



## DIDACTIC FOUNDATIONS FOR DEVELOPING FACILITATION AND MENTORING COMPETENCIES BASED ON THE “FUTURE TEACHER” CONCEPT



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### Abstract

This article examines the didactic foundations for developing facilitation and mentoring competencies within the framework of the “Future Teacher” concept in contemporary pedagogical education. The study is grounded in the idea that the professional profile of a modern teacher extends beyond subject delivery and increasingly includes the ability to organize learner-centered interaction, support individual educational trajectories, and cultivate collaborative learning environments. Facilitation and mentoring are analyzed as interrelated professional competencies that strengthen reflective practice, dialogic communication, educational leadership, and pedagogical adaptability. The article argues that these competencies should be developed systematically through competency-based curricula, interactive methodologies, reflexive learning tasks, pedagogical modeling, and practice-oriented training. Special attention is given to the didactic principles that ensure the effective formation of such competencies, including subject-subject interaction, continuity of professional growth, integration of theory and practice, contextuality, and personalized support. The paper also highlights the importance of higher pedagogical education institutions in creating conditions for the formation of future teachers who are capable of guiding, supporting, and inspiring learners in diverse educational settings. It is concluded that the “Future Teacher” concept acquires practical significance when facilitation and mentoring are embedded into the structure, content, and methods of teacher preparation.

**Keywords:** Future teacher, facilitation competence, mentoring competence, didactic foundations, pedagogical education, learner-centered approach, reflective practice, professional development.

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## Introduction

### **“KELAJAK O‘QITUVCHISI” KONSEPSIYASI ASOSIDA FASILITATORLIK VA MENTORLIK KOMPETENSIYALARINI RIVOJLANTIRISHNING DIDAKTIK ASOSLARI**

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## Annotatsiya

Ushbu maqolada zamonaviy pedagogik ta’lim tizimida “Kelajak o‘qituvchisi” konsepsiyasi asosida fasilitatorlik va mentorlik kompetensiyalarini rivojlantirishning didaktik asoslari tahlil qilinadi. Tadqiqotning nazariy tayanchi sifatida bugungi o‘qituvchi faqat bilim beruvchi emas, balki o‘quv faoliyatini tashkil etuvchi, shaxsiy ta’lim trayektoriyasini qo‘llab-quvvatlovchi va hamkorlikka asoslangan ta’lim muhitini shakllantiruvchi subyekt ekanligi haqidagi yondashuv olinadi. Maqolada fasilitatorlik va mentorlik bir-biri bilan uzviy bog‘liq bo‘lgan kasbiy kompetensiyalar sifatida talqin qilinib, ularning refleksiv faoliyat, dialogik muloqot, pedagogik yetakchilik va kasbiy moslashuvchanlikni kuchaytirishdagi o‘rni ochib beriladi. Mazkur kompetensiyalarni shakllantirish kompetensiyaviy yondashuvga asoslangan o‘quv dasturlari, interfaol metodlar, refleksiv topshiriqlar, pedagogik modellashtirish hamda amaliyotga yo‘naltirilgan tayyorgarlik vositasida izchil amalga oshirilishi asoslab beriladi. Shuningdek, subyekt-subyekt munosabati, nazariya va amaliyot birligi, kasbiy rivojlanishning uzluksizligi, kontekstual yondashuv va individuallashtirilgan qo‘llab-quvvatlash kabi didaktik tamoyillarning ahamiyati yoritiladi. Oliy pedagogik ta’lim muassasalari bo‘lajak o‘qituvchini turli ta’limiy vaziyatlarda yo‘naltira oladigan, qo‘llab-quvvatlaydigan va ilhomlantira oladigan mutaxassis sifatida shakllantirishda muhim muhit ekanligi ta’kidlanadi. Xulosa sifatida, fasilitatorlik va mentorlik kompetensiyalari o‘qituvchi tayyorlashning mazmuni, tuzilmasi va metodlariga singdirilgandagina “Kelajak o‘qituvchisi” konsepsiyasi amaliy mazmun kasb etishi qayd etiladi.

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**Kalit soʻzlar:** kelajak oʻqituvchisi, fasilitatorlik kompetensiyasi, mentorlik kompetensiyasi, didaktik asoslar, pedagogik taʼlim, shaxsga yoʻnaltirilgan yondashuv, reflektiv faoliyat, kasbiy rivojlanish.

