

PSYCHOLOGICAL READINESS OF TEACHERS FOR INNOVATIVE CHANGES IN THE HIGHER EDUCATION SYSTEM

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Digitalization processes, social instability and increased demands for the quality of education, the problem of psychological readiness of teachers is becoming particularly relevant. Psychological readiness of teachers for innovative changes in the higher education system appears as an important factor in the effectiveness of educational reforms. The success of the implementation of reforms depends not only on the content of innovations, but also on the ability of scientific and pedagogical workers to understand them, accept and implement them in their professional activities. In this context, psychological readiness is considered as a complex integrative formation that combines cognitive, emotional and behavioral characteristics of the individual and determines the level of adaptation of teachers to the conditions of innovative changes.

The success of implementing educational reforms largely depends on the level of psychological readiness of teachers for innovative changes, among which the cognitive component is of particular importance. It reflects the intellectual basis of perception and understanding of educational transformations and involves not only awareness of the need for changes, but also the ability to critically analyze information about reforms and orientation towards continuous professional development. The ability to understand the essence of innovations is considered an important element of readiness for activity in conditions of change, since it provides an understanding of the essence of changes, their stages and mechanisms of influence on the educational process [2, p. 683]. Awareness of the significance of changes is formed under the influence of modern challenges, including the transformation of the labor market, the development of innovative technologies and globalization processes, which require teachers to be able to adapt educational activities to new requirements and standards of education. Such awareness creates the basis for the formation of a rational attitude towards innovations and contributes to increasing motivation for professional improvement .

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The ability to analytically understand reforms provides the opportunity to adapt innovations to the specific conditions of the educational environment, since teachers who have critical thinking skills are able to assess not only the general vector of changes, but also predict their impact on the specifics of the educational process and the results of educational activities. This makes it possible to form optimal strategies for implementing innovations that meet professional standards and the needs of students [2, p. 685]. Orientation to continuous learning and updating knowledge is an important condition for maintaining the professional competence of teachers. It forms self-confidence in the implementation of innovations. This allows not only to master new approaches, methods and technologies, but also to ensure their effective integration into pedagogical practice.

Based on the formed cognitive foundation, the emotional component of psychological readiness naturally arises. It determines the attitude of teachers to innovative changes and forms the ability to maintain psychological stability in conditions of uncertainty. This component includes a positive or negative perception of innovations, the level of anxiety and fears, as well as confidence in one's own professional capabilities. Studies show that a positive attitude to changes contributes to increased motivation and facilitates the process of adaptation to educational innovations, while a high level of anxiety caused by uncertainty can inhibit the introduction of innovative technologies into the educational process. The ability of teachers to accept new approaches (readiness for change) directly affects the effectiveness of integrating innovations into professional activities [5, p. 1]. At the same time, confidence in one's own professional capabilities is an important resource of readiness for change and is associated with the level of formation of professional competence, which ensures more active participation in the implementation of innovative technologies in pedagogical practice [5, p. 4].

At the same time, confidence in one's own professional capabilities is an important resource of readiness for change and is associated with the level of formation of professional competence, which ensures more active participation in the implementation of innovative technologies in pedagogical practice. It is on the basis of this resource that the behavioral component of psychological readiness is formed, which reflects the practical level of implementation of innovations and is manifested in the specific actions of teachers. It includes active participation in the processes of reform, the introduction of modern teaching and assessment methods, as well as the ability to effectively interact with colleagues and the administration. According to modern research, the ability of teachers to apply various innovative approaches and technologies in their own pedagogical activities is an important indicator of their readiness for

change and is associated with the formation of the corresponding behavioral competence [3, p. 5].

In addition, teachers who are actively involved in the development and implementation of educational reforms demonstrate a higher level of professional responsibility and readiness for change, since their practical activities involve constant updating of the content of the educational process and adaptation to new requirements [4, p. 18].

Effective implementation of innovative pedagogical technologies increases the effectiveness of the educational process and contributes to the successful adaptation of teachers to new working conditions, since they force teachers not only to master new tools, but also to transform their own practice [4, p. 13]. An important role in ensuring behavioral readiness is played by the socio-psychological climate in the team, which determines the level of cooperation and support between teachers, their openness to exchange of experience and joint activities, which greatly facilitates the process of adoption and implementation of innovations [3, p. 7].

Socio-organizational conditions play a key role in shaping the psychological readiness of teachers for innovations in the higher education system. Support from colleagues and administration not only contributes to the formation of a positive attitude towards changes, but also increases motivation for their implementation, reduces the level of anxiety and fears associated with the uncertainty of new educational processes. The presence of structured opportunities for professional development, such as participation in trainings, master classes and advanced training programs, ensures active mastery of new approaches and methods, expands the competence of teachers and builds self-confidence in the implementation of innovative changes.

An important aspect is also an organizational culture focused on innovation. It creates a favorable environment for experimentation and the introduction of innovations, supports effective interaction between scientific and pedagogical workers and the administration, promotes the development of teamwork and the exchange of professional experience. As noted by I. Boyarynova (2025), socio-organizational support increases the level of readiness of teachers for change and affects the effectiveness of the implementation of educational innovations, as it integrates the cognitive, emotional and behavioral components of psychological readiness into a holistic system [1, p. 39]. Such support allows scientific and pedagogical workers not only to realize the need for change, but also to actively engage in reform processes, adapt innovative approaches to the specifics of their own educational environment and improve the quality of the educational process.

Thus, the psychological readiness of teachers for innovative changes in the higher education system is a complex multi-level phenomenon that determines

the effectiveness of the implementation of educational reforms. It is formed on the basis of the interaction of cognitive, emotional and behavioral components that ensure the awareness of the need for changes, a positive attitude towards them and the ability to practically implement innovations in the educational process. The development of this readiness largely depends on the level of professional competence of teachers, their self-confidence, as well as on socio-organizational conditions, in particular the support of colleagues and administration, the availability of opportunities for professional development and an organizational culture focused on innovation. The formation of psychological readiness is a key condition for the successful implementation of innovations in higher education and the effective adaptation of teachers to modern challenges.

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