Haddon, Broadfoot, & Tew, 2007]. In this context, the teacher performs not only an informational or controlling function, but also the functions of a facilitator, mentor, consultant and moderator of educational interaction [Ogienko, 2016]. This is especially important in blended, distance and individualised learning, where the result largely depends on the learner's capacity for self-organisation.

Reflective practice is becoming increasingly important, as it ensures the transition from the formal performance of pedagogical actions to their conscious analysis and improvement. The reflective approach enables the teacher to assess the effectiveness of their own decisions, identify difficulties, analyse the causes of pedagogical successes and failures, and correct the ways of interacting with learners in a timely manner [Johnston, 2017]. In this sense, reflection acts not only as an individual professional quality, but also as a mechanism for the development of pedagogical activity, since it ensures its openness to change, self-correction, and scholarly understanding of practical experience.

A separate promising direction is the *digital organisation of educational interaction* (digital pedagogy, technology-enhanced learning). This is not about the mechanical addition of digital tools to the traditional educational process, but about their balanced use to expand the possibilities of learning, communication, feedback, individualisation, and analysis of results [Dubey & Sahu, 2021]. Digital technologies (LMS, cloud services, interactive platforms, video conferencing tools, electronic portfolios, educational analytics, and AI assistants) can strengthen pedagogical activity only if they are methodologically appropriate, aligned with the goal and content of learning, and if the leading role of pedagogical logic is preserved.

No less relevant is the approach connected with the *teacher's professional self-organisation* (teacher self-organisation, professional self-management). Its significance increases under conditions of information overload, digital communication, blended learning formats, instability of the educational environment, and heightened emotional tension [Ковальчук, 2023; Лаврентьева, 2023]. The self-organisation of pedagogical work involves rational time planning, management of professional workload, prioritisation, information selection, digital hygiene, prevention of exhaustion, maintenance of capacity for work, and the ability for professional self-development. In this regard, time management and stress management are not concepting external to pedagogy, since they directly influence the quality of pedagogical decisions, the style of interaction, and the teacher's resilience under conditions of change.

Accordingly, the most promising directions for updating the organisation of pedagogical activity are associated not with abandoning classical pedagogical foundations, but with revisiting them under new conditions. Pedagogical design strengthens the design-oriented nature of the teacher's activity; facilitative and tutoring logic changes the nature of pedagogical interaction; reflective practice ensures professional self-improvement; digital pedagogy expands the tools of the educational process; and professional self-management foregrounds the organisation of the teacher's own work. Together, these directions make it possible to consider contemporary pedagogical activity as a holistic system in which the organisation of the educational process is inseparably connected with professional mastery, self-organisation, and the teacher's ability to act under conditions of constant transformation.

Therefore, the prospects for updating the organisation of pedagogical activity are connected not so much with expanding the list of methods, forms or digital means, but with rethinking the very logic of pedagogical work. In contemporary conditions, pedagogical activity requires a transition from the fragmented use of separate approaches to a holistic model in which the design of the educational process, pedagogical interaction, reflection, digital tools, and the teacher's professional self-organisation are considered as interconnected components of a single system.

In this context, particular importance is attached to preparing the teacher for the conscious management not only of the educational process, but also of their own professional resources. This concerns the ability to plan activity, select appropriate tools, maintain productive communication, work with information flows, engage in reflection, prevent professional exhaustion, and preserve pedagogical resilience under conditions of change. It is these aspects that determine the prospects for the development of the teacher's professional mastery in the contemporary educational space.

Conclusions. The analysis conducted provides grounds for stating that the organisation of pedagogical activity in the context of contemporary educational transformations requires broader scholarly consideration than is implied by its traditional understanding as the ordering of the educational process. Pedagogical activity appears as a complex, multicomponent, and dynamic system in which the goal-oriented, content-related, operational-instrumental, assessment-resultative and reflective components are interconnected. Their integrity ensures the logic of designing, implementing, analysing, and correcting educational interaction.

It has been established that the contemporary organisation of pedagogical activity should be viewed in two interconnected dimensions. The first dimension is related to the scientifically grounded design and implementation of the educational process, which includes defining goals, selecting content and pedagogical tools, organising interaction, assessing results, and correcting further actions. The second dimension concerns the teacher's professional self-organisation, their ability to plan their own work, manage time, information flows, emotional tension and the digital environment, and maintain professional capacity for work.