## Introduction

The transformation of modern education has led to a fundamental revision of the professional image of the teacher. In traditional pedagogical models, the teacher was mainly perceived as a transmitter of knowledge, an organizer of discipline, and a controller of academic performance. However, the current stage of educational development requires a broader and more dynamic understanding of teaching activity. Today, the teacher is expected to act not only as an instructor but also as a facilitator of learning, a mentor of personal and professional growth, a guide in the process of independent knowledge construction, and a creator of supportive educational relationships. Within this context, the “Future Teacher” concept becomes especially significant because it reflects the need to prepare a new generation of educators who are capable of responding to the challenges of the twenty-first century through flexible, reflective, and student-centered pedagogical practice.

The “Future Teacher” concept is closely connected with global educational changes influenced by digitalization, the expansion of lifelong learning, the diversification of learners’ needs, and the growing demand for soft skills in professional activity. These tendencies require that future teachers possess not only strong theoretical and methodological training but also the ability to manage interaction, support learner autonomy, foster critical thinking, and maintain constructive dialogue in the classroom. Facilitation and mentoring competencies are therefore becoming core elements of teacher professionalism. They help future teachers move beyond directive modes of instruction and adopt humanistic, dialogic, and development-oriented approaches. Such competencies are not formed spontaneously; they require purposeful pedagogical design, carefully structured learning experiences, and a didactic environment that encourages cooperation, reflection, and practical engagement.

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Facilitation in pedagogical education can be understood as the ability to create conditions in which learners actively participate in the educational process, express their ideas freely, collaborate with peers, and assume responsibility for learning outcomes. A teacher with facilitation competence does not dominate the learning process but rather organizes it in a way that supports interaction, inquiry, and shared meaning-making. This competence includes communication culture, emotional sensitivity, conflict management, group dynamics awareness, and the capacity to encourage inclusive participation. In higher pedagogical education, facilitation competence is especially important because future teachers must themselves experience student-centered learning before they can implement it in their own professional practice. If teacher education remains authoritarian and reproductive in form, it becomes difficult to cultivate educators who are able to teach through dialogue and support.

Mentoring competence, in turn, refers to the teacher's ability to provide individual support, professional guidance, motivation, and developmental feedback. A mentor is not merely a supervisor or evaluator; rather, a mentor accompanies the learner's progress, helps identify strengths and difficulties, encourages reflective self-assessment, and supports the formation of professional identity. In the training of future teachers, mentoring plays a particularly important role during teaching practice, research activity, academic adaptation, and personal self-determination. It enables students to connect theoretical learning with real pedagogical situations and to interpret challenges not as failures but as stages of professional growth. Therefore, mentoring competence is inseparable from empathy, responsibility, ethical communication, and the ability to build trust-based pedagogical relationships.

The didactic foundations of developing facilitation and mentoring competencies must be considered from the perspective of competency-based education. Competency-based training emphasizes not the simple accumulation of information but the formation of integrated abilities that combine knowledge, skills, attitudes, and experience. From this standpoint, the development of facilitation and mentoring competencies requires the inclusion of active learning methods, pedagogical simulations, reflective tasks, collaborative projects, case

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analysis, role-playing, and practice-oriented assignments into the structure of teacher education programs. It also requires an educational environment in which future teachers are treated as active subjects of learning rather than passive recipients of content. The organization of such an environment depends on clear didactic principles, including subject-subject interaction, continuity, reflexivity, contextuality, variability, and integration of theory with practice. In pedagogical universities, the need to develop these competencies is particularly relevant because the quality of future schooling depends on the quality of teacher preparation. A teacher who is unable to facilitate meaningful communication or mentor learners effectively may possess subject knowledge but still fail to create developmental educational conditions. By contrast, a teacher who combines academic competence with facilitative and mentoring abilities is more likely to foster learner independence, collaborative culture, moral responsibility, and sustainable motivation. For this reason, the study of didactic foundations for developing facilitation and mentoring competencies is not only theoretically important but also practically necessary. It contributes to the modernization of teacher education and to the formation of professionals who embody the values and functions associated with the “Future Teacher” concept.

## Results

The results of the study demonstrate that facilitation and mentoring competencies occupy a central place in the professional structure of the “Future Teacher” and should be regarded as essential outcomes of contemporary pedagogical education. The analysis confirmed that these competencies are not secondary communicative skills but integrative professional formations that influence the quality of teaching, the character of educational interaction, and the developmental potential of the learning environment. Their formation depends on a set of interconnected didactic foundations that shape both the content and organization of teacher preparation.

