

A MODEL FOR DEVELOPING FACILITATION COMPETENCE IN PRE-SERVICE TEACHERS USING DIGITAL TECHNOLOGIES

Eshmatova Go‘zaloy Ziyoyidin qizi

Teacher of the Department of Pedagogy of the University of
Information Technology and Management

gozaloyeshmatova12@gmail.com

Phone number: 998-93-585-12-92

Abstract

This article examines the possibilities of developing facilitation competence in pre-service teachers through digital technologies in the modern educational environment. The study focuses on the theoretical foundations, structural components, and pedagogical conditions of facilitation competence development in teacher education. A model based on digital technologies is proposed to improve communication, collaboration, critical thinking, and interactive learning skills of future teachers. The research highlights the effectiveness of digital educational tools in enhancing facilitation processes and increasing the quality of professional pedagogical training. The article also discusses methodological approaches and practical recommendations for implementing the proposed model in higher education institutions.

Keywords: Facilitation competence, pre-service teachers, digital technologies, teacher education, pedagogical model, digital learning, facilitation skills, educational innovation.

Introduction

Modern teacher education systems increasingly emphasize the importance of developing facilitation competence as a key component of professional readiness. Facilitation competence is generally understood as the ability of a teacher to organize student-centered learning, promote collaboration, encourage critical thinking, and create an interactive educational environment. According to contemporary pedagogical research, this competence is closely linked to communicative, digital, and reflective skills of future teachers. Recent studies highlight that digital technologies significantly transform the nature of pedagogical facilitation. Learning Management Systems such as Moodle and Google Classroom provide opportunities for continuous interaction, feedback, and collaborative learning. Similarly, interactive tools such as Padlet and Mentimeter support student engagement and active participation in the learning process. Researchers also argue that the integration of artificial intelligence tools into education opens new possibilities for developing facilitation skills. AI-based systems, including ChatGPT, enable personalized learning support, instant feedback, and simulation of pedagogical situations. This contributes to the development of decision-making, communication, and reflective thinking skills among pre-service teachers.

However, despite the growing number of studies on digital pedagogy, there is still a gap in comprehensive models that integrate facilitation competence development with digital

technologies in a systematic and structured way. Most existing studies focus either on digital tools or on pedagogical competence separately, without combining them into a unified developmental framework. Therefore, this research aims to address this gap by proposing a structured model for developing facilitation competence in pre-service teachers using digital technologies.

This study is based on a qualitative–conceptual research design aimed at developing and substantiating a model for enhancing facilitation competence in pre-service teachers through digital technologies. The research focuses on theoretical analysis, pedagogical modeling, and synthesis of existing scientific approaches in the field of digital pedagogy and teacher education. The study employs a descriptive and modeling approach. The descriptive component is used to analyze the concept of facilitation competence and its structural components in teacher education. The modeling component is applied to design a structured framework that integrates digital technologies into the development of facilitation skills.

The following research methods were used:

- ✓ theoretical analysis of scientific literature on facilitation competence and digital pedagogy;
- ✓ comparative analysis of existing educational models;
- ✓ pedagogical modeling;
- ✓ generalization and synthesis of scientific findings;
- ✓ observation of digital learning environments in teacher training contexts.

The study is conceptually oriented toward pre-service teachers in higher education institutions preparing future educators. The proposed model is designed to be applicable in pedagogical universities and teacher training programs where digital learning environments are actively used. The developed model for facilitation competence development consists of four interrelated components:

1. Motivational Component. This component focuses on forming positive attitudes toward facilitation activities, digital learning tools, and student-centered teaching approaches.
2. Cognitive Component. It includes theoretical knowledge about facilitation, pedagogical communication, and the use of digital technologies in education.
3. Operational Component. This component reflects practical skills such as managing group interaction, organizing collaborative tasks, and effectively using digital tools like Moodle, Google Classroom, and Padlet.
4. Reflective Component. This component develops the ability of pre-service teachers to analyze their pedagogical actions, evaluate learning outcomes, and improve their facilitation strategies using feedback and self-assessment tools.

The analysis of scientific literature and pedagogical practices allowed the development of a structured model for enhancing facilitation competence in pre-service teachers through digital technologies. The proposed model demonstrates that facilitation competence is not a single skill but a complex, multi-component construct that can be effectively developed when supported by a well-designed digital learning environment. The main result of this research is the design of an integrative model consisting of motivational, cognitive, operational, and

reflective components. Each component plays a specific role in the gradual development of facilitation competence.

The implementation logic of the model shows that:

- motivation is a prerequisite for active engagement in facilitation activities;
- cognitive development ensures theoretical understanding of facilitation and digital pedagogy;
- operational competence is formed through practical use of digital tools;
- reflective skills support continuous self-improvement and pedagogical awareness.

The study confirms that digital technologies significantly enhance interaction, collaboration, and student-centered learning processes in teacher education. Digital tools serve as the main mechanism for implementing the facilitation model. Platforms such as Google Classroom and Moodle enable structured course management, communication, and feedback exchange between instructors and students. Interactive tools such as Padlet and Mentimeter support collaborative learning, brainstorming, and real-time engagement, which are essential for developing facilitation skills. In addition, AI-based technologies such as ChatGPT contribute to personalized learning support, simulation of pedagogical scenarios, and development of critical thinking and reflective abilities.

The findings of this study align with contemporary research in digital pedagogy, which emphasizes the shift from teacher-centered to learner-centered education. Facilitation competence becomes a key element in this transformation, as teachers are expected to act as guides, moderators, and facilitators of learning rather than only knowledge transmitters. The proposed model highlights that the integration of digital technologies creates a more dynamic and interactive educational environment. This environment encourages pre-service teachers to develop communication, collaboration, and problem-solving skills in authentic learning contexts. However, successful implementation of the model requires several pedagogical conditions, including:

- adequate digital literacy of both teachers and students;
- access to technological infrastructure;
- continuous methodological support;
- readiness for pedagogical innovation.

The results of this study suggest that teacher education programs should systematically integrate digital tools into pedagogical training. This integration should not be limited to technical training but should focus on developing facilitation competence as a core professional skill. The model proposed in this study can serve as a practical framework for curriculum designers and educators aiming to modernize teacher training programs in accordance with global digital transformation trends.

This study aimed to develop and substantiate a model for enhancing facilitation competence in pre-service teachers through digital technologies. The results demonstrate that facilitation competence is a multifaceted professional ability that can be effectively developed when supported by a structured pedagogical model and integrated digital learning environment. The proposed model, consisting of motivational, cognitive, operational, and reflective components, provides a systematic approach to preparing future teachers for modern

educational challenges. Each component contributes to the gradual formation of facilitation skills, including communication, collaboration, critical thinking, and reflective practice. The findings confirm that digital technologies significantly enrich the process of teacher education. Platforms such as Google Classroom and Moodle, along with interactive tools like Padlet and Mentimeter, create conditions for active learning, interaction, and student engagement. In addition, AI-based tools such as ChatGPT further support personalized learning and reflective thinking development. Overall, the study concludes that the integration of digital technologies into teacher education is not only a methodological improvement but also a necessary condition for developing facilitation competence in future educators. The proposed model can be adapted and implemented in higher education institutions to improve the quality of pedagogical training.

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