It has been clarified that, in contemporary conditions, the teacher's professional mastery cannot be reduced solely to methodological preparedness, command of pedagogical technique or teaching experience. It acquires an integral character and encompasses the teacher's capacity to organise the educational process and their own professional activity on scientific grounds, respond flexibly to changing conditions, maintain productive pedagogical interaction, engage in reflection, and prevent professional exhaustion.

SWOT analysis has shown that the organisation of pedagogical activity has considerable development potential associated with the combination of classical pedagogical foundations, digital opportunities, reflective practice, pedagogical design, and facilitative and tutoring logic of interaction. At the same time, the risks identified include the teacher's professional overload, digital fatigue, formalisation of pedagogical activity, fragmented implementation of innovations, and insufficient attention to the self-organisation of the teacher's work.

Consequently, the prospects for updating the organisation of pedagogical activity are connected not with the mechanical expansion of the list of methods, forms or digital means, but with the transition to a holistic model in which the organisation of the educational process, professional mastery, and self-organisation of the teacher's work are viewed as interdependent components. It is this model that makes it possible to ensure the scientific grounding, flexibility, humanistic orientation, and sustainability of pedagogical activity in the context of contemporary educational transformations.

The *prospects for further scholarly inquiry* are seen in the deeper substantiation of models for organising pedagogical activity that combine the design of the educational process, the development of professional mastery, and the self-organisation of the teacher's work. Particular attention should be paid to developing methodological approaches to the formation of teachers' skills in time management, stress management, digital hygiene, reflective practice, and professional self-support. Promising areas also include studying the possibilities of the balanced use of digital technologies and AI in the organisation of pedagogical activity without losing its humanistic, subject-subject, and value-semantic foundations.

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ORGANISATION OF PEDAGOGICAL ACTIVITY IN THE CONTEXT OF CONTEMPORARY EDUCATIONAL TRANSFORMATIONS: SCIENTIFIC APPROACHES, PROFESSIONAL MASTERY, AND CHALLENGES OF SELF-ORGANISATION

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The article addresses the problem of organising pedagogical activity in the context of contemporary educational transformations.

The aim of the article *is to theoretically substantiate the organisation of pedagogical activity in the context of contemporary educational transformations as a holistic process that combines scientifically balanced design of the educational process, the development of the teacher’s professional mastery, and their capacity for professional self-organisation.*

To achieve this aim, theoretical research **methods** were used, including analysis of scholarly and regulatory sources, synthesis and generalisation, structural-component analysis, SWOT analysis, and theoretical modelling. These methods made it possible to clarify the essence of pedagogical activity, systematise scientific approaches to its organisation, identify its main components, determine the strengths, weaknesses, opportunities and threats of its development, and substantiate a two-dimensional vision of pedagogical activity as the unity of educational process design and the teacher's professional self-organisation.

It is substantiated that pedagogical activity cannot be viewed merely as a set of actions aimed at transmitting knowledge and organising the learning, upbringing and development of learners. In the contemporary educational space, it acquires more complex content, as it combines the design of the educational process, the selection of pedagogical tools, the organisation of interaction, assessment of results, reflection and correction of the teacher's professional actions.

Emphasis is placed on the structural-component understanding of pedagogical activity, which encompasses goal-oriented, content-related, operational-instrumental, assessment-resultative, and reflective components. It is shown that these components are interconnected and ensure the integrity of pedagogical activity as an open, dynamic and scientifically organised system. Particular importance is attached to pedagogical tools, which in contemporary conditions include not only methods, forms and means of teaching, but also digital resources, communicative techniques, diagnostic and analytical instruments.

It is proposed to view the organisation of pedagogical activity in two interconnected dimensions. The first dimension is related to the scientifically grounded design and implementation of the educational process, while the second concerns the teacher's professional self-organisation, their ability to manage time, information flows, emotional tension, the digital environment, and their own professional resources. It is demonstrated that, under such conditions, the teacher's professional mastery is manifested not only in methodological proficiency, but also in the capacity for self-regulation, reflection, flexible response to changing conditions, and maintenance of professional capacity for work.

The strengths and weaknesses, opportunities and threats of organising pedagogical activity in the context of educational transformations are outlined. Among the promising directions for its renewal, pedagogical design, learning facilitation, tutoring support, reflective practice, learning supported by digital technologies, and the teacher's professional self-management are identified.

Conclusions. It is emphasised that the further development of pedagogical activity should be based not on the mechanical expansion of the list of digital tools, but on the holistic combination of scientifically grounded design of the educational process, professional mastery, and self-organisation of the teacher's work. Such an approach makes it possible to consider pedagogical activity as a dynamic, humanistic and professionally sustainable system capable of responding to contemporary educational transformations.

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