One of the major results is the identification of the core didactic principles that support the development of facilitation and mentoring competencies. Among

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them, subject-subject interaction proved to be one of the most significant. When future teachers are involved in dialogic and participatory educational processes, they begin to internalize the pedagogical value of respect, cooperation, and shared responsibility. Such interaction changes the learner’s position from passive receiver to active co-participant, which directly contributes to the formation of facilitative behavior. At the same time, mentoring competence grows in environments where future teachers experience individualized guidance, constructive feedback, and supportive academic communication. This result indicates that competencies of support and mediation cannot be developed effectively in authoritarian or purely lecture-based instructional systems.

Another important result concerns the relationship between theory and practice. The study found that facilitation and mentoring competencies become more stable and meaningful when theoretical knowledge is consistently reinforced through practical application. Courses that only discuss humanistic pedagogy or collaborative learning in abstract terms are insufficient. The strongest developmental effect emerges when students engage in microteaching, role-based interaction, case analysis, peer feedback, supervised teaching practice, and reflective tasks connected to real pedagogical situations. Through such forms of practice, future teachers learn how to manage dialogue, encourage participation, respond to individual learner needs, and maintain supportive relationships. This shows that the didactic basis of competency formation must include not only conceptual knowledge but also repeated opportunities for situated action.

The study also revealed that reflection is a key mechanism in the development of both facilitation and mentoring competencies. Future teachers who regularly analyze their communication style, decision-making processes, emotional responses, and interaction with peers demonstrate greater awareness of their pedagogical influence. Reflection helps transform experience into professional understanding. It enables students to identify ineffective patterns of control, recognize the importance of empathy and listening, and gradually adopt more flexible and developmental approaches to educational leadership. Therefore, one of the major results of the research is the recognition of reflexivity not merely

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as an auxiliary element of teacher education but as one of the central didactic foundations of competency growth.

A further result is related to the importance of the educational environment in pedagogical universities. The study found that competency development is more effective when institutional culture supports openness, academic partnership, initiative, and trust. If the teacher education environment reproduces formalism, excessive control, and rigid hierarchy, future teachers may acquire theoretical familiarity with facilitation and mentoring but fail to embody them in practice. By contrast, when university instructors themselves act as facilitators and mentors, students receive a living model of these professional roles. In this sense, the institutional environment functions as a hidden curriculum that either reinforces or weakens the intended competencies. This result emphasizes that didactic foundations extend beyond isolated teaching methods and include the broader pedagogical culture in which future professionals are socialized.

The research further established that facilitation and mentoring competencies are multidimensional in structure. Facilitation competence includes communication management, organization of collaborative learning, stimulation of learner activity, emotional regulation, and the ability to support inclusive dialogue. Mentoring competence includes personalized guidance, trust-building, developmental feedback, motivational support, and assistance in professional self-determination. Although these competencies have distinct emphases, the study showed that they are deeply interconnected. A future teacher who can facilitate group interaction more effectively creates conditions for mentoring relationships, while a teacher who possesses mentoring skills is better able to recognize and support individual participation in collective learning settings. This result supports the idea that both competencies should be developed in an integrated way within pedagogical education.

The analysis also made it possible to identify the most productive didactic tools for the formation of these competencies. Interactive seminars, pedagogical workshops, reflective journals, collaborative projects, mentoring conversations, simulation tasks, professional case discussions, and teaching practicum were found to be especially effective. These forms encourage not only the acquisition

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of knowledge but also the enactment of professional roles. They create situations where future teachers must listen, negotiate, guide, support, analyze, and adapt. As a result, the research confirms that competency formation is strongest in educational formats based on activity, dialogue, and reflection rather than on passive memorization.

Finally, the study demonstrated that the “Future Teacher” concept gains practical meaning only when facilitation and mentoring are incorporated into the logic of teacher preparation as measurable and developable competencies. Their inclusion changes the goals of pedagogical education from simple qualification toward professional maturity, educational leadership, and relational competence. This result has both theoretical and practical significance because it clarifies that the preparation of future teachers must be organized around the formation of those capacities that enable them to guide learning humanely, responsibly, and effectively in changing educational contexts.

## Discussion

The discussion of the obtained results confirms that the development of facilitation and mentoring competencies should be regarded as a strategically important direction in modern teacher education. Within the framework of the “Future Teacher” concept, these competencies are not peripheral additions to professional training but indicators of a deeper transformation in the understanding of pedagogical work. The teacher of the new generation is expected not only to possess disciplinary knowledge and methodological literacy, but also to organize meaningful interaction, support student agency, create emotionally secure learning conditions, and accompany the learner’s educational and personal growth. From this perspective, facilitation and mentoring reflect the transition from a transmissive model of education to a developmental and partnership-based model.

The results of the study allow us to argue that the didactic foundations of these competencies are inseparable from the humanistic orientation of pedagogical education. Facilitation becomes possible only where the learner is recognized as an active subject of the educational process. Mentoring becomes effective only

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where pedagogical relationships are built on trust, respect, dialogue, and professional care. Therefore, one of the key implications of the study is that competency development cannot be reduced to the inclusion of several new courses or training sessions. What is required is a qualitative restructuring of pedagogical education itself. If future teachers continue to study in environments dominated by rigid control, reproductive tasks, and one-sided communication, then even well-formulated competency frameworks may remain declarative. This contradiction between declared aims and actual pedagogical experience is one of the central issues that higher education institutions must address.

The identified importance of subject-subject interaction deserves special consideration. In many traditional systems of teacher preparation, communication between university instructors and students remains hierarchical, formal, and evaluative. Under such conditions, students may become academically informed yet pedagogically dependent. They may know the terminology of learner-centered education without acquiring the actual experience of dialogic participation. The findings suggest that facilitation competence develops not through explanation alone but through immersion in interactive environments where cooperation, initiative, and co-construction of meaning are practiced consistently. This means that pedagogical universities should reconsider the internal logic of their instructional organization. Lecture formats, seminar discussions, assessment procedures, and practicum supervision all need to be aligned with the values of active participation and reflective agency.

The role of mentoring in teacher education also requires deeper interpretation. In many cases, mentoring is understood narrowly as academic supervision or occasional consultation. However, the present study supports a broader view according to which mentoring is a developmental relationship that helps the future teacher interpret experience, overcome uncertainty, identify professional strengths, and form a stable pedagogical identity. This is particularly relevant during periods of adaptation, teaching practice, and early professional self-determination. A future teacher often enters pedagogical education with fragmented expectations about the profession. Mentoring helps connect personal

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motivation with professional responsibility and theoretical preparation with practical action. Thus, mentoring competence should be seen not only as a skill for supporting others in the future, but also as an educational resource through which students themselves become capable of mature professional growth.

An important point emerging from the results is the close connection between facilitation, mentoring, and reflexivity. Reflection serves as the mechanism through which professional action becomes conscious and improvable. Without reflection, facilitation may remain superficial classroom activity management, while mentoring may turn into advice-giving without developmental depth. Through reflective practice, future teachers begin to evaluate how they communicate, how they influence others, how they respond to diversity, and how they build educational relationships. This suggests that reflective components should be systematically embedded into teacher education curricula. Journals, self-analysis tasks, guided discussions, peer observation, and post-practicum reflection are not supplementary exercises but essential didactic means for developing complex professional competencies.

The discussion also points to the significance of contextual and practice-oriented learning. Competencies of facilitation and mentoring cannot be formed in abstraction from educational reality. They emerge in situations where students face ambiguity, responsibility, interactional difficulty, and the need to make pedagogical decisions. This explains why microteaching, simulation, collaborative problem solving, professional case analysis, and teaching practicum were identified as particularly effective tools. These methods place future teachers in quasi-professional or real professional contexts in which they must act, interpret, adapt, and support others. Consequently, one of the major pedagogical conclusions is that competency development should be built around active engagement with professional situations rather than around the isolated study of theoretical concepts.

At the same time, the study makes it possible to consider several existing limitations in the organization of pedagogical education. One limitation lies in the persistence of formal approaches to competence formation. In some cases, educational programs include the language of competency-based education but

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preserve traditional teaching technologies that do not cultivate autonomy, dialogue, or individualized support. Another limitation concerns assessment systems, which often prioritize content reproduction over interactional and reflective growth. If facilitation and mentoring are truly recognized as key competencies, then the criteria and indicators of educational evaluation must also be updated. Assessment should include the ability to organize participation, provide developmental feedback, demonstrate empathy, guide reflection, and support collaborative learning processes.

The institutional dimension is equally important in the discussion. The findings show that the pedagogical culture of the university functions as a formative environment that strongly influences competency development. If university teachers model openness, pedagogical tact, encouragement, and thoughtful guidance, students internalize these patterns as professional norms. If, however, the institutional climate is characterized by distance, formalism, and excessive academic authoritarianism, the future teacher may reproduce these same patterns in school practice. This means that the “Future Teacher” concept should be implemented not only at the level of curriculum documents but also at the level of institutional behavior, communication ethics, and academic relationships. In other words, the university must become the first environment where future-oriented pedagogy is lived rather than merely described.

Overall, the discussion confirms that the didactic foundations for developing facilitation and mentoring competencies are multidimensional and interdependent. They include humanistic values, competency-based design, interactive and contextual methods, reflective practice, pedagogical modeling, and supportive institutional culture. These elements together create the conditions in which the “Future Teacher” can emerge as a professional capable of combining knowledge, guidance, empathy, and educational leadership. Therefore, the practical modernization of teacher education depends not only on revising what future teachers learn, but also on transforming how they learn, with whom they learn, and through which pedagogical experiences they enter the profession.

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## Conclusion

The study has shown that the didactic foundations for developing facilitation and mentoring competencies occupy a decisive place in the preparation of future teachers within the framework of the “Future Teacher” concept. The relevance of this issue is determined by the fact that contemporary education increasingly requires teachers who are able not only to transmit knowledge, but also to organize meaningful interaction, support individual growth, encourage collaborative learning, and respond flexibly to the changing needs of learners. In this context, facilitation and mentoring competencies should be interpreted as integral components of pedagogical professionalism rather than as additional or optional abilities. Their development reflects the broader transformation of teacher education from a knowledge-centered model toward a competency-based, humanistic, and development-oriented paradigm.

The research confirms that facilitation competence is expressed in the future teacher’s capacity to create conditions for active participation, dialogue, cooperation, and learner autonomy. It involves communicative sensitivity, the ability to guide group processes, and the readiness to support inclusive and constructive educational interaction. Mentoring competence, in turn, is associated with personalized pedagogical support, developmental feedback, trust-based communication, and assistance in professional and personal self-determination. Although these competencies have distinct functional accents, they are deeply interconnected in educational practice and together shape the teacher’s ability to guide learning in a humane and effective manner. Therefore, pedagogical universities must consider their formation as a unified and systematically organized task.

One of the most important conclusions of the study is that the development of these competencies depends on clearly defined didactic foundations. Among the most significant are subject-subject interaction, integration of theory and practice, continuity of professional growth, contextual learning, reflexivity, and personalized pedagogical support. These principles ensure that future teachers are not merely informed about facilitation and mentoring, but gradually internalize them through lived pedagogical experience. Competencies of this

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kind cannot be formed in rigidly authoritarian, formal, or purely reproductive learning environments. On the contrary, they require educational settings in which students themselves participate as active subjects, receive mentoring support, engage in dialogue, analyze their own pedagogical actions, and experience models of respectful and collaborative teaching.

The study also leads to the conclusion that higher pedagogical education should be organized as a developmental environment where professional identity is formed through interaction, reflection, and practice. Interactive seminars, collaborative projects, pedagogical workshops, microteaching, case analysis, reflective journals, and supervised teaching practice are especially important because they allow future teachers to rehearse and embody facilitative and mentoring roles. Such methods create opportunities for students to learn how to listen, guide, support, motivate, and respond to educational complexity. In this sense, the didactic foundations of competency development are inseparable from methodological renewal in teacher education.

Another essential conclusion is that the successful implementation of the “Future Teacher” concept requires institutional consistency. If university instructors themselves demonstrate facilitative communication, mentoring behavior, and reflective professionalism, students are more likely to adopt these qualities as part of their own pedagogical identity. Thus, the formation of facilitation and mentoring competencies depends not only on curriculum content, but also on the pedagogical culture of the university. The institutional environment becomes a practical model of the kind of teaching that future educators are expected to realize in schools and other educational settings.

In summary, the study proves that facilitation and mentoring competencies are among the key professional outcomes of modern teacher education. Their development has theoretical importance because it clarifies the evolving structure of teacher professionalism, and practical importance because it contributes to the preparation of teachers capable of educational leadership, humane communication, and learner-centered support. The “Future Teacher” concept gains real pedagogical value only when these competencies are purposefully embedded into the aims, content, methods, and relationships of

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professional training. For this reason, the modernization of pedagogical education should proceed through the systematic strengthening of the didactic conditions that enable future teachers to become facilitators of learning and mentors of human development.

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